

Bangalore University

PG Department of Psychology

Syllabus for M. Sc Psychology: 2020

Preamble

Master's degree in Psychology and Psychological counseling has been of great demand in the recent years. The need for psychological assistance and guidance has been recognized by all the sections of the society and there is a dearth of skilled professionals in the field. Keeping this in mind, the present curricula has been framed to provide intensive theoretical as well as practical training in a wide range of specializations (*Clinical Psychology, Child Psychology and Industrial & Organizational Psychology*) that would help the post graduate Psychology students, to be eligible for employment in the field of education, clinical/hospital, rehabilitation set up , organizations in the capacity of psychologist, counselor, psychometricians, trainers, facilitator in corporate development process and also pursue research independently. Statistics has been added as a soft core paper to enable the students to work efficiently in research. Students would be equipped to prepare and fare well in competitive examinations conducted by UGC/NTA/ ICSSR/State and Central civil service boards etc.

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

Project work in the second semester:

Since the students would study psychometry in the first semester, the second semester project work would be based on group field work. Each group would work on designing/developing a psychological tool. The evaluation of the same would constitute presentation by the group, the project report and viva voce examination.

Internship and dissertation in the fourth semester:

Internship and dissertation would be individual work based on topics in the area of interest. The evaluation of internship and dissertation would be based on report and individual viva voce examination.

Syllabus for M. Sc Psychology: 2020

| Subjects | Paper | Instruction Hrs/week | Duration of exam (Hrs) | Marks | | | Credits |
|----------------------------------|---|----------------------|------------------------|-------|------|-------|-----------|
| | | | | IA | Exam | Total | |
| I Semester PG Program | | | | | | | |
| Core Subject | 101- Theoretical Perspectives of Psychology | 4*4 | 4*3 | 4*30 | 4*70 | 4*100 | 4*4 |
| | 102- Indigenous Psychology | | | | | | |
| | 103- Biopsychology | | | | | | |
| | 104- Quantitative Research Methods and Psychometry | | | | | | |
| | 105- Experimental Psychology- Psychophysics, Cognition, Memory and learning (Practical 1) | 2*8 | 2*6 | 2*30 | 2*70 | 2*100 | 2*4 |
| | 106- Computer Applications in Psychology (Practical 2) | | | | | | |
| Soft Core | 107- Statistics in Psychology | 1*3 | 1*3 | 1*30 | 1*70 | 1*100 | 1*2 |
| Semester Total of Credits | | | | | | | 26 |
| II Semester PG Program | | | | | | | |
| Core Subject | 201- Personality Psychology | 4*4 | 4*3 | 4*30 | 4*70 | 4*100 | 4*4 |
| | 202- Counselling and Guidance | | | | | | |
| | 203- Cognitive Psychology | | | | | | |
| | 204: Qualitative Research Methods | | | | | | |
| | 205- Psychological Assessment and Life Skills Training | 2*8 | 2*6 | 2*30 | 2*70 | 2*100 | 2*4 |
| | 206- Project: Psychometric Tool Development | | | | | | |
| Soft Core | 207- Theories of Learning | 1*3 | 1*3 | 1*30 | 1*70 | 1*100 | 1*2 |
| Semester Total of Credits | | | | | | | 26 |

| Subjects | Paper | Instruction Hrs/week | Duration of exam (Hrs) | Marks | | | Credits | |
|---------------------------------------|--|----------------------|------------------------|-------|-------|-------|-----------|-----|
| | | | | IA | Exam | Total | | |
| III Semester PG Program | | | | | | | | |
| Core Subject | 301 Positive Psychology | 1*4 | 1*3 | 1*30 | 1*70 | 1*100 | 1*4 | |
| | Specializations | | | | | | | 4*4 |
| | A: Clinical Psychology | | | | | | | |
| | 302A: Clinical psychology and assessments | 2*4 | 2*3 | 2*30 | 2*70 | 2*100 | | |
| | 303A: Developmental Psychopathology | | | | | | | |
| | 305A Practical I: Clinical Cognitive assessment | 2*8 | 2*6 | 2*30 | 2*70 | 2*100 | | |
| | 306A Practical II : Clinical personality assessments and interventions | | | | | | | |
| | B: Child Guidance | | | | | | | |
| | 302B Child Development | 2*4 | 2*3 | 2*30 | 2*70 | 2*100 | | |
| | 303 B Child assessment | | | | | | | |
| | 305 B Assessment of cognition, screening and interventions | 2*8 | 2*6 | 2*30 | 2*70 | 2*100 | | |
| | 306 B Practicals: Assessment of personality and skill training | | | | | | | |
| | C: Industrial and organizational Psychology | | | | | | | |
| | 302C: Organizational Behaviour I – A microperspective | 2*4 | 2*3 | 2*30 | 2*70 | 2*100 | | |
| | 303C: Organizational Behaviour II – A Macroperspective | | | | | | | |
| | 305C :Assessments and interventions in organizations | 2*8 | 2*6 | 2*30 | 2*70 | 2*100 | | |
| | 306C: Assessment of personality and interests | | | | | | | |
| 304 Open elective Psychology for life | 1*4 | 1*3 | 1*30 | 1*70 | 1*100 | 1*4 | | |
| Semester Total of Credits | | | | | | | 24 | |

| Subjects | Paper | Instruction Hrs/week | Duration of exam (Hrs) | Marks | | | Credits | |
|---------------------------------------|--|-------------------------|------------------------------|-------|------|-------|------------|-----|
| | | | | IA | Exam | Total | | |
| IV Semester PG Program | | | | | | | | |
| Core Subject | 401 Rehabilitation Psychology | 2*4 | 2*3 | 2*30 | 2*70 | 2*100 | 2*4 | |
| | 402 Social and community Psychology | | | | | | | |
| | A: Clinical Psychology | | | | | | | 2*4 |
| | 403A Adult Psychopathology | 2*4 | 2*3 | 2*30 | 2*70 | 2*100 | | |
| | 404A Psychological Therapies and interventions | | | | | | | |
| | B: Child Guidance | | | | | | | |
| | 403B: Child Psychopathology | 2*4 | 2*3 | 2*30 | 2*70 | 2*100 | | |
| | 404B Child intervention procedures | | | | | | | |
| | C: Industrial and organizational Psychology | | | | | | | |
| | 403C Training and consumer behaviour | 2*4 | 2*3 | 2*30 | 2*70 | 2*100 | | |
| | 404C Human Resource Management | | | | | | | |
| | 405 Internship | 2*8 | 2*6 | 2*30 | 2*70 | 2*100 | 2*4 | |
| | 406 Dissertation | | | | | | | |
| Semester Total of Credits | | | | | | | 24 | |
| Program Grand total of credits | | | | | | | 100 | |

M.Sc Psychology

I SEMESTER

101: THEORETICAL PERSPECTIVES OF PSYCHOLOGY

Learning Objectives: *Students would get a historical perspective about the development of psychology as an independent body of knowledge. The emphasis is on understanding human behaviour from each school's perspective in respect of human motivation, development and functioning of human personality and the application of principles of each school to the development of mankind as well as its therapeutic value.*

Unit 1: Psychoanalytical perspective **10 Hours**

History, Sigmund Freud's approach, Carl Jung, Adler and other Neo-Freudian approach to motivation, personality, therapy and applications.

Unit 2: Behaviouristic perspective **10 Hours**

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

Unit 3: Humanistic & Existential Perspectives: **10 Hours**

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

Unit 4: Cognitive and Social Perspectives: **10 Hours**

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

Unit 5: Cultural Perspective: **12 Hours**

- *Introduction to the study of culture and psychology-* Defining culture, Culture and Diversity, how does culture influence human behaviours and Mental processes.
- *Culture and Basic psychological processes-* culture and perception, culture and cognition, culture and consciousness
- *Culture and Self-* culture and concepts of self, Independent and interdependent selves, interrelated and isolated self -concepts.

References:

- David Matsumoto and Linda Juang (2004) Culture and Psychology, Thomson Wadsworth
- Davis R.S (1996). Psychology of Learning and Motivation, academic press.
- Ekman, Paul and Davidson, R.J (Eds-1994). The nature of emotions, fundamental questions. Delhi, Oxford University press Series in affective science.
- Hall. C.S. Lindzey G and Campbell J.B (1998) theories of personality New York John Wiley and sons (4th edition).
- Hergenhahn B.R. and Olson M. H. (1998) Theories of personality, Prentice Hall
- Hilgard, E. R Bower G.H, Sahakian, H (1997) Psychology of learning. Prentice hall of India, revised edition
- Lawrence. A, Pervin and Oliver P John (1997) Personality: theory and research New York, John Wiley, 7th edition
- Sahakian (1976) Introduction to psychology of learning. Chicoga: Rand McNally college publishing company.
- Weiner B (1985) Human Motivation, New York: Springer and Verlag.

102: INDIGENOUS PSYCHOLOGY

Learning Objectives: *To introduce the Indigenous perspectives in Psychology and its contemporary relevance. To sensitize the learners to the possibilities and availability of alternate methods of healing, especially those that have originated in Indian subcontinent. To focus on indigenous and culturally accepted/practiced therapeutic methods. Students will become aware of need for, and techniques of healing holistically.*

Unit 1: Indigenous Psychological Perspective

10 Hours

Indigenous, Indian, Transpersonal psychology, Philosophical basis and fundamental assumptions of Indian Psychology, emergence of indigenous and non-western perspective of Psychology, and current research in Indian Psychology.

Unit 2: Indian Psychological Perspectives

12 Hours

Personality and Motivation in Upanishads:

- Layers of existence (Taittiriyaupanishad) and Dvaita and Advaita schools-Motivation and role of (Manas, Ahamkara, Buddhi and Citta)
- Self and consciousness – Viewpoints of Upanishads- States of consciousness (Mandukya Upanishad)
- Bhagavad Gita (Characteristics of trigunas; Characteristics of stithaprajna)

Introduction to Jain Perspective:

- Historical background, premises, traditions: Digambaras and Shwethambaras.
 - Personality and motivation, Tri-ratna or principles of life- faith, knowledge, conduct and five vows
 - Self and Consciousness: Jiva and Ajiva, Ahimsa and role of Karma

Unit 3: Buddhist Psychological Perspective

10 Hours

- Introduction, historical background, traditions, beliefs and schools of Buddhism: Theravada, Mahayana and Vajrayana
- Personality and motivation, Factors of personality - (Five Groupings (Skandhas), four noble truths and the eight-fold path) and Tripitakas: Vinayapitaka, Suttapitaka and Abhidammapiṭaka
- *Self and consciousness*: Ti-Lakkhana three characteristics, Suffering, Impermanence and non-self, Nirvana and mindfulness.

Unit 4: Theory & Application of Yoga Psychology

10 Hours

- Meaning and aims of Yoga, Patanjali's yoga sutra, Astanga yoga - stages of yoga, nadis and cakras, asanas, concept of Prana. Pranayama. Psychophysiological effects of asanas and pranayama Yoga therapy and Kundalini yoga.
- Yoga and stress. Yoga for treating different systemic disorder (eg. Digestive, circulatory etc.). Yoga for personality development and wellbeing

Unit 5: Alternative Healing Techniques

10 Hours

- Introduction to alternative healing techniques
- *Meditation* -Meditation as a therapeutic method. Different types of meditations (Vipasana, Zen, Transcendental Meditation and mindfulness meditation).
- *Healing prayers*:
 - Indian: Omkara and healing prayers
 - Buddhist chants:
 - Namō Tassa Bhagawato Arahato Samma Sam Buddha Sa
 - Nam myōhō renge kyo
- *Reiki and Acupressure*.
 - History of Reiki. Similarities and differences between Reiki and Pranic healing. How does Reiki work? Distance healing, Reiki symbols. Application of Reiki in different conditions.
 - Acupressure, Critical points, relief points. Acupressure for treating different conditions/ailments, and for maintaining health
 - Siddha, Naturopathy and Ayurveda

References:

- Baginski B J and Sharaman S (1997). *Reiki, Universal life energy*. New Delhi. B Jain Publishers
- Basics of Buddhism* (2019) by Eternal Ganges Press Pvt Ltd
- Choa K S (1990). *The ancient Science and out of pranic healing*. Philippines. Health accessory for all.
- Concepts and Theories* (Vol. 1). New Delhi: Pearson.

- Cornelissen, R. M.M., Misra, G., Varma, S. (2001). *Foundation of Indian Psychology*:
 Daishaku Ikeda (2020) *Buddhism day by day – wisdom for modern life*, Eternal Ganges Pvt. Ltd
 Huss, C (1990). The Banyan Tree. Vol.III *Action Research in Holistic Healing*. Pune: Medical Mission sisters
Indian Psychology. New Delhi: Samvad Indian Foundation.
 Iyengar, BKS (2001) *Light on Pranayama*. New Delhi. Harper Collins Pub. India.
 Iyengar, BKS, (2002). *Yoga the path to holistic*. London, Dorling Kindersley Book.
 Kuppuswamy B (2001). *Elements of Ancient Indian Psychology*. New Delhi. Konark Pub. (Reprint).
 Misra, G. and Mohanty, A. K. (2001). *Indigenous Perspectives in Psychology: Essay in*
 Pandit Usharbudh Arya (1981). *Mantra and meditation*. Himalayan International Institute of Yoga Science and Philosophy, USA.
 Raghunath Safaya, (1976). *Indian Psychology*, Munshiram Manoharlal Publishers Pvt. Ltd.

103: BIOPSYCHOLOGY

Learning Objectives: *The paper would orient students about dynamics of brain behaviour complexity. The paper will focus on the relationship between physiology and psychology. Students will gain knowledge about various aspects of biopsychology.*

Unit 1: Brain Behaviour and Nervous System

12 Hours

- *Biopsychology*- Nature and Scope
- *Methods of Studying Brain*- Ablation, Recording and Simulation Methods, Neurochemical Methods.
- *Nervous System*- Structure, Functions, *Divisions*-Central and Peripheral Nervous System.
- *Neurons*- Structure, Types and Functions of neurons.
- *Neuronal Conduction*- Communication between neurons, Synaptic Conduction.
- *Neurotransmitters*- Varieties of neurotransmitters, Neurotransmitter systems and behaviour.

Unit 2: Neuro Psychology

10 Hours

- *Human Brain and Cognition*-Cerebral Asymmetry in Thinking, Intelligence, Memory, Learning.
- *Endocrine System* - Functions and Effects
- *Neurological Disorders*- Tumours, Seizures, Parkinson's Disease, Huntington's Disease Alzheimer's Disease, Multiple Sclerosis.
- Neurological Assessment and Testing.

Unit 3: Behaviour Genetics

10 Hours

- *Behaviour Genetics*- Nature and scope.
- Methods of study and research techniques.
- Chromosomal Functions.
- Hereditary determinants of behaviour.
- Eugenics, Genetic Engineering.

Unit 4: Evolution of Brain and Behaviour

10 Hours

- Evolution of Human Species
- Evolution of Human Brain- Brain size and behaviour, Why the hominid brain enlarged?
- Current Research and Controversial Issues in Evolutionary Biopsychology
- Ethical issues in Research with Animals.

Unit 5: Psycho Pharmacology

10 Hours

- *Basic Principles of Psycho Pharmacology*- Routes of Administration, Drug Effectiveness, Effects of repeated Administration, Placebo Effects.
- *Classification of Psycho Active Drugs*- antipsychotics, Antidepressants, Anxiolytics and Sedatives, mood Stabilizers, Stimulants, Sedatives/ Hypnotics, Miscellaneous Drugs.
- *Adverse Effects of Psycho Active Drugs*- Drug and Drug Interactions, Orthostatic Hypotension, Sexual Dysfunction and hyper Prolactinemia, Liver/Kidney Dysfunction.
- Ethical issues in Psycho Pharmacology.

References:

- Bryan Kolb, Ian Q Whishwa. (2006). *An Introduction to Brain and Behaviour*. 2nd Ed. Worth Publishers.
- David M Buss. (2005). *The Handbook of Evolutionary Psychology*. John Wiley and Sons.
- Handbook of Biological Psychology. Sage Publications
- <http://nursece4less.com/tests/materials/n075materials.pdf> - Classification, Effects.
- <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3031936/> - Principles of Psychopharmacology
- James W. Kalat. (1995). *Biological Psychology*. 5th Ed. Brooks/Cole Publishing Company.
- Meetu Khosla. (2017). *Physiological Psychology- A Introduction*. Sage Publications.
- Neil R Carlson. (2005). *Foundations of Physiological Psychology*. 6th Edition. Pearson.

104: QUANTITATIVE RESEARCH METHODS AND PSYCHOMETRY

Learning Objectives: *The paper aims to educate the students about research in Social Sciences so as to enable them to carry out quantitative research effectively and efficiently and report the findings in an accepted APA format.*

Unit 1: Introduction to Research Methodology

10 Hours

- *Research:* Meaning, objectives and significance
- *Research in Social Sciences:* types and approaches
- Characteristics of Social Science research, validity and reliability in social science research and ethical issues.
- Stages of research process
- *Research Problem:*
 - Types, selection, characteristics and importance.
 - Techniques of defining research problem

Unit 2: Probability, Variables and Hypothesis

10 Hours

- Probability and Normal distribution
- Meaning and types of variables, important approaches to manipulation of variables and techniques of controlling extraneous variables.
- *Research Hypothesis:* Definition, types, sources, functions and hypothesis testing, Type I and Type II errors.

Unit 3: Research Designs

12 Hours

- Meaning, purpose, principles and features of a good research design
- *Non experimental Research Designs:* Observation and cross sectional
- *Experimental Designs*
 - Principles and steps of Experimental designs
 - *Between groups design:* Randomized groups design, Matched group designs, Latin square and Factorial design
 - Within group design
 - *True experimental designs:* After- Only with Control Design, Before-and-After with control design, Solomon Four group design
 - *Quasi experimental designs:* Time series, Equivalent time sample, Non-equivalent control group, Separate sample pre-post-test, Patched-up design, Longitudinal design, Cross sectional design and Cohort design
 - *Ex Post Facto Design:* Correlational Design and Criterion-group design
 - *Pre experimental designs:* One shot case study, one group pre-post-test, static-group comparison
 - *Other designs:* Exploratory designs, descriptive designs, Evaluation designs and Action research

Unit 4: Data Collection and Analysis and Reporting in APA

10 Hours

- *Sampling:*
 - Meaning, need and fundamentals of sampling
 - Probability and Non-Probability sampling
- *Data collection:* Importance, selection criteria and precautions
 - Primary Data collection methods: Observation, interviews, questionnaires and schedules and Psychological tests
 - Secondary data collection methods: Case study and documentary data
- *Data Analysis:* parametric and non-parametric, descriptive, inferential, correlational, tests of significance, tests for homogeneity of variance, regression and data reduction
- *General concepts of research writing:* Plagiarism, types of writing, and interpretation
- *APA style of writing:*
 - Reports: Significance, need, steps, mechanics of report writing and layout
 - Citation
 - Reference

Unit 5: Psychometry development in Psychology

10 Hours

- Types of Psychological tests and their application
- Ethics of Psychological testing
- Levels of measurements
- *Process of Psychometric development:*
 - Item writing and item analysis
 - Guidelines for item writing and types of response formats
 - Item difficulty and Item discrimination
 - Item Validity and reliability
 - Item response theory and Classical test theory
 - Reliability and validity testing of tests
 - Standardization and Norms

References:

- Anastasi, A., & Urbina, S. (1997). *Psychological testing*. Prentice Hall/Pearson Education.
- Chadha, N. K. (2009). *Applied psychometry*. SAGE Publications India.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
- Mangal, S. K., & Mangal, S. (2013). *Research methodology in behavioural sciences*. PHI Learning Pvt. Ltd.
- Panneerselvam, R. (2004). *Research Methodology*, PHI Learning Pvt. Ltd.,
- Singh, A. K. (1986). *Tests, measurements and research methods in behavioural sciences*. Tata McGraw-Hill.

105: EXPERIMENTAL PSYCHOLOGY: PSYCHOPHYSICS, COGNITION, MEMORY AND LEARNING (Practical 1)

Learning Objective: *The objective of this paper is to introduce the students to the theoretical background of Psychophysics, their application in everyday life and testing them in laboratory conditions. This would include measurement, tabulation of results and analysis of the reports using suitable statistical tools. The second part of the paper deals with classical concepts of Cognition, learning and Memory and aims to enable the students carry out experiments and assess memory and cognition in their subjects.*

| Topic | Number of Experiments |
|----------------------------|------------------------------|
| Psychophysics | 4 |
| Higher Cognitive functions | 2 |
| Learning | 2 |
| Memory | 2 |

References:

- Fechner, G. T., Howes, D. H., & Boring, E. G. (1966). *Elements of psychophysics* (Vol. 1). New York: Holt, Rinehart and Winston.
- Garrett, H. E. (1930). *Great experiments in psychology*.
- Rajamanickam, M. (2004). *Experimental Psychology with Advanced Experiments (in 2 Vols.)*. Concept Publishing Company.

106: COMPUTER APPLICATIONS IN PSYCHOLOGY (Practical 2)

Learning Objectives: The paper would orient students to apply MS Office and use it in APA style of writing and to analyse data and interpret it using SPSS.

PART 1: MS Office

- *Word Processing: General features*
 - o Creating a Word document, Font and Paragraph formatting, Insert function, charts, tables, formatting, line spacing and justification, page layout functions, converting word to PDF, exporting and importing data to and from MS Excel and MS PowerPoint and APA writing using MS Word
- *PowerPoint: General Features*
 - o Creating PowerPoint Slides, Transition and Designs, merging files, Embedding images, charts, videos and hyperlinks and APA format in presentation

- *Spread Sheet: General features*
 - Entering Data, creating multiple sheets, sort, find replace functions, Auto fill functions and creating charts
 - Entering data of a psychological test and analysing data
 - Measures of central Tendency
 - Measures of variability
 - 't' Test
 - ANOVA: One-way and two-way
 - Correlation

PART 2: Data analysis using SPSS

- *Data Entry:* Variable view and computing data and importing data from MS EXCEL
- *Basic functions:* Sorting and selecting cases, computing variables, copying tables to MS Word and generating charts.
- Interpreting and reporting in the APA format
- Descriptive statistics and normality testing
- *Parametric Tests:*
 - t Test: One sample, Paired sample and Independent sample t Test
 - ANOVA: One way and Two-way ANOVA and Repeated Measures
 - MANOVA
 - Correlation
- *Non-Parametric Tests:*
 - Chi Square Test
 - Mann Whitney U Test
 - Median Test
 - Wilcoxon Test
 - Kruskal Wallis Test
 - Friedman Test
- *Predictive Analysis:* Linear Regression analysis
- *Data Reduction:* Factor Analysis

107: SOFT CORE: STATISTICS IN PSYCHOLOGY

Learning Objectives: *As a science, study and research in Psychology involves analysis of data using statistical methods at various levels. This paper aims to enable the students to learn various data analysis methods in Psychology, apply it on data sets and learn to meaningfully interpret it.*

Unit 1: Introduction to Statistics in Psychology

10 Hours

- Importance of Statistics in Psychology
- *Introduction to basic concepts:*
 - Measures of central tendency

- Measures of variation (variance)
- Measurement of Skewness and kurtosis
- Degrees of freedom, effect size, power of tests, confidence intervals, test static, critical value and critical region
- *Probability of distribution*: Area under probability curve using reference point, percentage rank and percentile rank and tests for best fit.
 - Binomial and Normal distribution
- Estimation of sampling

Unit 2: Parametric tests

10 Hours

- z test and t test: single sample, dependent and independent means
- f test and ANOVA one way

Unit 3: Non-Parametric tests

10 Hours

- Chi-square test for single sample standard deviation, Chi-square tests for independence of attributes and goodness of fit
- Sign test for paired data
- Mann – Whitney U test and Kruskal Wallis test

Unit 4: Correlation and Regression

10 Hours

- Karl Pearson's and Spearman's Rank Correlation
- Biserial and Point Biserial correlation
- Regression Analysis

References:

- Aron, A., & Aron, E. N. (1999). *Statistics for psychology*. Prentice-Hall, Inc.
- Das, N. (2008). *Statistical Methods Vol 1 &2*. Tata McGraw Hill Education Private Limited.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
- Panneerselvam, R. (2004). *Research Methodology*, PHI Learning Pvt. Ltd.,
- Singh, A. K. (1986). *Tests, measurements and research methods in behavioural sciences*. Tata McGraw-Hill.

M.Sc Psychology

II SEMESTER

201: PERSONALITY PSYCHOLOGY

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

Unit 1 : Nature, Dimensions and measurement of personality **12 Hours**

- Definition and Approaches to study personality, the trait approach to personality,
- Methods of personality assessment,
- Structural models of personality,
- The Five-Factor Model of personality traits.

Unit 2 : Personality in the social and cultural context **10 Hours**

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

Unit 3 : Personality in the educational context **10 Hours**

- Personality development of students,
- Factors influencing personality development

Unit 4 : Personality in the work context **10 Hours**

- Personality and personnel selection,
- Personality correlates of job performance

Unit 5 : Personality and Criminal psychology **10 Hours**

Crime and Personality, Personality Modification in the criminal justice system.

References:

Cambridge Handbook of Personality.

Personality Psychology. Domains of knowledge about Human Nature, Randy.J.Larsen, David M Buss.2nd edition

Theories of Personality, Hall and Lindsey.

202: COUNSELLING AND GUIDANCE

Learning Objectives: *This theory paper aims at providing an overview of introducing the theoretical basis of counselling skills, interviewing techniques, counsellors' personal and professional issues and growth and ethical and legal issues from a multicultural perspective. Students would be equipped about the perspectives and practices in counselling, issues involved in counselling, skills for counselling, techniques in counselling, counselling process and interview. The paper highlights on the principles, theories.*

Unit 1: Introduction to Counselling & Guidance

10 Hours

- Meaning and Definition of guidance, counselling. Background and overview- Historical development and context.
- Counselling psychology in India-Research evaluation and current trends. Common factors and specific techniques. Meaning of scientific theory. An overview of theories and techniques.
- *Basic Concepts*- Types, Scope and Areas, Principles of Guidance and Counselling, counselling settings.

Unit 2: Counsellor- Person & Professional.

12 Hours

- *Counsellor and counselee*: Meaning, responsibilities and roles.
- *Characteristics of a counsellor* - counselee relationship, training of counsellors, supervision, personal and professional characteristics, Qualities of helping relationship.
- Ethical issues, legal issues, relationship between law and counselling, consultation, professional development, competence, peer relations, licensing, legislation, counselling in diverse groups.
- *Counselling Skills*:
 - o *Eight Micro skills in Counselling*: Attending Behaviour, Questioning, Responding, Noting and Reflecting, Client Observation, Confrontation, Focusing and Influencing
 - o *Other skills used in Counselling*: Rapport, empathy, genogram, reflective skills, integrative skills, influencing skills, paraphrasing, summarizing, termination skills. Group counselling skills, supplementary skills.
 - o *Documentation skills*: Contract, termination letter, verbatim, behaviour analysis and referral letters.

Unit 3: Approaches to Counselling

10 Hours

- Psychoanalytic and psychodynamic (Freud, Adler and Erikson)
- Behaviourist approach (Watson, Pavlov, Skinner,)
- Humanistic Approach (Maslow, Rogers)

Unit 4: Counselling Process

10 Hours

- Introduction, stages of counselling, counselling relationship, variables affecting counselling process.
- *Pre-counselling issues* - Interview assessment, problem identification, defining and analysing a problem, goal setting, working.
- Variables affecting counselling process, contracting, informed consent, formulation, conceptualization, referrals, issues of confidentiality, verbatim recording and analysis, interpretation, termination and evaluation outcome.
- *Counselling Interview*: Introduction to Counselling Interview, non-verbal Communication & Interview, Interviewing Techniques in Counselling, Structuring the counselling relationship, Degree of Lead, Relationship Techniques, Sharing of experience Resistance.

Unit 5: Areas, types and trends in counselling

10 Hours

- *Individual counselling and Group Counselling*- Definitions of groups; characteristics of groups; goals of groups; and purpose of groups (Jacobs, Masson, & Harvill). Types of groups; differences between group guidance, group counselling and group psychotherapy (Jacobs, Masson, & Harvill). Ethical and professional issues in group counselling. Theories and Techniques of Individual and Group Counselling.
- *Child and Adolescent Counselling*: Process and techniques of child and adolescent counselling in education context, career counselling,
- Counselling at workplace, a vocational counselling,
- Marriage and Family counselling, parental counselling, social, health, personal, moral, psychological interventions,
- Geriatric counselling, Rehabilitation, grief counselling. Recent trends in counselling.

References:

- Barki B.G. & Mukhyopadhyay.B., (2008). *Guidance and counselling. A Manual*.
- Butler, G. & Hope, T. (1997). *Managing your mind: The mental fitness guide*. Oxford University Press.
- Corey, G., Corey, M. S., & Callan, P. (2003). *Issues and ethics in the helping profession*. Pacific Grove, CA: Brooks/ Cole.
- Doyle. Robert, E. (1992). *Essential Skills and strategies in helping process*. California: Brooks/Cole.

- Golden C.J., (1984). *Current Topics in Rehabilitation Psychology*.
- Ivey, A., Pedersen, P. B., & Ivey, M. B. (2001). *Intentional group counselling: A micro skills approach*. Belmont, CA: Wadsworth/ Thomson Learning.
- Jones, R. N. (2002). *Basic Counseling Skills*. London: Sage Publishers.
- Nayak A.K., (2007) *Guidance and counselling*. APH Publishing New Delhi.
- Rao, S. N. (1991). *Counseling and Guidance* (2 ed.). New Delhi: Tata Mc Graw Hill.

203: COGNITIVE PSYCHOLOGY

Learning Objectives: *This course addresses specialized functions of humans. The present course is an attempt to discuss and understand the basic cognitive processes that guide human behavior. It focuses on the individual's thoughts as the determinate of emotions, behavior and personality. The course orients students to understand underlying foundations of cognitive psychology and mechanisms underlying higher cognitive processes.*

Unit 1: Fundamentals in Cognitive Psychology

10 Hours

- Definition, Emergence of cognitive psychology
- Research methods and approaches in cognitive psychology
- Current areas of research in cognitive psychology
- Representation and processing of knowledge – Mental representation and mental procedure
- Characteristics of human information processing
- Models of word recognition.

Unit 2: Sensation, Perception, Attention and Consciousness

12 Hours

- *Sensation and Perception:* Sensory receptors and brain. The constancies. Pattern Recognition. Modularity. Imagery: Characteristics of mental images. Cognitive Maps.
- *Identification and classification:* Object recognition. Recognizing faces. Concepts and categories.
- *Attention and information processing:* Nature and types. Theories of attention and information processing. Neuropsychological studies of attention.
- *Consciousness* and its function; Theories of consciousness; Disruptions in consciousness

Unit 3: Memory and Language

10 Hours

- *Intelligence:* Definition and Theories of Intelligence.
- *Cognitive Learning:* Definition, Types. Theories.
- *Memory:* Types of Memory. Theories of memory. Memory distortions. Forgetting and theories of forgetting. Mnemonics and Memory skills. Schemas

- *Language*: Structure of Language. Stages in Language development. Language Comprehension and Production, Psycholinguistics. Bilingualism and Multilingualism. Learning Disability.

Unit 4: Thinking, Reasoning, Problem Solving and Creativity

10 Hours

- *Thinking*: Cognition, Concept formation. Problem solving classic problems and general methods of solution. Blocks to problem solving.
- *Reasoning*: types of reasoning. Patterns of reasoning performance. Three approaches to study reasoning.
- *Judgment*: basing judgment on memory, basing judgment on similarity, basing judgment on initial estimates. Biased evaluation of our judgments.
- *Making decisions*: Basic concepts of probability. Utility models of decision making. Improving decision making. Creativity.

Unit 5: Cognitive Neuroscience

10 Hours

- Definition and Emergence of cognitive neuroscience. Scope of cognitive neuroscience
- Structure and functions of the brain. Brain Plasticity.
- Intelligence and neuroscience
- Computer Simulation. Artificial Intelligence and Robotics.

References:

- Catling J, Ling J & Upton D. (2011). Cognitive Psychology. Prentice Hall. Pearson.
- Galotti K M. (2012). Cognitive psychology in and out of the laboratory. Cengage Learning.
- Glass A L & Holyoak K J. Cognition. (1986). McGraw-Hill Book Company.
- Matlin. M W (2012) Cognition. Wiley John and Sons.
- Reed. S K. (1998). Cognition: theory and application. California: Brooks/ColePub. Company
- Riegler B R, & Riegler G R. (2008) Cognitive Psychology Applying the science of the mind. Paerson.
- Sternberg R J. & Sternberg Karin (2012) Cognitive Psychology. 6th ed. Woodsworth. Cengage Learning

204: QUALITATIVE RESEARCH METHODS

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

Unit 1: Nature of Qualitative Research

12 Hours

- Definition, historical perspective, characteristics and comparison with quantitative research
- Key philosophical and methodological issues in qualitative research
- Critique of qualitative research: Application of qualitative research methodology to research in Psychology
- Ethical Considerations in Qualitative Research
- Choosing the right approach in qualitative research
- Process of Qualitative research

Unit 2: Paradigms and theoretical positions in Qualitative Research

10 Hours

- *The Paradigm of Qualitative research methods*
 - o Verstehen, Constructivism, Critical theory, characteristics and critiques of critical theory.
- *Theoretical Positions underlying Qualitative Research*
 - o Symbolic Interactionism and Ethnomethodology
 - o Cultural Framing of social and Subjective reality: Structuralistic Models
 - o Positivism and Constructionism

Unit 3: Strategies of inquiry

10 Hours

- *Qualitative research Design*
 - o Research question, design, methods and process
 - o Sampling and Instrumentation
 - o Reliability and Validity in Qualitative research
- *Strategies of inquiry*
 - o Ethnography, Auto ethnography, case studies and analysing interpretive practice.
 - o Grounded theory
 - o Co-operative enquiry: Action research practice
 - o Triangulation in Qualitative research
 - o Mixed methods in Qualitative research

Unit 4: Qualitative Research data collection and analysis: Part A**10 Hours**

Observational methods, Interviewing, Dairy and Narrative Methods, case history method, life history method and content analysis

Unit 5 - Qualitative Research data collection and analysis: Part B**10 Hours**

- Focus groups, Thematic analysis, Interpretative Phenomenological Analysis (IPA), Document analysis, discourse analysis and Conversation analysis
- Reporting qualitative research data
- Computer application in Qualitative research
- Ethical issues in Analysis

References:

- Denzin, N. K., & Lincoln, Y. S. (1994). Introduction: Entering the field of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research*. Thousand oaks, Calif: Sage Publications.
- Denzin, N. K., & Lincoln, Y. S. (2003). Introduction: The discipline and practice of qualitative research. In N.K. Denzin & Y.S. Lincoln (Eds.), *Strategies of Qualitative Inquiry*. Thousand oaks: Sage Publications.
- Fife-Schaw, C., Breakwell, G. M., & Hammond, S. (Eds.). (1995). *Research methods in psychology*. Sage.
- Flick, U. (2014). *An introduction to qualitative research*. Sage.
- Smith, J. A. (Ed.). (2015). *Qualitative psychology: A practical guide to research methods*. Sage.
- Travers, M. (2001). *Qualitative Research Through Case Studies*. London: Sage Publications.

205: PSYCHOLOGICAL ASSESSMENTS AND LIFE SKILLS TRAINING

Psychological Assessments (Part A)

Learning Objectives: *Students would learn about different tools to be used for specific concerns. Paper will give knowledge about the administration, scoring and interpretation of various tools available. This would help students in utilizing these skills in future career in the field of assessment and research.*

Format:

| Heading | No. of Experiments |
|-----------------------------------|---|
| Assessment of Cognitive Abilities | 02 |
| Assessment of Personality | 02 |
| Assessment of Diagnostic Tools | 02 |
| Intervention Strategies | Ex: Family Focused Psychological Interventions Dialectic Approach Modelling Token Economy |

Life Skills Training (Part B)

Learning Objectives: Life skills are important for effective functioning. Life skills include critical and creative thinking, decision making, effective communication, healthy relationships and maintaining mental health.

Format:

- Life Skills Training can be executed in Three Phases.
- Maximum 4 students in a group.

Phase I: Pre-Training:

- Topics should be selected.
- Developing module based on the topics selected.
- Participant group should be specified.
- Prepare Personal Data Sheet.
- Identifying Institution/Organization to conduct training program.
- Consent should be taken from the Institution/Organization.
- Arrange for materials required to conduct training program.

Phase II: Training:

- The module should be of maximum five sessions and minimum of two sessions.
- Time limit: Min. 30 for minutes each session.
- Follow the guidelines given to execute the training program
- After completion of sessions suggestions/feedback/opinions/comments should be taken from each participant.

Phase III: Post Training:

- A detailed report should be written about the training program.
- Guidelines given should be followed to write the report
- Thematic and content analysis method should be used to analyse the content given by participants.

Evaluation: Separate records to be submitted for Part A and Part B. Part B should include:

- Certificate from the organization/institution
- Certificate from the guide
- Details of the module developed
- Report on the execution of the module
- Evaluation of Part B would be based on the report and viva voce

206: PROJECT: PSYCHOMETRIC TOOL DEVELOPMENT

Learning Objectives: *The students are expected to demonstrate and apply the theoretical aspects of Psychometry and develop a Psychometric tool based on a substantial sample size. The project would be a group endeavour and students are expected to develop the tool, mention its uses, collect sizable data run psychometric analysis on the tool, check the tool for validity and reliability and develop reference group norms for the same.*

General Guidelines:

- Group project with not less than 3 students and a maximum of 8 students supervised by batch teacher
- Title, purpose, and sample limitations to be clearly mentioned.
- *Areas to be covered:*
 - Review of literature on the variable being measured and nature of the scale and Methodology followed in the test construction and analysis used
 - Types of measurement used, Type of psychological test category and Variables, nature and type of variable being measured
 - Nature of response and scale, Psychometric analysis and Norm development
 - Use and application of the test
- *Steps to be followed*
 - Item writing, Item difficulty and item discrimination
 - Item validity and item analysis

- Reliability and validity testing of the tool and Scoring pattern and Norm Development
- *Evaluation*: Report evaluation, presentation and Viva Voce

References:

Anastasi, A., & Urbina, S. (1997). *Psychological testing*. Prentice Hall/Pearson Education.
 Chadha, N. K. (2009). *Applied psychometry*. SAGE Publications India.
 Singh, A. K. (1986). *Tests, measurements and research methods in behavioural sciences*. Tata McGraw-Hill.

207: SOFT CORE: THEORIES OF LEARNING

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

Unit 1 : Introduction 10 Hours

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

Unit 2 : S-R Theories 10 Hours

Pavlov, Guthrie, Thorndike, Harlow, Skinner, Current status of research and applications.

Unit 3 : Drive Reduction Theories 10 Hours

Hull, Mowrer, Spence, Miller. Current status of research and applications.

Unit 4 : Cognitive and Gestalt theories 10 Hours

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

References:

Contemporary Theories of Learning- Learning theorists ... in their own words Edited by Knud Illeris, routledge
 Accelerated learning handbook Dave Meier 2000 McGraw Hill
 Introduction to theories of learning Sahakian
 Theories of learning Herganhan 9th Edition Pearson Prentice Hall
 Theories of learning Hilgard and Bower 5th Edition
 Educational Psychology books.

M.Sc Psychology

III SEMESTER

301: POSITIVE PSYCHOLOGY

Learning Objectives: *This course focuses on Positive Psychology which is a relatively new branch of Psychology that aims to understand, ascertain and endorse the factors that allow individuals and communities to flourish. It introduces the students to the essential aspects of Positive Psychology. It will facilitate one's understanding of positive aspects of human behaviour.*

Unit 1: Positive Psychology: An introduction

10 Hours

- Introduction and scope of Positive Psychology
- Historical background of Positive Psychology
- Western and Eastern views on Positive Psychology
- Positive Psychology in India
- Research methods in Positive Psychology
- Recent trends and directions in Positive Psychology

Unit 2: Positive emotions, happiness and well-being

12 Hours

- *Positive emotions:* The broaden and build theory of positive emotions. Emotion Focused Coping. Socio-emotional Selectivity. Emotional Storytelling
- *Happiness:* Factors Affecting happiness. Gender differences in happiness. Happiness across cultures
- *Well-being:* Two traditions of Well-being – the hedonic and eudaimonic wellbeing. Elements of wellbeing (Psychological, Social & Emotional)
- Happiness and well-being in Indian culture

Unit 3: Close relationships and Self related Concepts

10 Hours

- *Close relationships:* Characteristics
- *Love:* Varieties of love. Theories of love
- Self-efficacy and Self-determination (Theories)
- Self-regulation and Self-control (The value of self-control, personal goals and self-regulation – Control theory, self-discrepancy theory)

Unit 4: Religion and Spirituality

10 Hours

- *Religion*: Rituals and Prayer. Religion and Mental illness. Religion and Psychotherapy.
- *Spirituality*: Self-Transcendence & Spirituality. Spirituality and Health
- Role of religion and spirituality to maintain subjective well-being, A special focus to Indian spirituality and wellbeing
- *Character strengths and virtues*: Classification of Strength. Positive psychology approaches to virtues. Virtues and Work. Virtues in the Indian Culture

Unit 5: Interpersonal Character Strengths and Resilience

10 Hours

- *Resilience* – definitions, resiliency skills and factors; resilience in Indian culture
- Mindfulness and flow, Gratitude and Forgiveness. Empathy and Altruism, Hope and Optimism

References:

- Baumgardner S & Crothers M. (2015). Positive Psychology. Pearson Education.
- Compton C William. (2005). An introduction to Positive Psychology. Australia; Belmont, CA: Thomson/Wadsworth.
- Compton, & Hoffman. (2019) Positive Psychology - The Science of Happiness and Flourishing
- Lopez & Snyder. (2011). The Oxford Handbook of Positive Psychology. New York. Oxford University Press.
- Lopez J Shane. (2009). The Encyclopaedia of Positive Psychology. Wiley - Blackwell Publishing Ltd.
- Lopez, S J., Pedrotti, J T., & Snyder, C R. (2018). Positive Psychology: The Scientific and Practical Explorations of Human Strengths, California: Sage Publications.
- Peterson, C. (2006). A Primer in Positive Psychology. New York, Oxford University Press.
- Snyder C R, Lopez J Shane, & Pedrotti Jennifer Teramoto. (2011). Positive Psychology: The scientific and Practical Explorations of Human Strengths. India, Sage Publications.

SPECIALISATION A: CLINICAL PSYCHOLOGY

302 A CLINICAL PSYCHOLOGY AND ASSESSMENTS

Learning Objectives: *This paper aims to give a broad idea of the field of clinical psychology and to familiarize the student with techniques used in collecting information about client and some tests available, with specific reference to clinical assessment. Certain professional issues such as behavioural assessments, training, research and ethical stands are also included.*

Unit 1: Introduction to Clinical Psychology **10 Hours**

Nature, Scope, role, history and current status. Professional issues, training, ethical standards, Clinical Psychology in India. Scientist practitioner model.

Unit 2: Nature and purpose of clinical assessment **10 Hours**

Referral sources, *Components of assessment:* Planning, data gathering, analysis (qualitative, quantitative), interpretation, reporting. Factors influencing assessment.
Psychological report – purpose, nature, style, common errors.

Unit 3: Techniques of assessment **10 Hours**

Nature, techniques, merits and demerits of case study. Clinical interview. Observation. Behavioral assessment. Nature and diagnostic use of psychological tests.
Different types of tests in clinical practice – Interest, aptitude, personality, interpersonal, behavior. Controversial issues in assessment.

Unit 4: Clinical assessments of adults **12 Hours**

Intelligence: Nature of intelligence testing. Types and uses of intelligence tests. Levels of interpretation. *Illustrative tests* : Stanford Binet and Wechsler scales. Group tests of intelligence. Controversial issues in use of intelligence tests.
Personality : Nature of Personality testing. Types and uses of personality tests. *Illustrative tests* : Thematic apperception test and MMPI. Ethical and cultural issues in clinical personality testing.

Unit 5: Clinical assessment of children **10 Hours**

Assessment of intelligence in infants and children – nature, general procedures and issues, Developmental schedules. Drawing as a technique for assessment.
Children with special needs – learning disability, mental retardation, brain damage, neurodevelopmental disorders – ADHD, Autism.

References:

- Bellack A, S., & Hersen , M (1980) Introduction to clinical psychology. Oxford: Oxford university press. New York: John Wiley & Son
- Bernstein, D A & Nietzel, M T. (1980), Introduction to clinical psychology. New York: McGraw Hill
- Carson, R C. Pincka, S., & Butcher, I N. (1999). Abnormal psychology and modern life. 11th ed. New York: Addison Wesley Longman Inc.
- Choca, J P (1986) Manual for clinical psychology trainees. New York: Brunner Mazel
- Gilbert I (1980) Interpreting Psychological Test Data. Vol I & II. New York: Van Vorstrand Co,
- Goldstein, G & Hersen, M. (1984) Handbook of Psychological Assessment. New York: Pergamon Press.
- Hersen, M., Kazdin, A E., & Bellack A S (1983) The clinical psychology handbook. New York: Pergamon Press.
- Hunt S W., Clarkin J F., & Reznikofi; M. (1991) Psychological assessment, diagnosis and treatment planning. 1st ed. New York: Brunner Maze
- Korchin S J (1986) Modern Clinical Psychology. CBS Publishers and Distributors
- Sacuzzo D P & Kaplan, R M (1984) Clinical Psychology. Boston; Allyn & Bacon Inc
- Sattler, J M. (1986) Assessment of children. 3 RD San Diego; Jerome M Settler Publisher
- Walker, C E (1991) Ed. Clinical Psychology. New York: Plenum Press
- Wolman, B B (1965) (ed) Handbook of clinical psychology. New York: McGraw Hill

303 A DEVELOPMENTAL PSYCHOPATHOLOGY

Learning Objectives: *Understanding the nuances of psychopathology across childhood.*

Unit 1: Introduction to Developmental Psychopathology

12 Hours

- Models of child psychopathology
- Development and Expression of psychopathology
- DSM criteria of child psychopathology
- Assessment, Diagnosis and Treatment strategies
- Research on child Psychopathology

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

10 Hours

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

Unit 3**10 Hours**

- *Pervasive Developmental Disorders:* Autistic disorder; Rett's disorder; Childhood Disintegrative disorder, Asperger's disorder;
- *Attention-Deficit and Disruptive Behaviour Disorders:* Attention-Deficit/Hyperactivity Disorder; Conduct disorder; Oppositional Deviant Disorder;
- *Feeding and Eating Disorders of Infancy or Early Childhood:* Pica; Rumination Disorder; Feeding Disorder of Infancy or Early Childhood. Anorexia nervosa, bulimia nervosa. Body dysmorphic disorder

Unit 4**10 Hours**

Tic Disorders: Tourette's disorder; Chronic Motor or Vocal Tic Disorder, Transient Tic Disorder.

Elimination disorders: Encopresis, Enuresis,

Other disorders of Infancy, childhood and adolescence: Separation Anxiety disorder, Selective mutism, Reactive Attachment Disorder of Infancy or Early childhood; Stereotypic Movement Disorder

Unit 5**10 Hours**

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

References:

- American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders: -IV-TR*. Washington, DC: APA Press.
- Mash, E.J. & Wolfe, D.A. (2007). *Abnormal Child Psychology* (4th edition).
- Achenbach, Thomas, M. (1982). *Developmental Psychopathology*. 3rd ed. New York: Wiley. John B Sons, Inc
- Heward W L (1996). *Exceptional children*. 5th Ed. Ohio: Prentice Hall
- Kaplan, H.I. & Sadock, M.D. (1995). *Comprehensive Textbook of Psychiatry/VI* (Vol I & II, 6th Ed) (edited) .Baltimore: Williams & Wilkins.
- Mask E. & Wolfe, D. A, (1998), *Abnormal Child Psychology*, New York; Addison, Wesley
- Reinhardt, Helmut & Schmidt, Martin.H.(1992).*Developmental psychopathology*. New York: Hogrefe & Huber Publishers
- Wenar, Charles. (1994). *Developmental Psychopathology from Infancy through Adolescence*. McGraw-Hill -International Ed
- Wiener J M (1999) (Ed) *Textbook of Child and Adolescent Psychiatry*. American Psychiatric Press.

305 A CLINICAL COGNITIVE ASSESSMENT

1. Assessment of attention - Knox cube imitation test
2. Assessment of memory - Wechsler memory scale III
3. Assessment of memory - PGI memory scale
4. Assessment of nonverbal intelligence – Advanced/standard progressive matrices
5. Assessment of verbal intelligence - Jalota's general mental ability test
6. Assessment of visual memory – Benton's Visual retention test
7. Assessment of planning ability - Tower of London
8. Assessment of neuropsychological functioning – NIMHANS battery
9. Assessment of intelligence – Seguin Form Board
10. Assessment of intelligence – WISC (performance only)
11. Assessment of intelligence – Draw a man test
12. Screening for learning disability – NIMHANS index for SLD
13. Assessment of intelligence – Bender gestalt Test:2

Note : Any 10 assessments to be conducted

Case History

- Case history and mental status examination for adults
- Case history and mental status examination for children

Demonstration

- Intelligence tests – WAIS
- Intelligence tests – Binet Kamat Test
- Assessment for organic brain damage – Bender Gestalt test
- Assessment for concept formation – Haufmann Kaufman

306 A CLINICAL PERSONALITY ASSESSMENT AND INTERVENTIONS

1. Assessment of personality – Raven’s controlled projective test
2. Assessment of personality traits – Catell’s 16 PF questionnaire
3. Assessment of personality – NEO Five factors inventory
4. Screening – MMPI II
5. Screening – GHQ 28
6. Screening – IPAT Anxiety scale
7. Screening – BDI II
8. Screening – Brief psychiatric rating scale
9. Assessment of personality – Rorschach Inkblot Test
10. Assessment of interpersonal relationships – TAT
11. Assessment of interpersonal relationships – Sacks Sentence Completion Test
12. Assessment of Personality Children’s apperception test

Interventions

- Systematic desensitization – JPMR
- Modeling
- Extinction

Demonstration

- Developmental screening test
- Vineland social maturity scale

SPECIALISATION B CHILD GUIDANCE

302 B: CHILD DEVELOPMENT

Learning Objectives: *To introduce the students to the catalysts of human growth, from conception to adolescence. It focuses on exploring the conditions of child's life in which development unfolds and studies the different aspects of normal development*

Unit 1: Introduction

12 Hours

- Study of human development, issues in child development, milestones, developmental tasks, theoretical approaches to development- psychodynamic, behavioral, humanistic, cognitive, ethnological, ecological (individual theories will not be taught)
- Techniques of study, Longitudinal and cross sectional approaches, case study, experimental methods, survey, naturalistic observation, cross cultural, ethical standards for human developmental research, integration and interrelation among the various aspects of development

Unit 2:

10 Hours

Nature, principles, theoretical perspectives and conditions of

- *Physical development:* Prenatal development, Patterns (cephalo-caudal/proximodistal): Stages-Infancy, Childhood, Puberty
- *Motor development:* Reflex and rhythmic motor behavior, gross and fine motor skills, handedness
- *Perceptual development:* Visual perception- visual acuity, visual preferences, perception of faces, perceptual constancies, visual expectations: hearing, touch, pain, multi-modal perception

Unit 3:

10 Hours

Nature, principles, theoretical perspectives and conditions of

- *Cognitive development :* Theories (Piaget, Vygotsky; information processing approach)
- *Intelligence* - recent advances in intelligence theories (Sternberg's triarchic theory, Gardner's theory of multiple intelligences) gifted children
- *Moral Development:* Theories- Kohlberg, moral behavior during childhood and adolescence, altruism

Unit 4:**10 Hours**

Nature, principles, theoretical perspectives and conditions of

- *Language Development:* Stages in language development, behavioral and environmental influences. Language development during infancy, early childhood, middle and late childhood
- *Socio-emotional development:* Attachment, Temperament, emotional deprivation- social cognition, social skills

Unit 5:**10 Hours**

Nature, principles, theoretical perspectives and conditions of

- *Self and Identity:* Concept of development of self in infancy and childhood. Development of self esteem, identity development in adolescence
- *Gender:* Development of gender identity- theories and processes. Gender role stereotyping in middle and late childhood. Behavioral, Social and cognitive influences on gender stereotypes

References:

Berk L Child Development
Feldman Robert Child Development
Santrock J Child Development
Santrock J Life span development
Hughes, Fergus P., Noppe Child Development
Sroufe, I Alan. Cooper Child Development, its nature and course

303 B CHILD ASSESSMENTS

Learning Objectives: *The paper is introduced to provide adequate information regarding the nature and techniques of psychological assessment of children*

Unit 1: Child Guidance and Child Clinical Psychology**12 Hours**

Meaning, nature, goals, assessment of children, special issues in child assessment. *Process of assessment-* Referral, Planning, Data gathering, analysis and interpretation, reporting. Nature, style and content of report

Unit 2: Techniques of assessment**10 Hours**

Quantitative and Qualitative methods- Case record, interview, psychological tests, checklists, rating scales, observation, role-play, physiological measures, multimodal-multimethod assessment. Ethical issues and controversies

Unit 3: Assessment of cognitive functions**10 Hours**

Nature, general considerations and assessment of intelligence, *Illustrative tests*- Stanford Binet, Weschler Scales, Tests of memory, Neuropsychological assessment

Unit 4: Assessment of affective and temperamental traits**10 Hours**

Tests of temperament, anxiety, personality tests- questionnaires, scales and projective – evaluation

Unit 5: Social behavior and behavioral problems**10 Hours**

Assessment of social development, maturity and social competence, pro social behavior and skills. Behavior problem checklist. Uses and evaluation

References:

School based prevention program for children and adolescents, (Dulark 1993) New Delhi Sage Publication

The child clinical documentation source book (Freedheim DK 1999) London CUP

Behavior approaches to the treatment of children (Howlin P 1998) New Delhi Sage Publication

Hoghugh.M(1997) *Assessing Child and Adolescent disorders : A practice manual*. New Delhi Sage Publication

Sattler J H(1986); *Assessment of Children*. 3rd Edition San Diego, Jerome. M Sattler Publisher

Mental Health of Indian children (Malavika Kapur 1995) New Delhi Sage Publication

Mental health in Indian schools (Malavika Kapur 1997) New Delhi Sage Publication

Lane, D & Miller, A (1992). Eds. *Child & Adolescent therapy. A handbook*. Milton Keynes Open Uni. Press.

Norcross. J.C (1980). *Handbook of psychotherapy integration* (Ed.) New York: Basis· books

Spiegler.M.D. (1997). *Contemporary Behaviour Therapy*. New Delhi, Sage Publications

Reeves D and Wedding P(1990). *The Clinical Assessment of Memory: A practical guide* New York: Springer Publishing Co

305 B- ASSESSMENT OF COGNITION, SCREENING AND INTERVENTION

1. Attention/ Concentration-Knox-Cube Imitation Test and Colour Cancellation test
2. Memory: Benton's Visual Retention Test
3. Intelligence: Seguin Form Board
4. Intelligence: Coloured Progressive Matrices
5. Intelligence: Draw- A -Man
6. Social Problem Solving Skills
7. Screening for ADHD NIMHANS
8. Screening for learning disability using NIMHANS index for SLD
9. Assessment of Visual Motor Co-ordination Using the Bender Gestalt Test
10. Social Development- VSMS
11. Developmental Schedules- Developmental Screening Test (Bharath Raj)
12. Intelligence: Binet Kamat Test of Intelligence

Demonstration

- Intelligence: WISC/WPPSI
- Screening for Development Psychopathology using DPCL (Malavika Kapur)

306 B- ASSESSMENT OF PERSONALITY AND SKILLS TRAINING

1. Assessment of personality factors using Cattell's Personality Questionnaire
2. Assessment of locus of control
3. Assessment of personality dimensions using the Junior EPQ
4. Assessment of anxiety
5. Assessment of self-concept- Susan Harter
6. Assessment of personality using Children's apperception Test
7. Assessment of personality using Raven's Controlled Projection Test
8. Fear checklist
9. Sentence completion test for children
10. Behavioural Deviance Scale
11. A D H D Evaluation Form
12. Comprehensive interest schedule
13. Conformity Behaviour
14. Child case history and Mental status examination

Demonstration

1. Assessment of personality using Rorschach Ink Blot Test
2. Sociometry
3. Observation- Recording and Coding
4. Memory Training: association, Organization: Imagery : Pegging
5. Skills training : Academic, Assertiveness, Pro-Social

SPECIALISATION C INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

302C ORGANIZATIONAL BEHAVIOUR I - A MICRO PERSPECTIVE

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

Unit 1: Introduction to organizational behaviour

12 hours

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

Unit 2: Perception and learning

10 hours

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

Unit 3: Individual differences: personality, skills and abilities, stress

10 hours

- *Personality:* Nature and Measurement. Big Five dimension. Work related aspects of Personality- Achievement motivation.
- *Abilities And Skills:* Intelligence, physical abilities, social skills.
- *Stress:* Nature, Stressors in organizations, Cognitive appraisal, Bodily responses. Causes and Effects of stress. Reducing Stress.

Unit 4: Work - related attitudes: prejudice, job satisfaction and organizational commitment

10 hours

- *Attitudes:* Nature and Definitions, essential components.
- *Prejudice And Discrimination:* Meaning Stereotypes, strategies to overcome workplace prejudice.

- *Job Satisfaction*: Nature and Theories. Consequences of Job Satisfaction, Reduction of job dissatisfaction.
- *Organizational Commitment*: Attitude towards Companies, varieties of organizational commitment.

Unit 5: Motivation in organizations

10 hours

- Nature, Components, motivates by enhancing fit with an organization. Motivating by setting Goals, by Equitable, by Altering Expectations, by structuring jobs.
- *Personality and values*: values and ethical behaviour at work place
- Emotions and moods

References:

- Akshya Kumar (1997). Organizational design and structure. Commonwealth Publishers New Delhi.
- Dharani P. Sinha. T (1998). Group Team Building and Organizational Development. Indian Society for Applied Behavioural Science; Delhi.
- Fred Luthans: Organisational Behaviour. 12th ed. McGraw-Hill International ed.
- Green berg J and Baron R(1999). Behaviour in organizations, PHI New Delhi. 56 ed .
- Jerald Greenberg and Robert A. Baron: Behaviour in Organisations. 9th ed. PHI Learning Pvt Ltd. ND 2009
- Jerald Greenberg: Behaviour in Organisations. 10th ed. PHI Learning Pvt Ltd. ND 2012
- Luthans. F (1998).Organizational Behaviour, Bed Irwin Me Graw Hill.
- Robins S (I 996).Organizational behaviour. PHI. New Delhi. 7ed Miner J B. (1992). Industrial organizational psychology. McGraw]-Till. Inc
- Stephen P. Robbins: Organisational Behaviour: Concepts, Controversies, Applications.PHI

303 C ORGANIZATIONAL BEHAVIOUR II - A MACRO PERSPECTIVE

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

Unit 1: Communication in organization

12 hours

- Nature of communication. Process, Purpose and levels of organizational communication. Verbal and non-verbal communication.
- Computer mediated communication, formal and informal communication. Individual differences in communication.
- Improving communication

Unit – 2: Decision making

10 hours

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

Unit 3: Leadership

10 hours

- Nature and characteristics. Trait approach, Leadership behaviour.
- Contingency theories- LPC theory, situational and path-goal theory.
- Leadership development.

Unit 4: Organizational culture

10 hours

Nature and characteristics. Creating, Transmitting and changing organizational culture.

Unit –5: Organizational structure and design

10 hours

- Basics dimensions. Departmentalization, organizational designs. Inter-organizational designs
- Understanding work teams groups and teams, types of teams, team building, high performance teams importance of interpersonal skills
- Organizational Change and Development
- Organizational Effectiveness

References:

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

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

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

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

305C ASSESSMENT AND INTERVENTION IN ORGANIZATIONS

Administration-Intelligence test

1. Assessment of intelligence using the Raven's Standard Progressive Matrices
2. Assessment of intelligence using Cattell's Culture Fair Test' Tian
3. Assessment of Performance Quotient using WAPIS
4. Assessment of verbal, intelligence using the General mental Ability Test
5. Assessment of aptitudes using the Differential Aptitude Test
6. Assessment of mechanical comprehension using the Mechanical Comprehension Test
Aptitude
7. Administration of Scientific Knowledge and Aptitude test.
8. Assessment of clerical aptitude using the Minnesota Clerical aptitude test
- 9.. Administration of the stenographic Aptitude Test
10. Administration of the General aptitude test battery
11. Administration of the Minnesota paper form boards

Screening and Assessment

1. Assessment of Job stress
2. Assessment of Burn out
3. Assessment of job satisfaction
4. Performance evaluation/how to supervise
5. Selection interviews
6. Performance appraisal
7. Assessing work motivation
8. Assessing values : Organisational Citizenship scale
9. Type A Behaviour
10. Assessment of Quality Work Life

Demonstration

1. Collins and Dreyer battery of intelligence test
2. Army Alpha and Beta
3. Otis scale
4. Assessment of Manual Dexterities: Turning and placing: Steadiness :tester: eye-hand -;
coordination: Tweezer and finger dexterity: Two hand coordination: 'Purdue pegboard:
Hand tool dexterity

Job analysis:

1. Job Analysis -Semi skilled job
2. Job Analysis -Skilled job
3. Job Analysis - Professional job

306C ASSESSMENT OF PERSONALITY AND INTERESTS

1. Assessment of personality traits using the 16 PF questionnaire
2. Assessment of personality dimensions using Eysenck's Personality Inventory
3. Assessment of personality using the Kundu's Neurotic Personality Inventory
4. Assessment of adjustment using Bell's Adjustment Inventory
5. Assessment of personality using Cornell's Medical Index
6. Administration of FIRO-B to assess Interpersonal Relationships
7. Assessment of personality using EPPS
8. Administration of the Motivational Analysis test
9. Assessment of interest using Chatterji's non language preference record
10. Administration of Thurston's interest schedule -
11. Administration of Strong's Vocational Interest Blank
12. Administration of Neo-5 factors of personality

Case studies

- Communication
- Motivation
- Interpersonal relation
- Leadership

Management Games

- Johari Window
- Fish bowl
- Role play: Encounter storming Stroking
- Group Discussion: Win as much as you can (co-operative V/S competitive behaviour)

Areas

- Assertiveness
- Stress management
- Time management
- Conflict resolution
- Decision making
- Communication.

304: OPEN ELECTIVE : PSYCHOLOGY FOR LIFE

Unit 1: Introduction

10 Hours

- Psychology as a scientific discipline : Definition, nature goals and branches, myths and misconceptions
- Determinants of behaviour
- Methods in Psychology :Naturalistic observation, laboratory observation, case studies and surveys
- Roles of Psychologists.

Unit 2: Learning and memory

10 Hours

- Definition, types, theories and principles of learning and memory
- techniques to enhance memory

Unit 3: Psychology applied to the Social World

10 Hours

Interpersonal Communication- Non-verbal communication, effective communication, developing an assertive communication style; the problem of prejudice, forming impressions about others; the impact of Social Pressure

Unit 4: Psychology at work

10 Hours

- Personality and assessment of personality
- Stress
 - Nature, Types and Causes of stress
 - Reactions to stress – Physiological, Psychological
 - Quality of life and work life balance
 - Importance of Emotional quotient at workplace
 - Health Promotion Strategies - Relaxation technique, Meditation, Yoga and Biofeedback

M.Sc Psychology

IV SEMESTER

401: REHABILITATION PSYCHOLOGY

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

Unit 1 : Nature and Scope of Rehabilitation Psychology

10 Hours

- Definition, historical perspective, scope and methods, functions of Rehabilitation Psychology. Rehabilitation council of India , provisions , certification and areas
- Multi-disciplinary approach to rehabilitation: Biological, medical, psychological, educational and social aspects.

Unit 2: Disabilities

12 Hours

- Disability act of 2016 : provisions and areas Mental health act of 2017: provisions and areas. Disability act 2016: provisions and areas
- *Disability* - Concept and definitions, Classification of various disabilities
- *Types of disabilities according to the Disability Act* : Visual impairment, Hearing and speech impairment, Locomotor disability, Mental retardation, Cerebral palsy, Autism , Mental illness Learning disabilities, Multiple handicaps
- *Etiological factors*; pre-natal, natal and post-natal, chromosomal aberrations and genetic errors, Incidence, prevalence, causes and prevention of disabilities.

Unit 3: Personality Development of Disabled Persons and special education 10 Hours

- Factors influencing personality development of disabled individuals, Life span development of people with disabilities, Assessment of personality of disabled individuals, Screening and early identification of people with developmental disabilities. Social, Psychological Perspective in Rehabilitation Psychology.
- *Special education*: aims, objectives and functions, Emerging trends in special education. Educational assessment and evaluation for persons with disabilities, Educational technology for disabled

Unit 4: Psychological Interventions and Vocational Guidance

10 Hours

- *Early intervention*: definition, assessment and strategies for intervention.
- *Types of Psychological Interventions*: Psychoanalytic Approach, cognitive-behavioural therapy, rational-emotive therapy, client-centered therapy and supportive therapy.
- Importance of Vocational guidance, strategies of job training, job placement and employment models (open competitive employment, supported employment, sheltered employment, self employment), empowerment of persons with disabilities by economic independence.

Unit 5: Organization & Management

10 Hours

- Evolution of Non-Government Organizations, Background Characteristics of organization, Capacity Building of Non-Government Organizations.
- Intervention packages for various disabilities. Services and programmes for disabled individuals and their families in India.

References:

- Alan Hilton & Ravic Ringlaben, 1998. Best and Promising Practices in Developmental Disabilities. Pro-Ed, Texas.
- Alexis Waitman & Suzanne Conboy – Hill, 1992. Psychotherapy and Mental Handicap. SAGE Publications, New Delhi.
- Ali Baquer & Anjali Sharma, 1997. Disability: Challenges Vs Responses. Concerned Action Now, New Delhi.
- Carpener B, 2002, Families in Context, Emerging Trends in Family Support and Intervention, David Fulton Publishers Ltd., London.
- Devy John, 1994 – Introduction to Social Psychology
Diverse Populations, Volume 9. Elsevier Science, Pergamon.
- Gerald Hales, 1996. Beyond Disability: Towards an Enabling Society. SAGE Publications, New Delhi.
- Golden C.J., 1984. Current Topics in Rehabilitation Psychology: Grune & Straton, London.
- John Swain, Vic Finkelstein, Sally French & Mike Oliver, 1994. Disabling Barriers – Enabling Environments. SAGE Publications, New Delhi.
- Jose Murickan & Georgekutty, 1995. Persons with Disabilities in Society. Kerala Federation of the Blind, Trivandrum.
- Kundu, C.L., 2000. Status of Disability in India – 2000. Rehabilitation Council of India, New Delhi.
- Lewis, V. 2nd Ed. 2003, Development and Disability, Blackwell Publishers, U.K.
- Murickan, J, Kaveparampil (1995) – Persons with disabilities in society.
- National Institute for the Mentally Handicapped, 1990. Vocational Training and Employment for persons with mental retardation, Secunderabad – NIMH Publication.

Nirbhay N.Singh, 1998. Comprehensive Clinical Psychology: Application in Diverse Populations, Volume 9, Elsevier Science, Pergamon.

Robert W.Proctor & Addie Dutta, 1995. Skill Acquisition and Human Performance. SAGE Publications, New Delhi.

Simeonsson, R.J, Rosenthal S.L.(2001). Psychological and Developmental Assessment. New York: The Guilford Press.

402: SOCIAL AND COMMUNITY PSYCHOLOGY

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

Unit 1

12 Hours

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

Unit 2

10 Hours

- *Aggression:* Theories of aggression; Types of aggression; Consequences of aggression; Controlling aggression
- *Violence:* Theoretical models for understanding violence; Categories of violence; selfdirected violence (Suicide); domestic violence, sexual violence, collective violence
- Aggression and violence in India: Extent, Variation across social groups and communities.
- Psychological interventions for aggression and violence.

Unit 3

10 Hours

- *Crime:* Theories of criminal behavior; Prevention of crime, rehabilitation of criminals, role of psychologists; Juvenile delinquents
- Problem of alcoholism, Definition, types, theories of alcoholism, effects, methods of treatment, prevention and rehabilitation.

Unit 4

10 Hours

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

Unit 5

10 Hours

- *Social Change*: Definition and dynamics of social change; role of social movements in bringing changes; Mob and community behavior in response to social problems
- *Law and Psychology*: Mental Health Act and Child protection Law; Access to justice through psychological interventions; Human rights

References:

- Alcock, P. (1997). *Understanding Poverty* (2nd Ed). Great Britain: Palgrave
- Bloom, B. (1984). *Community mental health: A general introduction*. Belmont, CA: Wadsworth.
- Davar B (1999). *Mental health of Indian Women*. New Delhi, Sage Publications. Dalal, A. K. & Misra, G. (2001) *New Directions in Indian Psychology*. New Delhi: Sage publications.
- Kakar, S. (1978) *The Inner world: A psycho-analytic study of childhood and society in India*. Delhi: Oxford University Press.
- Kakar, S. (1996) *Indian Identity*. New Delhi: Penguin.
- Jai Prakash, I and Bhogle S (1998). (Eds.) *Psychology and changing world*. Bangalore, prasaraanga, Bangalore University.
- Mathew, L. (2010) "Coping with shame of poverty: Analysis of farmers in distress", *Psychology and Developing Societies*, 22 (2), pp.385-408.
- Misra G. and Nagpal A (Eds). (1999). *Psychology of poverty and disadvantages*. New Delhi. Concept Publishing Co.
- Roland, A. (1988) *In search of self in India and Japan: Towards cross-cultural psychology*. Princeton: Princeton University Press.
- Sinha G. Tripathi R C and Misra G (Eds). (1998). *Deprivation: Its Social roots and psychological consequences*, New Delhi. Concept publishing company.
- Srinivasa Murthy & Barbara. J. Buras. (1992). Eds. *Community mental health proceedings of the Indo-US symposium*. Bangalore: NIMHANS.

403 A ADULT PSYCHOPATHOLOGY

Unit 1: Introduction

12 Hours

- Definition.
- Historical review.
- Changing attitudes and concepts of mental health and illness.
- Models for understanding psychopathology – psychoanalytical, behavioural, interpersonal, humanistic and existential.
- Need for and types of classification of mental disorders.
- DSM and ICD systems of classification.

Unit 2: Anxiety and stress related disorders

10 Hours

Causes, types and clinical features of anxiety disorders:

- GAD
- Panic disorder
- Phobic disorders
- Obsessive compulsive disorders.

Stress related disorders: Causes, types and clinical features of

- Acute stress disorder
- PTSD.

Unit 3: Mood and schizophrenic disorders.

10 Hours

Causes, types and clinical features of mood disorders:

- Manic disorder
- Depressive disorder
- Bipolar mood disorders

Causes, types and clinical features of:

- Schizophrenia
- Delusional disorders.

Unit 4: Somatoform, dissociative and personality disorders

10 Hours

Causes, types and clinical features of :

- Somatization disorders
- Hypochondriasis

Causes, types and clinical features :

- *Cluster A* : Schizoid Personality Disorder, Schizotypal Personality Disorder & Paranoid Personality Disorder
- *Cluster B*: Histrionic Personality Disorder, Borderline Personality Disorder, Borderline Personality Disorder & Antisocial Personality Disorder

- *Cluster C*: Obsessive-compulsive Personality Disorder, Dependent Personality Disorder & Avoidant Personality Disorder

Unit 5:

10 Hours

- Substance abuse - Causes, types and clinical features of :
 - Alcohol abuse disorder
 - Substance abuse disorder
- *Brain impairment*: Dementia. Amnesic syndromes. Pervasive developmental disorders.
- Causes, types and clinical features of:
 - Mental retardation
 - Autism.
- *Other issues*: behavioral medicine for : cancer, HIV, dermatology, cardiovascular, hypertension and Sexual problems

References:

- Carson, R. C., Pink, S., & Butcher, I n. (1999). *Abnormal Psychology and Modern Life*. 11th ed. New York: Addison Wesley Longman Inc
- Comer., R J. (1999). *Abnormal Psychology*. New Jersey: W H Freeman Co.
- Davison. G C & Neale. J M. (1998). *Abnormal Psychology*. 7th ed. New York: John Wiley & Sons
- Ahuja Neeraj (2006) *A short textbook of psychiatry*. 7th Ed. New Delhi : Jaypee Bros.

404 A PSYCHOLOGICAL THERAPIES AND INTERVENTIONS

Unit 1:

12 Hours

Introduction to interventions. Definition of psychotherapy. Goals of intervention. Professional issues - training, ethical issues, personal characteristics of therapists, future of therapy. Scientist practitioner model
 Psychotherapy in India. Development and current status. Yoga and Buddhist traditions in therapy.

Unit 2:

10 Hours

Psychoanalytical therapies, Brief dynamic therapies, Indications and evaluation. Neo Freudian approach, Ego analytical therapies. Current status and evaluation.

Unit 3:**10 Hours**

Humanistic approaches- Rogerian and Gestalt therapy

Existential and interpersonal therapy

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

Unit 4:**10 Hours**

Behavior therapy. Techniques based on Classical , operant and modeling theories.

Cognitive behavior therapy. Therapy based on work of Ellis, Beck and Meichenbaum.

Unit 5:**10 Hours**

Community based intervention. Difference between therapeutic and community health models. Concepts of Prevention, Crisis Intervention and Rehabilitation. Special issues- Intervention in Mental retardation, Learning disability, Autism, school problems of children.

References:

Aveline. M. & Shapiro, D A. (1995) Eds, Research for psychotherapy practice. Wiley

Bellack A, S., & Hersen M., & Kazdin, A E (1983) International handbook of behavioural modification and therapy. New York: Plenum Press

Bergin, A E., & Garfield, S L. (1994) Eds, Handbook of psychotherapy & behavioural change. 4th ed. New York: Wiley

Jones, C C (1993) Family systems therapy: Wiley

Lane, D & Miller, A (1992) Eds Child & adolescent therapy: A handbook. Milton Keynes Open Uni Press

Norcross J C (1980) Handbook of psychotherapy integration (Ed) New York: Basis books

Spiegler M D (1997) Contemporary behaviour therapy. New Delhi, Sage publications

Srinivasa Murthy & Barbara J Buras (1992) Eds. Community mental health proceedings of the Indo US symposium. Bangalore: NIMHANS

Steven Jay Lynn & John P G (1985) Contemporary psychotherapeutic models and methods, Ohio, Charles E Merritt

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

403 B : CHILD PSYCHOPATHOLOGY

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

Unit 1: 12 Hours

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

Unit 2: 10 Hours

Developmental disorders diagnosed first in infancy, childhood, and adolescence Mental retardation; Learning disorders Motor skills disorder: Developmental Coordination disorder Communication disorders: Expressive language disorder; Mixed Receptive-Expressive language Disorder; Phonological disorder; Stuttering

Unit 3 10 Hours

Pervasive Developmental Disorders: Autistic disorder; Rett's disorder; Childhood Disintegrative disorder, Asperger's disorder
Attention-Deficit and Disruptive Behaviour Disorders: AttentionDeficit/Hyperactivity Disorder; Conduct disorder; Oppositional Deviant Disorder
Specified Feeding and Eating Disorders of Infancy or Early Childhood: Pica; Rumination Disorder; Feeding Disorder of Infancy or Early Childhood.

Unit 4 10 Hours

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

Unit 5 10 Hours

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

References:

- American Psychiatric Association (2000). Diagnostic and Statistical Manual of Mental Disorders: -IV-TR. Washington, DC: APA Press.
- Mash, E.J. & Wolfe, D.A. (2007). Abnormal Child Psychology (4th edition).
- Achenbach, Thomas, M. (1982). Developmental Psychopathology. 3rd ed. New York: Wiley. John B Sons, Inc
- Heward W L (1996). Exceptional children. 5th Ed. Ohio: Prentice Hall
- Kaplan, H.I. & Sadock, M.D. (1995). Comprehensive Textbook of Psychiatry/VI (Vol I & II, 6th Ed) (edited) .Baltimore: Williams & Wilkins.
- Mask E. & Wolfe, D. A, (1998), Abnormal Child Psychology, New York; Addison, Wesley
- Reinhardt, Helmut & Schmidt, Martin.H.(1992). Developmental psychopathology. New York: Hogrefe & Huber Publishers
- Wenar, Charles. (1994). Developmental Psychopathology from Infancy through Adolescence. McGraw-Hill -International Ed
- Wiener J M (1999) (Ed) Textbook of Child and Adolescent Psychiatry. American Psychiatric Press.

404 B : CHILD INTERVENTION PROCEDURES

Learning Objectives: *To provide adequate information regarding the intervention techniques in vogue for enhancing the psychological well-being of children*

Unit 1: **12 Hours**

General Principles of intervention: Development, Nature of child therapy. Types, theoretical approaches, Professional issues- training, ethical issues, characteristics of good child therapist, Child psychotherapy in India.

Unit 2: **10 Hours**

Child Psycho-analytic techniques: Methods of Anna Freud and Melanie Keline. Other play and art therapies and other therapies based on dynamic model, evaluation

Unit 3: **10 Hours**

Behavioral Techniques: Operant and Classical models, Principles and Techniques, Systematic Desensitization, time out, shaping, token economy, contingency management, modeling with children

Unit 4:**10 Hours**

Cognitive Therapies with Children: Rational Emotive with specific reference to adolescents, coping skills, stress inoculation. Life skills training(Anger Management, Suicide Crisis Intervention), social skills training, Assertion-problem solving(communication skills), psychoeducational skills

Unit 5:**10 Hours**

Intervention In Family and Groups: Family system intervention, Parental Guidance, Community based intervention- prevention of high risk behavior, mental health program in schools

Children with special needs - abused, children with disability, street children, gifted children, children with HIV and AIDS 12 Hours

References:

School based prevention program for children and adolescents, (Dulark 1993) New Delhi Sage Publication

The child clinical documentation source book (Freedheim DK 1999) London CUP

Behavior approaches to the treatment of children (Howlin P 1998) New Delhi Sage Publication

Family systems therapy (JonesCC 1993) Wiley

Mental Health of Indian children (Malavika Kapur 1995) New Delhi Sage Publication

Mental health in Indian schools(Malavika Kapur 1997) New Delhi Sage Publication

Lane, D & Miller, A (1992). Eds. Child & Adolescent therapy. A handbook. Milton Keynes Open Uni. Press.

Norcross. J.C (1980). Handbook of psychotherapy integration (Ed.) New York: Basis· books

Spiegler.M.D. (1997). Contemporary Behaviour Therapy. New Delhi, Sage Publications

403C TRAINING AND CONSUMER BEHAVIOUR

Learning objective: *The paper emphasises on understanding the consumer behaviour and aspects of marketing in training contributing to the work environment and behaviour issues in the work place.*

Unit 1: Training**12 hours**

Introduction Definition and Meaning systems approach to training, training methods- human relations training, Training Process- training objectives and methods; - laboratory :training, simulated training, vestibule training, sensitivity training, assessment centers, organizational training laboratory, determinants of training effectiveness, measurement and evaluation of training effectiveness.

Unit 2: Performance Appraisal**10 hours**

Need for objective evaluation of performance at work place, techniques and methods of evaluation, ISO, 6 Sigma, quality circles.360 degree.

Unit 3: Work Environment**10 hours**

Physical and Psychosocial Environment, Man Machine Integration, Impact of environment on job performance and on the individual; Person Environment Fit Theory: Effect of environmental factors on performance, fatigue. Determinants of ideal work environment, Job satisfaction.

Unit 4: Application of Psychological Principles to Marketing and Consumer Behavior**10 hours**

Marketing segment-Psychological segmentation, Digital marketing, relationship marketing, Consumer Research, Consumer motivation, Personality and consumer Behaviour, Consumer perception and learning, Consumer attitude formation and change ,Communication and consumer behaviour,sex roles and consumer behaviour Influence of culture on consumer behaviour, cross cultural consumer behaviour, Consumer decision making, Advertisement.

Unit 5: Behavioural Issues**10 hours**

Absenteeism, alcoholism, attrition rate, gender differences, accidents, intervention techniques for handling Behavioural Issues.

References:

- Berry, Lilly M. (1998). Psychology at Work: An introduction to Organizational and industrial Psychology. Me Graw Hill' International.
- Schiffman.G.Leon.,Kanuk Lazar Leslie., (2004) ,Consumer Behaviour ,8th edition,Prentice Hall of India Pvt Ltd, New Delhi.
- Dishoyc R.L., Smith C.S.. Howell. W.C. (1994), Understanding,Industrial- Organizational Psychology. New York: Harcourt Brace International.
- Dunnette. (ed). (1981) Handbook of Industrial" and Organizational Psychology.
- Paul Hersey &Keneth H Blanchard ,(1992).- -Management of organic tional behaviour 5 ed PHI, New Delhi.

404C HUMAN RESOURCE MANAGEMENT

Learning objective: *This paper emphasises with the understanding people at work place. The factors related to Human resources management, HR policies.*

Unit 1: Introduction to Human Resource Management: 12 hours

Human Resource: The concept; scope, functions of HRM. Limitations and Challenges of HRM, Need for ethical consideration in HRM. Human Resource Approaches: Ancient views, HR in modern Industrial Society. Approaches to Human relations- Elton Mayo's Hawthorne experiments; Human relations movement; Psychology of human behaviour; Determinants of Human relations; Future Challenges in human relations; Changing philosophy of Management; Sociological relevance.

Unit 2: Learning, Development and Process of Human Resource Management 10 Hours

Learning, Skill acquisition, learning curves; action learning, e learning, career and career development, evaluation of training and development.

Development of leadership and organizational commitment; Employee Values; Basic steps in Behavioural Modification; Career Planning and Development; Management development methods; HR manager and Management process, Human resource planning- recruitment, selection, placements. Evaluation and Appraisal system; Executive counselling; an integrated approach to HRM; Model of HRM function.

Unit 3: Human Resource Policies and Practices: 10 hours

Human resource policies, formulating policies, human resource planning, job analysis and selection, orientation and placement.

Unit 4: Executive Counselling in HRM 10 Hours

What is counselling? Manager as counsellor, conditions for executing counselling. Methods, techniques and skills for counselling. Principles of executive counselling. Types of problems for managerial counselling.

Unit 5: Employee grievances, safety, health and welfare: 10 Hours

Grievances: Meaning and nature, causes, identification, grievance handling procedure.

Employee safety and health: meaning, accidents- types, cause and prevention. Need and importance of industrial health- physical and mental health.

Employee welfare: meaning and definition, concept, classification of welfare work. Agencies of labour welfare activities. Approaches to labour welfare. Principles of welfare program.

References:

- Akshay Kumar (1997). Organizational 'design and structure Commonwealth Publishers New Delhi.
- Dharani P Sinha, T (1998). Group Team Building and Organizational Development. Society for Applied Behavioural Science, Delhi.
- Greenberg J and Baron R(1999).. Behaviour in organizations, PHI 'New Delhi. 5th ed
- Luzhans. F(1998).. Organizational Behaviour, Bed Irwin Mcgraw Hill. Ro) . , ins S (1996). Organizational behaviour. PHI, New Delhi. 7ed
- Miner JB (1992). Industrial organizational psychology. McGraw Hill. Inc.
- Gurpreet Randhawa (2007). Human Resource Management. Atlantic Publishers & Distributions, New Delhi.

405: INTERNSHIP

Method of evaluation : report and Viva Voce

Things to be considered for internship

1. Internship to be based on the area of interest.
2. Minimum of 150 hours of hands on training
3. Confidentiality of patients and clients to be maintained
4. Internship report to contain
 - a. Letter of internship from the organisation stating date of joining, date of completion and number of hours worked with seal and signature on the official letterhead
 - b. Internship evaluation form to be filled by supervisor on Punctuality, Willingness to learn, working skills, subject knowledge, professionalism, interpersonal relationship, task completion ability, quality of work, communication and initiative ness and self directedness
 - c. Detailed day wise report with weekly signature by supervisor
 - d. Introduction to the organisation
 - e. Minimum 10 case histories, screening tests and verbatims if area is clinical, child or counselling
 - f. Details of training programs, assessments, SWOT analysis and interventions in Organisational setup.

406: DISSERTATION

The dissertation is an individual research work to be guided by a faculty member. The research should be based on the following :

1. Primary data collected during the IV semester
2. Research to be reported in APA format
3. Printed version of research report to be submitted

Method of evaluation would be Viva Voce/ Presentation