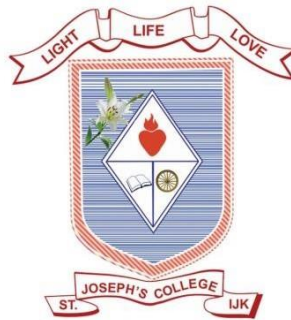




ST. JOSEPH'S COLLEGE (AUTONOMOUS)

IRINJALAKUDA



CURRICULA AND SYLLABI FOR

M.Sc Psychology

Under Choice Based Credit & Semester System

2020 Admissions

St. Joseph's College (Autonomous), Irinjalakuda

Department of Psychology

Board of Studies in Psychology

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FOREWORD

The future of the credibility of the higher education system depends on the success of the implementation of autonomy. The anticipated outcome of the whole exercise depends, in particular, on the mainstay of any educational institution- the curricular aspects. As an autonomous college since 2016, St. Joseph's has the mandate to visualize appropriate curricula for particular programs, update and revise them periodically, and make sure that the expected outcomes are successfully achieved.

A wide range of course options that are in tune with the emerging national and global trends ad relevant to the local needs were considered by the institution prior to the P.G. restructuring exercise. Diversity and flexibility, career orientation, skill acquisition, and research enhancement were considered and a structured feedback system established to gather the opinions and suggestions of all the stakeholders including the students, the faculty, the staff, the industry experts, the alumnae, the parents and the employers.

Curricula evolved also took into account the attainment of program, program specific and course outcomes. Evaluation of the curricular intake and delivery is done at the year end to find suggestions for change.

I Sincerely acknowledge the members on the various Boards of Studies and on the Academic Council for their time and expertise in helping us come to a decision regarding Curricula and Syllabi restructuring and redesigning. Thanks are also due to the team IQAC for their relentless endeavors in enhancing quality of education delivery, and in particular, for their efforts to organize workshops and invited talks to orient the faculty and students towards the necessities implied in the restructuring process. I would also like to thank the Heads of Departments and faculty and staff who co-operated with the same.

Principal

ACKNOWLEDGEMENT

I am extremely grateful to Dr. Monsy Edward Associate Professor and HOD, Department of psychology, Prajyoti Niketan College, Pudukad and Dr. Shiju Joseph, Assistant Professor, Department of Psychology, Govt. College for Women, Vazhuthakkadu for their selfless and timely guidance in the restructuring of the syllabus. I extend my heartfelt thanks to Dr. Soumya Starlet .C.T. and Dr. Nice Mary Francis P, Assistant Professors, Department of Psychology, Prajyoti Niketan College, Pudukad for their support in this endeavor. I also extend my gratitude to Dr.Soumya Mohan C, Assistant Professor, Sri C Achutha Menon Government College, Thrissur and Dr. Seena. M. Mathai and Dr. R. Malini , Assistant Professors Department of Psychology, UC College, Aluva, for their support and guidance. I gratefully place on record my sincere gratitude to the members of Board of Studies, Department of psychology, St. Joseph's College (Autonomous), Irinjalakuda, for their active participation and valuable suggestions, and for making the syllabus pertinent to the needs of the student community.

Femi Francis

Chairperson

Board of studies in psychology

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St. Joseph's College, (Autonomous), Irinjalakuda

(2020 Admission)

PREFACE

As an autonomous college under Calicut University, St. Joseph's College has taken conscientious efforts to strengthen the curriculum by retaining all the fundamental stipulations of The University/Higher Education Council, to ensure a well-balanced Curriculum. Within the Constraints of a prescribed syllabus, we have resolved to take a collective effort to create an inspiring academic culture in the institution, essential for teachers and students to access deeper knowledge and participate in its expansion and transmission. It is also to re-articulate the almost lost or forgotten fact that production and transmission of Quality Knowledge, essential for the development of students in particular and society in general, are the primary functions of any Educational Institution. The Syllabus restructuring of 2020 aims to provide the students many opportunities to engage with authentic, real world learning. Opportunities for engagement in work based learning that can be provided through the curriculum across a range of subject areas are creating new and exciting ways to support student learning. I acknowledge the efforts taken by the teachers in developing Programme and Course outcomes that focus on cognitive and intellectual skills of the learners, confidence to carry out independent and scholarly research in area of professional interest to them and to position themselves globally effective cross- cultural educators. I congratulate the efforts taken by the Principal Sr. Ahsa Therese and the team for restructuring the syllabi under the leadership of Dr. Monsy Edward in a meaningful manner. Transformation is what makes St. Joseph's distinctive. Transforming lives in order to make a real impact on the local and international stage through the creation, sharing and application of knowledge. We look forward to sharing with you the outcomes of our curriculum restructuring and these resources we hope will enable you to reflect on learning gain in our own institution

St. Joseph's College, (Autonomous), Irinjalakuda

STUDENT ATTRIBUTES



The motto of the institution is “Light, Life, Love”

Light for the illumination of the heart and mind

Life for the fullness of growth – physical, mental, intellectual and spiritual

Love for fellowship with the Supreme & with one another

The motto enshrines the vision of the Founders for the students and constitutes the foundation for the acquisition of the following student attributes envisioned by the institution.

- Empowerment
- Life Long Learning
- Holistic Development
- Value Orientation
- Social Responsibility
- Nation Building Capacity
- Green Thinking
- Creativity & Innovation
- Acquiring Life Skills
- Discipline
- Leadership / Team skills
- Problem solving skills
- Communicability

The above Student Attributes will be attained in the span of their student life at St. Joseph's College through various activities such as

- Curricular, Co-curricular & extra-curricular
- Sports, games, fine arts and cultural
- Enrichment / certificate courses
- Extension / outreach programmes
- Healthy / Best practices

PROGRAMME OUTCOMES

At the end of a postgraduate programme, the student would have :

1. Acquired the ability for critical thinking and problem solving
2. Attained life skills and communication skills
3. Inculcated moral and ethical values
4. Become a promoter of unpolluted environs and proactive society
5. Developed a culture of research and lifelong learning
6. Become an empowered woman aware of global perspectives and national realities

PROGRAMME SPECIFIC OUTCOME

	Program Specific Outcomes
PSO1	To understand the psychological meaning of different life events, to utilize them for the benefit of personal, social, community and national development.
PSO2	To enable students to obtain the knowledge and skills necessary for immediate employment and attain higher studies in psychology and related areas.
PSO3	To develop sound theoretical back up for the application of psychology in different areas of life.
PSO4	Professional skill development in different applied areas and psychological intervention

AIMS AND OBJECTIVES

First Semester

- To gain knowledge regarding the various theoretical perspectives put forth in attention, perception and learning
- Increased confidence in critiquing approaches
- Develop ethic in doing researches on behaviour
- Develop skills in understanding and analysing the scientific basis/validation of a research
- Develop a scientific attitude and ability of reflection and logical reasoning in understanding behaviour/ personality

- Understand the neurobiological and biological basis of Behaviour
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Second Semester

- *(4 to 6 pnts per semester, compilation of core course CO's)*
- To understand about the development and clinical picture of various psychological disorder
- To familiarize the various concepts, assessment tools and classification techniques of Psychopathology
- Can have conceptual understanding of counselling process and practice counselling
- To gain knowledge regarding the various theoretical perspectives in Memory, thinking, and intelligence
- Get motivated to apply the theories learnt to explain human behaviors
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Third Semester

- To understand different psychosocial reasons behind social issues and scientifically plan and execute psychosocial interventions
- compare different explanations for a social psychological phenomenon
- To apply psychological theories and training for the welfare of individual and organization, so as to contribute for the personal and organizational effectiveness.
- To work as an Organizational/ Consultant/ Industrial Psychologist, to support Human resource Development and Management

Fourth Semester

- Analyze and evaluate research articles in the different fields of psychology
- Analyze and evaluate the effect of current trends and social transition on psychological processes.
- Demonstrate an ability to apply knowledge from psychology to a contemporary topic in multicultural societies.
 - To practice and train different self development techniques for relaxation, meditation, skill enhancement and therapy
 - Introduction Regarding the scope and application of Eastern and Western Psychological Techniques and their practical application. (Holistic Health Psychological Aspects.)

COURSE DESIGN

The M.Sc Psychology programme includes

- i. Core courses
- ii. Elective Courses
- iii. Project Work / Dissertation
- iv. Comprehensive Viva-voce
- v. Audit Courses

The M.Sc Psychology programme contains 18 compulsory Core courses, 8 Elective Courses, 1 Project Work / Dissertation, 1 Comprehensive Viva-voce and 2 Audit Courses. (Write about credit distribution of courses) No course carries more than 4 credits. The student can select any Choice based elective course offered by the department which offers the core courses, depending on the availability of teachers and infrastructure facilities, in the institution.

Duration of the programme

The minimum duration for completion of a four semester PG Programme is 2 years. The maximum period for completion is 4 years. The duration of each semester will be 90 working days, inclusive of examinations, spread over five months. Odd semesters will be held from June to October and even semesters from November to March subject to the academic calendar of St. Joseph's College (Autonomous) Irinjalakuda.

Programme structure

The M.Sc Psychology Programme include three types of courses: Core courses, Elective courses and Audit Courses. Project Work and Comprehensive Viva-voce are mandatory for all regular programmes and these shall be done in the end semester. Total credit for the M.Sc Psychology programme is 80 (eighty), this describes the weightage of the course concerned and the pattern of distribution is as detailed below:

Programme Duration	4 Semester
Core courses	18
Elective Courses	8
Project Work / Dissertation	1
Comprehensive Viva-voce	1
Minimum attendance required	75%

Elective courses shall be spread over either in the Third & Fourth Semesters combined or in any one of these Semesters (III / IV). Study Tour / Field visit / Industrial visit / Trip for specimen collection may be conducted as a part of the Programme.

Semester	Course Title	Suggested Area
I	Ability Enhancement Course (AEC)	Internship / Seminar presentation / Publications / Case study analysis / Industrial or Practical Training/Community linkage programme /Book reviews etc.
II	Professional Competency Course (PCC)	To test the skill level of studentslike testing the application level of different softwares such as SPSS/R/ Econometrics / Pythan/Any software relevant to the programme of study /Translations etc.

Courses and Credit distribution

The required number of credits as specified in the syllabus/regulations must be acquired by the student to qualify for the degree. A student shall accumulate a minimum of 80 credits for the successful completion of the M.Sc Psychology programme.

Semester	Course	Teaching Hours	Credit
I	Cognitive Psychology I	5	4
	Research Methodology	5	4
	Personality and Personal Growth	5	4
	Physiological Psychology	5	4
	Practical I (Psychological Testing and Assessment)	5	4
II	Psychopathology	5	4

	Counselling Psychology	5	4
	Cognitive Psychology II	5	4
	Applied Psychology	5	4
	Practical 2	5	4
	Field Work & Journal Report		
III	Advanced Social Psychology	5	4
	Organizational Behaviour	5	4
	Practical 3 (Experimental Psychology)	5	4
	Practicum/Internship	3	2
	Elective – I	5	4
IV	Self development techniques	3	2
	Current trends in Psychology	5	4
	• Comprehensive Viva-voce (Optional)	2	3
	• Project Work / Dissertation	4	5
	Elective Courses (Theory/Practical)		
	Elective II	5	4
	Elective III	5	4
Total credit			80

Audit Courses:

In addition to the above courses there will be two Audit Courses (*Ability Enhancement Course & Professional Competency Course*) with 4 credits each. The college will conduct examinations for these courses in respective semesters and intimate /upload the results of the same to the Controller of Examinations of St. Joseph's College (Autonomous) Irinjalakuda. The College will intimate/upload the results of the same to the University on the stipulated date during the third semester. The credits will not be counted for evaluating the overall SGPA & CGPA. The details of Audit courses are given below.

Semester	Course	Teaching Hours	Credit
I	<i>Audit Course I :</i>		
	<i>Ability Enhancement Course(AEC)</i>	2	4
II	<i>Audit Course II :</i>		
	<i>Professional Competency Course (PCC)</i>	2	4

Project Work / Dissertation & Comprehensive Viva-Voce

There is a Project work with dissertation and Comprehensive Viva-Voce as separate courses relating to the core area under study in the end Semester and included in the Core Courses. Viva-voce related to Project work is one of the criteria for Project Work evaluation. Students have to submit a Project Report / Dissertation in the prescribed structure and format as a part of the Project Work undertaken. There will be External and Internal evaluation for Project Work/ Comprehensive Viva-Voce and these shall be combined in the proportion of 4:1.

COURSE CODE FORMAT

The following are the common guidelines for coding various courses in order to get a uniform identification. It is advisable to assign a nine Digit Code (combination of Alpha Numerical) for various courses as detailed below:

1. **First two digits** indicate the code of college SJ
2. **Next three digits** indicate the Programme/discipline code (ENG for English, MCM for M.Com, CHE for chemistry, PHY for physics, MLM for Malayalam, SKT for Sanskrit, HTY for History etc.)
3. **Sixth digit** is the Semester indicator which can be given as 1, 2, 3 & 4 respectively for I, II, III & IV Semester (MCM1, CHE2 Etc).
4. **Seventh digit** will be the Course Category indicator as detailed below:

Sl No	Nature of Course	Course Code
1	Core Courses	C
2	Elective Courses	E
3	Project	P
4	Comprehensive Viva	V
5	Practical / Lab	L
6	Audit Courses	A

5. **Last two digits** indicate the serial number of the respective courses. If there is one digit it should be prefixed by '0'(Zero). (01, 02, etc)
6. If the number of courses in one category is only one (eg : Viva, Project etc.), assign the course serial number as 01.
7. Examples:

Sl. No	Code	Details
1	SJMCM 1C01	M.Com I Sem Core Course No1
2	SJCHE 2 A 02	Chemistry II Sem Audit Course No.2
3	SJENG 4 V01	English IV Sem Viva No. 1
4	SJMLM 3 E02	Malayalam III Sem Elective No. 2
5	SJPHY 4 P 01	Physics IV Sem Project Work No. 1
6	SJ BGY 2 L 02	Biology II Sem Practical No. 2
7	SJPSY 3 C 02	Psychology III Sem Core Course No. 2
8	SJHTR 2 E 01	History II Sem Elective Course No. 1

STRUCTURE OF THE PROGRAMME

Scheme- Core Course

The following table shows the structure of the programme which indicates course code, course title, instructional hours and credits.

Semester I						
Course Code	Title of the course	Number of hours per week	Total Credits	Total hours/ semester	Marks	
					SA	ESA
PSY 1C 01	Cognitive Psychology I	5	4	90	75	150
PSY 1C 02	Research Methodology	5	4	90	75	150
PSY 1C 03	Personality and Personal Growth	5	4	90	75	150
PSY 1C 04	Physiological Psychology	5	4	90	75	150
PSY 1L 01	Practical I (Psychological Testing and Assessment)	5	4	90	75	150
Total	20					
PSY 1A 01	Community Extension Work	2	4	36	75	150
Semester II						
PSY 2C 05	Psychopathology	5	4	90	75	150
PSY 2C 06	Counselling Psychology	5	4	90	75	150
PSY 2C 07	Cognitive Psychology II	5	4	90	75	150
PSY 2C 08	Applied Psychology	5	4	90	75	150
PSY 2L 02	Practical Field Work	5	4	90	75	150

	& Journal Report					
Total	20					
PSY 2A 02	Life Skill Training	2	4	36	75	150
Semester III						
PSY 3C 09	Advanced Social Psychology	5	4	90	75	150
PSY 3C 10	Organizational Behaviour	5	4	90	75	150
PSY 3L 03	Practical 3 (Experimental Psychology)	5	4	90	75	150
PSY 3L 04	Practicum/Internship	3	2	54	75	150
PSY 3E I	Elective – I	5	4	90	75	150
Total	18					
Semester IV						
PSY 4C 11	Current trends in Psychology	5	4	90	75	150
PSY 4C 12	Self development techniques	3	2	54	75	150
PSY 4P 01	Dissertation	4	5	72	75	200
PSY 4V 01	Viva- voce	2	3	36	75	150
PSY 4E II	Elective II	5	4	90	75	150
PSY 4E III	Elective III	5	4	90	75	150
Total	22					
Grand total	80					

Scheme- Elective Courses

Semester III						
Course Code	Title of the course	Number of hours per week	Total Credits	Total hours/ semester	Marks	
					SA	ESA
PSY 3E I- 01	Clinical Neuro Psychology	4	4	72	75	150
PSY 3E I- 02	Clinical Psychology	4	4	72	75	150
PSY 3E I-03	Industrial management	4	4	72	75	150
PSY 3E I- 04	Human Resource Development	4	4	72	75	150

Semester IV						
Course Code	Title of the course	Number of hours per week	Total Credits	Total hours/ semester	Marks	
					SA	ESA
PSY 3E II- 05	Psychotherapeutics- I	4	4	72	75	150
PSY 3E II- 06	Consumer/ Marketing	4	4	72	75	150
PSY 3E III-07	Psychotherapeutics - II	4	4	72	75	150
PSY 3E III- 08	Industrial Clinical Psychology	4	4	72	75	150

Scheme- Project work / dissertation and comprehensive viva-voce

Semester IV						
Course Code	Title of the course	Number of hours per week	Total Credits	Total hours/ semester	Marks	
					SA	ESA
PSY 4P 01	Dissertation	4	5	72	75	200
PSY 4V 01	Viva- voce	2	3	36	75	150

EVALUATION AND GRADING

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

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

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

Primary evaluation for Internal and External shall be based on 6 letter grades (A+, A, B, C, D and E) with numerical values (Grade Points) of 5, 4, 3, 2, 1 & 0 respectively. Grade Point Average: Internal and External components are separately graded and the combined grade point with weightage 1 for Internal and 4 for external shall be applied to calculate the Grade Point Average (GPA) of each course. Letter grade shall be assigned to each course based on the categorization based on Ten-point Scale. There is no revaluation for PG Programme (due to double valuation)

Evaluation of Audit Courses:

The examination and evaluation will be conducted by the college either in the normal structure or MCQ model from the Question Bank and other guidelines provided by the University/BoS. The Question paper will be for minimum 20 weightage and a minimum of 2-hour duration for the examination. The marks of audit courses one and two will be forwarded to Controller of Examinations of St. Joseph's College (Autonomous) Irinjalakuda in time of respective semesters. The result will be intimated / uploaded to the University during the Third Semester.

Phases for Evaluation:

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

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

II Phase - GPA Calculation - To be done by St. Joseph's College (Autonomous)

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

III Phase - SGPA Calculation - To be done by St.Joseph's College (Autonomous) Irinjalakuda

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

IV Phase - CGPA Calculation - To be done by St.Joseph's College (Autonomous) Irinjalakuda

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

Internal Evaluation / Continuous Assessment (CA)

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

(a) Theory:			
Sl.No	Component	Percentage	Weightage
1	Examination /Test	40%	2
2	Seminars / Presentation	20%	1
3	Assignment	20%	1
4	Attendance	20%	1
(b) Practical:			
1	Lab Skill	40%	4
2	Records/viva	30%	3
3	Practical Test	30%	3

Attendance weightage 1 can be distributed as follows

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

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

Examination /Test: For each course there shall be class test/sduring a semester. Grades should be displayed on the notice board. Valued answer scripts shall be made available to the students forperusal.

Seminars / Presentation: Every student should deliver Seminar/Presentationas an internal built –in component of the curriculum transaction for every course and must be evaluated by the respective course teacher in terms of structure, content, presentation and interaction. The soft and hard copies of the seminar report are to be submitted to the courseteacher.

*Assignment:*Each student will be required to do assignment/sas an internal built – in component of the curriculum transactionfor each course. Assignments after valuation must be returned to the students. The teacher shall define the expected quality of the above in terms of structure, content, presentation etc. and inform the same to the students. Punctuality in submission is to beconsidered.

Lab Skill: Students in the science stream are required to combine their classroom methods with hands on practical sessions in the laboratories. The teacher shall assess the skills of the student and the quality of application of theoretical knowledge.

Records/viva: Records are submitted by science students for documenting the textual and classroom knowledge along with their practical lab skills. Neatness, accuracy and precision are also evaluated here. Viva voce is conducted to assess the grasp of knowledge gained by the student and to test their communication skills in the translation of the knowledge.

Practical Test: It is conducted for students in the science stream to assess their scientific temper and application of theoretical knowledge. The sense of precision and accuracy is also taken into account.

External / End Semester Evaluation (ESE)

The semester-end examinations in theory courses will be conducted by the Controller of Examination St. Joseph's College (Autonomous) Irinjalakuda with question papers set by external experts. The evaluation of the answer scripts will be done by examiners based on a well-defined scheme of valuation. The external evaluation will be done immediately after the internal valuation. The language of writing the examination should be ...English.....

Pattern of Questions For External/ESE:

Questions will be set to assess the knowledge acquired, standard, and application of knowledge, application of knowledge in new situations, critical evaluation of knowledge and the ability to synthesize knowledge. Due weightage will be given to each module based on content/teaching hours allotted to each module. The question will be prepared in such a way that the answers can be awarded A+, A, B, C, D, E Grades. Different types of questions shall be given different weightages to quantify their range given in the following model:

Sl.No .	Type of Questions	Individual weightage	Total Weightage	Number of questions to be answered
1	Short Answer type questions	2	$2 \times 4 = 8$	4 out of 7
2	Short essay/ problem solving type	3	$3 \times 4 = 12$	4 out of 7
3	Long Essay type questions	5	$5 \times 2 = 10$	2 out of 4
Total			30	18

End Semester Evaluation in Practical Courses will be conducted and evaluated by both Internal and External Examiners. (*Write about Duration and pattern of practical external examinations*)

Sl. No.	Type of Questions	Individual weightage
1.	Experiment	4
2.	Minor Experiment	4
3.	Synopsis	4
4.	Identification/Spotters	4
5.	Viva voice	4
Total		20

Evaluation of project work / dissertation

There will be External and Internal evaluation with the same criteria for Project Work done and the grading system shall be followed. One component among the Project Work evaluation criteria will be Viva-voce (Project Work related) and the respective weightage will be 40%. Consolidated Grade for Project Work is calculated by combining both the External and Internal in the Ratio of 4:1 (80% & 20%). For a pass in Project Work, a student has to secure a minimum of P Grade in External and Internal examination combined. If the students could not secure minimum P Grade in the Project work, they will be treated as failed in that attempt and the students may be allowed to rework and resubmit the same in accordance with the University exam stipulations. There shall be no improvement chance for Project Work. The External and Internal evaluation of the Project Work shall be done based on the following criteria and weightages as detailed below:

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

Conduct of comprehensive viva-voce

There will be External and Internal Comprehensive Viva-voce; the External Conduct and internal Conduct of the Viva-voce are mandatory. There shall be External and Internal Comprehensive Viva-voce; while the External Conduct of the Viva-voce is mandatory and the internal conduct of the viva-voce will be optional subject to the decision and stipulation of the concerned BoS. The concerned Boards of Studies shall design the structure, criteria, details of appointment of Board of examiners (both external and internal) and other relevant aspects of its evaluation. There shall not be any Comprehensive viva-voce for **SDE students**.

For a pass in Comprehensive viva-voce, a student has to secure a minimum of P Grade in External and Internal examination combined. If the students could not secure minimum P Grade in the Comprehensive viva-voce, they will be treated as failed in that attempt and the student may reappear for the same next time in accordance with the University exam stipulations. There shall be no improvement chance for Comprehensive viva-voce.

DIRECT GRADING SYSTEM

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

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

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

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

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

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

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

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

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

Semester Grade Point Average (SGPA) – Calculation

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

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

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

Cumulative Grade Point Average (CGPA) – Calculation

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

Where C₁ is the credit of the 1st semester, S₁ is the SGPA of the 1st semester and Cr is the total number of credits in the programme. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme. The SGPA and CGPA shall be rounded off to 2 decimal points. For the successful completion of a semester, a student should pass all courses and score a minimum SGPA of 2.0. However, the students are permitted to move to the next semester irrespective of their SGPA.

CONSOLIDATED SCHEME FOR I TO VI SEMESTERS

PROGRAMME STRUCTURE

SEMESTER I

COURSE CODE	COURSE TITLE	HOURS	CREDIT
PSY 1C 01	Cognitive Psychology I	5	4
PSY 1C 02	Research Methodology	5	4
PSY 1C 03	Personality and Personal Growth	5	4
PSY 1C 04	Physiological Psychology	5	4
PSY 1L 01	Practical I (Psychological Testing and Assessment)	5	4
Total	20		
PSY 1A 01	Community Extension Work	2	4

SEMESTER II

COURSE CODE	COURSE TITLE	HOURS	CREDIT
PSY 2C 05	Psychopathology	5	4
PSY 2C 06	Counselling Psychology	5	4
PSY 2C 07	Cognitive Psychology II	5	4
PSY 2C 08	Applied Psychology	5	4
PSY 2L 02	Practical 2 Field Work & Journal Report	5	4

Total	20		
PSY 2A 02	Life Skill Training	2	4

SEMESTER III

COURSE CODE	COURSE TITLE	HOURS	CREDIT
PSY 3C 09	Advanced Social Psychology	5	4
PSY 3C 10	Organizational Behaviour	5	4
PSY 3L 03	Practical 3 (Experimental Psychology)	5	4
PSY 3L 04	Practicum/Internship	2	2
PSY 3E I	Elective – I	5	4
Total	18		

SEMESTER IV

COURSE CODE	COURSE TITLE	HOURS	CREDIT
PSY 4C 11	Current trends in Psychology	5	4
PSY 4C 12	Self-development techniques	3	2
PSY 4P 01	Dissertation	3	5
PSY 4V 01	Viva- voce	1	3
PSY 4E II	Elective II	5	4
PSY 4E III	Elective III	5	4
Total	22		

SYLLABI FOR CORE COURSES

Course Code: SJPSY IC 01

Name of the Course: COGNITIVE PSYCHOLOGY

	Course Outcome	POs/ PSOs	CL	KC	Class Sessions (appr.)	Lab (Hrs)
CO1	To demonstrate understanding about cognitive psychology and its development	PO-2/ PSO-3	U	F	5	
CO2	To gain knowledge regarding the various theoretical perspectives put forth in attention, perception and learning	PO-3/PSO-2	C	C	5	
CO3	Increased confidence in critiquing approaches	PO-3/PSO2	C	C	5	
CO4	. Exposure to classic and recent research work in the field of attention, perception and learning (Research articles	PO3/PSO-3	C	C	5	

	will be given for review)					
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Course code: SJPSY1C02

Name of the course: RESEARCH METHODOLOGY

	Course outcome	Pos/PSOs	CL	KC	Class Sessions (appropriate)	Lab(hrs)
CO1	To develop the basic knowledge about scientific research.	PO1,5/PSO2,4,1,3	U	F	5	NA
CO2	Develop ethic in doing researches on behavior.	PO3,4,5/PSO 1,3	U	F	5	NA
CO3	Demonstrate ethically sound behaviour in practices and research in psychology.	PO3,4,5/PSO4,12,3	A	C	5	NA
CO4	Demonstrate scientific temper in researches in psychology.	PO2,5,6/PSO1,2,3,4	R	F	5	NA
CO5	Develop skills in understanding and analysing the scientific basis/validation of a Research.	PO5/PSO3,4,2,1	Z	C	5	NA
CO6	To understand the scientific basis of conducting research works in psychology, like conducting scientific enquiry, pilot study, derive research problem and selecting appropriate method.	PO1,2,3/PSO1,3,4	C	C	5	NA

Course Code: SJPSY1C03

Course Name: Personality and Personality Growth

	Course outcome	POs/PSOs	CL	KC	Class Sessions (appropriate)	Lab(hrs)
CO1	Demonstrate knowledge and understanding of Personality theories to explain uniqueness in human behaviour and trend	PO 5/ PSO 1,3,4	U	C	5	

CO2	Appreciate theories that explain personality	PO 1/ PSO 1,3,4	U	C	5	
CO3	Develop a scientific attitude and ability of reflection and logical reasoning in understanding behaviour/ personality	PO 1,5 / PSO 1,2,4	A	P	5	
CO4	Familiarity with the research methods and ethical considerations appropriate for the study of personality psychology	PO 1,3,5,6 / PSO 4	Z	P	5	

Course Code :SJPSY 1C 04

Name of the Course : Physiological Psychology

	Curse Out come	POs /PSOs	CL	KC	Class/ Sessions Approx..	Lab. Hrs.
CO1	Understand the neurobiological and biological basis of Behaviour	PO-3/PSO -3	U	K	5	
CO2	To identify the biological or neurological reason behind functional anomalies	PO-2/PSO -2	C	F	5	
CO3	Conduct neuropsychological testing	PO-3/PSO -3	C	C	5	
CO4	To work for behavioral interventions along with the multidisciplinary team	PO-3/PSO 2	C	C	5	

Course code: sjpsy1L01

Course name: practical I(psychological testing and assessment)

CO1	To nurture the ability in students to understand himself/herself and other persons.	Po2/psol	z	P	24	NA
CO2	To develop the skills of testing and scientific reporting in psychology.	Po2/psol3	Z	P	24	NA
CO3	To familiarize the students to various psychological tests and assessment tools.	P02/psol4	Z	P	24	NA
CO4	To generate an interest in working of the community with a psychological outlook	Po2/psol4	Z	P	24	NA

Course Code: SJPSY2C05

Course Name: Psychopathology

	Course outcome	POs/PSOs	CL	KC	Class Sessions (appropriate)	Lab(hrs)
CO1	To understand mental health issues and Etiology	PO 3,4,5,6/ PSO 2,3	U	F	5	
CO2	To understand about the development and clinical picture of various psychological disorders	PO 3,5,6 / PSO 1,2,3	U	F	5	
CO3	To familiarize the various concepts, assessment tools and classification techniques of Psychopathology	PO 3,5,6 / PSO 1,2,3,4	R	C	5	
CO4	Demonstrate understanding of skills required to diagnose various disorders	PO 1,3,5 / PSO 1,2,3,4	Z	P	5	

Course Code: SJPSY 2C 06

Name of the Course: COUNSELLING PSYCHOLOGY

CO No.	Course Out come	POs /PSOs	CL	KC	Class/ Sessions Approx..	Lab. Hrs.
1	Can have conceptual understanding of counselling process and practice counselling	PO-3/PSO-3	C	C	5	
2	Can do group counselling for awareness and premarital counselling	PO-3/PSO-3	A	C	5	
3	Can have knowledge of various approaches in counselling	PO-3/PSO-3	C	C	5	
4	Can have the professional ethics and skills and to utilise them for the benefit of personal,social,community and national development.	PO3/PSO-3	U	C	5	

COURSE CODE: SJPSY2C07

COURSE OUTCOME: COGNITIVE PSYCHOLOGY-II

	Course outcome	Pos/PSOs	CL	KC	Class Sessions (appropriate)	Lab(hrs)
CO1	To gain knowledge regarding the various theoretical perspectives in memory, thinking, and intelligence	PO1,2,5,6/PSO1,3, 2,4	U	F	5	NA
CO2	To explore emotion and consciousness within the scope of cognition	PO3,4,5/PSO 1,3,4	U	F	5	NA
CO3	Increased confidence in critiquing approaches	PO1,2,,3,4,5/PSO3,12,4	A	C	5	NA
CO4	Exposure to classic and recent research work in the field of memory, thinking, and intelligence (research articles will be provided for review)	PO2,5,6/PSO1,2,3,4	R	F	5	NA

Code: SJPSY 2C 08

Name of the Course: APPLIED PSYCHOLOGY

CO No.	Course Out come	POs /PSOs	CL	KC	Class/ Sessions Approx..	Lab. Hrs.
1	Practice as a consultant or practising psychologist in community, organization, sports, child meaning and development, schools, colleges, advertising, Media, Arts, Defence, Politics, Career, guidance, counselling and health	PO-3/PSO-3	A	C		
2	2. Get motivated to apply the theories learnt to explain human behaviors	PO-3/PSO-3	A	C		
3	To develop sound theoretical back up for the application of psychology in different areas of life	PO-3/PSO-3	U	F		
4	. Professional skill development in different applied areas of life	PO-3/PSO-3	A	C		

Course Code : SJPSY 3C 09

Name of the Course :ADVANCED SOCIAL PSYCHOLOGY

CO No.	Course Out come	POs /PSOs	CL	KC	Class/ Sessions Approx..	Lab. Hrs.
1	To understand different psychosocial reasons behind social issues and scientifically plan and execute psychosocial interventions.	PO-3/PSO-3	U	C	5	

2	Conduct work on minor research projects, based on behaviour to contribute for a positive social change	PO-3/PSO-3	A	C	5	
3	explain how basic social psychological findings can be used to bring about desired changes	PO-3/PSO-3	U	F	5	
4	compare different explanations for a social psychological phenomenon	PO-3/PSO-3	U	F	5	

Course code: **SJPSY3C10**

Name of the course: **ORGANIZATIONAL BEHAVIOUR**

	Course outcome	Pos/PSOs	CL	K C	Class Sessions (appropriate)	Lab (hrs)
CO1	To apply psychological theories and training for the welfare of individual and organization, so as to contribute for the personal and organizational effectiveness.	PO1,2/PSO2,4,1,3	U	F	24	NA
CO2	To work as an organizational/consultant/industrial psychologist, to support human resource development and management.	PO1,2,3,4,5/PSO1,2,3,4	U	F	24	NA
CO3	To understand the complexities associated with management and the group behaviour in organization.	PO1,2/PSO,3,4	A	C	24	NA
CO4	To familiarize the concept of human behaviour in organization	PO1,2/PSO,3,4	R	F	24	NA

Course code: SJPSY3L03

Course name: PRACTICAL 3 (EXPERIMENTAL PSYCHOLOGY)

CO1	To nurture the ability in students to understand himself/herself and other persons.	Po2/psol	z	P	24	NA
CO2	To develop the skills of testing and scientific reporting in psychology.	Po2/psol3	Z	P	24	NA
CO3	To familiarize the students to various psychological tests and assessment tools.	P02/psol4	Z	P	24	NA
CO4	To generate an interest in working of the community with a psychological outlook	Po2/psol4	Z	P	24	NA

Course code: SJPSY3L04

Course Name: practicum/internship

	Course outcome	POs/PSOs	CL	KC	Class Sessions (appropriate)	Lab(hrs)
CO1	Acquainting students with the wide variety of organizations that provide services which apply Psychological principles in practice.	PO 6 / PSO 3,4	U	C		
CO2	To apply knowledge and theory learned in an academic setting to actual situations in a field-based setting.	PO 6 / PSO 3,4	A	P		
CO3	To gain knowledge about career possibilities for students pursuing this course.	PO 2,6 / PSO 2,3,4	U	F		
CO4	To develop or enhance professional skills under the simultaneous guidance of a organization supervisor, and a faculty supervisor.	PO 2,3,6 / PSO 2,3,4	C	F		

Course Code: PSY 3E I- 01

Course name: clinical neuro psychology

	Course outcome	POs/PSOs	CL	KC	Class Sessions (appropriate)	Lab(hrs)
CO1	To understand about the development and neuropsychological picture of various psychological disorder	PO 3/ PSO 2,3,4	U	C	5	
CO2	To familiarize the various concepts, assessment tools and classification techniques of Clinical Neuro-Psychology	PO 5 / PSO 2,3	R	C	5	
CO3	To describe and characterize the localisation of the higher mental functions and the manifestations of the higher mental function disorders.	PO 5 / PSO 2	R	F	5	
CO4	Understand the clinical research tools used to recommend treat-ment for neuropsychological disorders that occur following brain injury.	PO 5 / PSO 2	U	P	5	

Course Code: SJPSY 3E I – 02

Course Name: Clinical Psychology

	Course outcome	Pos/PSOs	CL	KC	Class Sessions (appropriate)	Lab(hrs)
CO1	To understand about the development and clinical picture of	PO 5/ PSO 1,2	U	C		

	various psychological disorder					
CO2	To familiarize the various concepts, assessment tools and classification techniques of Clinical psychology	PO 3,5 / PSO 2,3	R	C		
CO3	To demonstrate knowledge in the history of psychology, including philosophical foundations, key movements and figures that influenced the field.	PO 5 / PSO 1,2	R	F		
CO4	To develop the necessary knowledge base to competently, ethically, and effectively function as a clinical psychologist.	PO 3,5 / PSO 1,2,3,4	U	P		

Course Code :SJPSY 3E I -03

Name of the Course : INDUSTRIAL MANAGEMENT

CO No.	Course Out come	POs /PSOs	CL	KC	Class/ Sessions Approx..	Lab. Hrs.
1	To develop interpersonal and management skills necessary in industrial relations	PO3/P SO-3	U	C	5	
2	To develop leadership and decision making skills in industrial and labour legislation	PO-3/PSO 3	U	F	5	
3	To understand industrial relations & legislations	PO-3/PSO -3	U	C	5	
4	. To develop problem-solving skills necessary in an industrial relations.	PO-3/PSO -3	A	C	5	

Course code: SJPSY3E1-04

Course name: HUMAN RESOURCE DEVELOPMENT

	Course outcome	Pos/PSOs	CL	KC	Class Sessions (appropriate)	Lab(hrs)
CO1	To impart wider knowledge based in HRD	PO2,6/PSO,1,2,3,4.	U	F	5	NA
CO2	To improve skills of students to become HR professionals.	PO1,2, 4/PSO 1,2,3	U	F	5	NA
CO3	Acquire knowledge of human resource management.	PO,2,3,4,/PSO,1,2,3,4	R	C	5	NA
CO4	To create human resource plan.	PO2/PSO1,2,3,4	C	F	5	NA

Course Code :SJPSY 4C 11

Name of the Course : CURRENT TRENDS IN PSYCHOLOGY

CO No.	Course Out come	POs /PSOs	CL	KC	Class/ Sessions Approx..	Lab. Hrs.
1	Analyze and evaluate research articles in the different fields of psychology	PO-3/PSO -3	C	C	5	

2	Analyze and evaluate the effect of current trends and social transition on psychological processes.	PO-3/PSO-3	U	C	5	
3	Demonstrate an ability to apply knowledge from psychology to a contemporary topic in multicultural societies	PO-3/PSO-3	A	C	5	
4	To familiarise conceptual understanding of current trends	PO-3/PSO-3	U	C	5	

Course code: **SJPSY4C12**

Course name: **SELF DEVELOPMENT TECHNIQUES**

	Course outcome	Pos/PSOs	CL	KC	Class Sessions (appropriate)	Lab(hrs)
CO1	To practice and train different self development techniques for relaxation, mediation, skill enhancement and therapy	PO1,2,5/PSO1,3,4	A	F	3	NA
CO2	Introduction regarding the scope and application of eastern and western psychological techniques.	PO15/PSO 1,3	U	F	3	NA
CO3	Knowldge about the practical application of holistic,health psychological aspects	PO,5/PSO2,3,4	A	C	3	NA
CO4	To enhance self-confidence and self-esteem.	PO 1,2,5,6/PSO1,3,4	R	F	3	NA

Course code: SJPSY4P01

Course name : Dissertation

	Course outcome	POs/PSOs	CL	KC	Class Sessions (appropriate)	Lab(hrs)
CO1	To understand the fundamentals of research methodology.	Po1/pso3	U	P	4	
CO2	To familiarize students with basic statistical techniques	Po1/pso3	A	P	4	
CO3	Exhibit skills in adhering to APA style	Po1/pso3	U	P	4	
CO4	Exhibit skills to interpret and report	Po1/pso3	A	p	4	

Course code: SJPSY4V01

Course name : VIVA-VOCE

	Course outcome	POs/PSOs	CL	KC	Class Sessions (appropriate)	Lab(hrs)
CO1	To understand the fundamentals of research methodology.	Po1/pso3	U	P	4	
CO2	To familiarize students with basic statistical techniques	Po1/pso3	A	P	4	
CO3	To assess the content knowledge	Po1/pso3	U	P	4	
CO4	Exhibit general skills as a psychologist	Po1/pso3	A	p	4	

Course Code: SJPSY 4E II – 05

Course Name: Psychotherapeutics 1

	Course outcome	POs/PSOs	CL	KC	Class Sessions (appropriate)	Lab(hrs)
CO1	To get knowledge about the development of therapeutic models	PO 5/ PSO 2	U	F	5	
CO2	To import knowledge and skills toward therapies	PO 3,5 / PSO 2,3	R	C	5	
CO3	To familiarize with therapeutic procedures of helping the behaviorally impaired	PO 3 / PSO 2	U	P	5	
CO4	To understand professional and ethical practice in the counselling and psychotherapy field.	PO 3,5 / PSO 2,4	U	P	5	

Course Code : SJPSY 4 E II-06

Name of the Course : CONSUMER / MARKETING PSYCHOLOGY

CO No.	Course Out come	POs /PSOs	CL	KC	Class/ Sessions Approx..	Lab. Hrs.
1	To develop skills and to sensitize oneself to market changes and consumer behaviour	PO-3/PSO -3	U	C	5	
2	learning and problem To enhance solving skills in the area of Marketing Psychology	PO-3/PSO -3	U	C	5	
3	To enhance consumer's decision-making process	PO-3/PSO -3	A	C	5	

4	To understand consumer behaviour and its application in Marketing, public policies and consumer protection	PO-3/PSO-3	U,A	A	5	
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Course Code: PSY 4 E III - 07

CourseName: Psychotherapeutics 2

	Course outcome	POs/PSOs	CL	KC	Class Sessions (appropriate)	Lab(hrs)
CO1	To get knowledge about the development of therapeutic models	PO 1,3,5/ PSO 3	U	F	5	
CO2	To import knowledge and skills toward therapies	PO 3,5 / PSO 2,4	R	C	5	
CO3	To familiarize with therapeutic procedures of helping the behaviorally impaired	PO 5 / PSO 2,3	U	P	5	
CO4	To understand the current trends in practice within the counselling and psychotherapy field.	PO 2,3,5 / PSO 1,2,4	U	P	5	

Course Code : SJ PSY 4E III-08

Name of the Course : INDUSTRIAL CLINICAL PSYCHOLOGY

CO No.	Course Out come	POs /PSOs	CL	KC	Class/ Sessions Approx..	Lab. Hrs.
1	Knowledge about organizational behavior and psychopathology	Po1/ps o2	u	c	5	
2	Knowledge about the various predictors of Work Life balance	Po2/ps o3	u	c	5	
3	Develop skills in diagnosing and helping the behaviorally	Po1/ps o3	c	P	5	

	disturbed in Organizational settings.					
4	To familiarise relaxation techniques in an I.C. setting	Pol/ps o3	u	p	5	

R-remember, U-understand, A-apply, Z-analyze, E-evaluate, C-create

***F-factual, C-conceptual, P-practical/procedural**

(Syllabus)

COGNITIVE PSYCHOLOGY I

PSY 1C 01

Core paper

4 Credits

Learning outcomes:

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

UNIT I: Introduction to Cognitive Psychology

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

- Methods for investigating cognition (Experimental Cognitive Psychology, Cognitive Neuropsychology, Cognitive Science, Cognitive Neuroscience)

UNIT II: Attention and Perception

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

UNIT III: Learning I

- Concept of learning: Reflex, Sequence of behaviour, Habituation
- Classical conditioning: Basic concepts (Acquisition, Extinction, Spontaneous

recovery, Disinhibition, Rapid reacquisition, Conditioned inhibition, Generalization, Discrimination); Recent concepts (Blocking effect, Overshadowing, CS pre exposure effect, Higher order, Sensory pre conditioning, Contributions of McKintosh and Rescorla); Applications

- Operant conditioning: Basic concepts (Schedules of reinforcement, Positive and Negative reinforcement, Punishment, Shaping, Contingencies of reinforcement, Escape and avoidance learning, learned helplessness, Biofeedback); Different concepts of reinforcement (Need reduction, Premacks principle, response deprivation theory); Applications

UNIT IV - Learning II

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

Reference

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

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

Hergenhahn, B. R., & Olson, M. H. (2008). *An introduction to theories of learning*. N. Delhi: Pearson Education.

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

Mazur, J. E. (2002). *Learning and behavior*, (5th ed.). New Jersey: Prentice Hall.

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

RESEARCH METHODOLOGY

PSY 1C 02

Core paper

4 Credits

Learning outcomes:

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

UNIT 1 : Research

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

UNIT II : Problem, Hypothesis and Variables

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

extraneous variables – Techniques.

UNIT III : Review of Literature and Data Collection

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

UNIT IV : Designs, Analysis and Report Writing

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

References

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

PERSONALITY AND PERSONAL GROWTH

PSY 1C 03

Core paper

4 Credits

Learning outcomes:

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

UNIT I. Concepts & Approaches

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

UNIT II. Theories of Personality and Personality Development

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

UNIT III: Personality Assessment

- History of Personality Assessment- Trends over Time: Shrinkage and Growth- The Personality Assessment Process
- Purposes of Personality Assessment- Preparing for Personality Assessments-

Conducting Personality Assessments- Interpreting Personality Assessment Data-
Reporting Personality Assessment Findings

UNIT IV:. Personal Growth

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

References

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

PHYSIOLOGICAL PSYCHOLOGY

PSY 1C 04

Core paper

4 Credits

Learning Outcome:

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

UNIT I: Basic Knowledge of Nervous System

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

UNITII: Sensory Processing

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

UNIT III: Physiological Basis of Emotion and Motivation

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

UNIT IV: Physiological Basis of Learning and Cognition

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

References

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

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

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

Walsh. K. (1994). Neuropsychology (Lt), London : Churchill Livingstone, Edinburgh.

PRACTICAL – 1 PSYCHOLOGICAL TESTING AND ASSESSMENT

PSY 1L 01

Core Paper

4 Credits

1. Seguin Form Board
2. Draw a man test
3. Colored Progressive Matrices
4. Standard Progressive Matrices
5. Weschler Adult Intelligence scale
6. Mathew Test of Mental Abilities
7. Bender Gestalt Scale
8. Edward Personal Preference Schedule
9. Rorchah Ink Blot Test (Introducing)
10. Advanced Progressive Matrices (APM)
11. Eysenck Personality Questionnaire
12. Sixteen Personality Factor questionnaire
13. Test of Creativity
14. Thematic Apperception Test
15. Locus of Control assessment
16. Somatic Ink Blot Test
17. I A S Rating Scale
18. Neuro-Psychological test
19. M.M.P.I.
20. Aptitude Testing.
21. Study of Values and Interest

Ability Enhancement Course

Ability enhancement course is an audit course where the student may seek support of faculty members where as there may not be regular classes on it. The guidance can be recieved from the department to proceed the work. The performance will be evaluated in college level.

COMMUNITY EXTENSION WORK

PSY 1A 01

Ability Enhancement Course

4 Credits

Learning Outcome

- Conduct reach out programmes to community for extension of psychological support in group level.

The students can do the community extension work as a reach out programme. This can be extension of Psychological service, to a needy group in the nearby locality. Students, individually or in group, has to visit the place, meet local people to study the need, Plan an intervention/ support with the support of any faculty member, make all necessary arrangements and implement it. Local support may be generated from arts and sports club, Panchayath, Kudumbasree, NGOs, school PTA, or other voluntary organizations. A written report of the plan, procedure, implementation, skill attained, further scope and limitations experienced can be submitted, while appearing for the viva voce.

Semester-2

PSY 2C 05	PSYCHOPATHOLOGY Core Paper	4 Credits
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Learning Outcome:

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

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

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

UNITS II: Patterns Of Maladaptive Behaviours

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

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

UNIT 3: Brain Disorders and other Cognitive Impairment

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

UNIT 4 : Disorders in Childhood and Adolescence

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

References

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

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

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

COUNSELLING PSYCHOLOGY

PSY 2C 06

Core paper

4 Credits

Learning Outcome:

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

UNIT I: Introduction to Counselling

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

UNIT II: Theoretical Approaches to Counselling

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

- Comparison of the major counselling approaches.

UNIT III. Counselling in Different Setting

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

UNIT I: Role of Relaxation in Counselling.

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

References

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

- Sreedhar.K.P. (1996) Guided Somato-Psychic Relaxation: Trivandrum: LIF

COGNITIVE PSYCHOLOGY – II

PSY 2C 07

Core paper

4 Credits

Learning Outcomes:

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

UNIT I: Memory

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

UNIT II: Thinking

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

Entrenchment, Functional fixedness, Transfer)

- Decision making : Classical Theory and its critique – Satisficing, Elimination by aspect, naturalistic decision making; Biases and heuristics, Process of group thinking

- Reasoning: Deductive (Conditional – Types or Propositional calculus and Errors, Syllogistic – Linear, Conditional and Errors); Inductive reasoning – (casual inferences, categorical inferences and reasoning by analogy)

UNIT III : Intelligence & Creativity

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

UNIT IV: Expanding horizons of cognitive psychology

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

References

- Chomsky, N. (1959). A review of BF Skinner's Verbal Behavior. *Language*, 35(1), 26-58.
- Berk, L. E. (2009). *Cognitive development*. (8th ed.). Boston: Pearson Publishing.
- Eysenck, M. W. (2006). *Fundamentals of Cognition*. New York: Psychology Press.
- Groome, D. (2004). *An introduction to cognitive psychology: Processes and disorders*. New York: Psychology Press.
- Kellogg, R. T. (2003). *Cognitive psychology*, (2nd ed.). N. Delhi: Sage.
- Neath, I., & Suprenant, A. M. (2003). *Human memory*, (2nd ed.). Australia: ThomsonWadsworth.
- Skinner, B.F. (1977), 'Why I am not a cognitive psychologist', *Behaviorism*, 5, 1–10.
- Skinner, B. F. (1986). The evolution of verbal behavior. *Journal of the Experimental analysis of Behavior*, 45(1), 115-122.

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

APPLIED PSYCHOLOGY

PSY 2C 08

Core paper

4 Credits

Learning outcomes:

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

UNIT I: Applied Psychology

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

UNIT II: Professional Psychology I

• Educational Psychology

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

• Forensic Psychology

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

• Health Psychology

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

• Rehabilitation Psychology

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

UNIT III: Professional Psychology II

- **Sports Psychology**

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

sports.

- **Environmental Psychology**

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

- **Career Counselling**

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

- **Personnel Psychology, Work Psychology, Vocational Psychology**

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

UNIT IV: Other Applied Areas

- **Community Psychology**

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

- **Positive Psychology**

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

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

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

References:

- Nagar, D. (2006). Environmental psychology. New Delhi, India: Concept.
- Jain, U. (1987). The psychological consequences on crowding. New Delhi, India: Sage.
- Rath, J. F. (2011). Rehabilitation Psychology. Oxford Handbook of Counselling Psychology. Elliott, Timothy & Uswatte, Gitendra. (2009). Rehabilitation psychology.

Wrightsmann, L. S. & Fulero, S. M. (2008). *Forensic psychology* (3rd Ed.). Belmont, CA: Wadsworth Publishing Co.

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

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

Boston: Sage Publishers.

Weiten, W & Lloyd, A. M (2007) *Psychology Applied to Modern Life*. USA: Thomson and Woodworth

Blustein, David & Murphy, Kerri & T. N. Coutinho, Maria & Catraio, Christine & Backus Dagirmanjian, Faedra. (2011). *IAAP Handbook of Applied Psychology*.

10.1002/9781444395150.

Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). *Community Psychology: Linking Individuals and Communities*, Wadsworth Cengage Learning.

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

PRACTICAL 2

FIELD WORK AND JOURNAL REPORT

PSY 2L 02

Core paper

4 Credits

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

- **Systematic Observation**

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

- **Interview**

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

- **Content Analysis**

In this students should develop a skill in analysing content of data collected. For this the

students have to practical sessions of analysing contents of written, printed, vocal, or picturized data. A minor level study can be planned with this purpose and analysis can be conducted. This can be with a purpose of identifying a particular psychological factor/variable or with a general analysis aim.

- **Case History**

Different kinds of cases namely clinical, vocational, Educational, personal, organizational etc, can be studied by the student, with a thorough analysis of the background precipitating factors, on set treatments undergone, consequences and efficiency, follow up and rehabilitation procedures. This may be done in maximum of 5 numbers, from different areas. The cases can be collected from the consultancy services available in the department, nearby mental health care institutions, organizations, near by locality or during the educational trips of institutions.

- **Test Construction:**

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

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

LIFE SKILL TRAINING

PSY 2A 02

Professional Competency Course

4 Credits

Learning outcome

- To conduct life skill training for small group of participants.

The students in group has to learn life skills and life skill training and undergo life skill training with the support of a faculty member. It may to be implemented to a group of students, if the trainer approves the skill. The group of students has to organize the programme for a team of 30 members, conduct it and report their observations. A written report has to be submitted, which includes, the core life skills, the methods of training, and pre requisites and necessary arrangements done etc. There will be an evaluative viva voice, at the college level.

Semester 3

ADVANCED SOCIAL PSYCHOLOGY

PSY 3C 09

Core paper

4 Credits

Learning Outcomes:

To understand different psychosocial reasons behind social issues and scientifically plan and execute psychosocial interventions

Conduct work on minor research projects, based on behaviour to contribute for a positive social change

explain how basic social psychological findings can be used to bring about desired changes

compare different explanations for a social psychological phenomenon

Unit I : Defining the field of Applied Social Psychology

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

Unit II: Applying Social Psychology to Arenas of Life:

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

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

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

Unit IV: Intervention and Evaluation

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

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

References

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

ORGANIZATIONAL BEHAVIOUR

PSY 3 C 10

Core paper

4 Credits

Learning Outcome:

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

UNIT I: Introduction To Organizational Behaviour

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

UNIT II: Individual Process

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

UNIT III: Group and Interpersonal Processes

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

UNIT IV: Organizational Processes

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

References

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

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

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

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

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

PRACTICAL 3

EXPERIMENTAL PSYCHOLOGY

PSY 3L 03

Core Paper

4 Credits

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

Psycho Physical Methods.

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

PRACTICUM/INTERNSHIP

PSY 3L 04

Core paper

2 Credits

Students are expected to visit any organization that apply Psychology in practice in any of one month (30 days time with minimum 20 day's full time attendance) during the first 2 months summer vacation. There the student has to study under the supervision of a guide to understand and develop skill in the application of psychological principles in the organization. It can be anywhere in or outside India, where the student has to bring a written report about the functioning of the organization, objectives, vision/mission and the experience during internship to develop their understanding and skills in the tenure. The internship can be done through day visits, postings or residential mode, as per the strategy of the organization. The supervisor from the organization has to see the report prepared and attest, but no valuation of performance is being done, whereas the report will be assessed by the external expert during the viva-voce, in connection with the practical examination. It is advisable to be a supervising guide from the organization with master's degree, M. Phil/PD in Psychology, or related fields.

CLINICAL NEUROPSYCHOLOGY

PSY 3E I- 01

Elective Paper

4 Credits

Learning outcome

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

UNIT I: Introduction

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

UNITII: Brain Damage and Functional Impairment

- Aphasia – Classification, Examination, Varieties of Aphasias and their location; Disturbance of single language modality.
- Alexia-Classification, Syndromes of alexia, assessment, treatment and prognosis.
- Agraphia - Classification, Assessment, Relationship of Linguistic and Motor a graphics to other neuropsychological disorders.
- Acalculia – Varieties of acalculia, localization of acalculias, hemisphereic specialization for calculation; Developmental Dyscalculis – clinical assessment and recent formulation of calculation disorder.
- Body Scheme Disturbances-

- Finger Agnosia – Developmental aspects, Behavioural correlates, Anatomical correlates, Finger agnosia and reading disability.
- Right – Left Disorientation – Developmental aspects, Basis of right – left orientation,

impairment in patient with brain disease.

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

UNIT III: Disconnection Syndromes

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

UNIT IV: Neurological Examination and Assessment

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

Reference

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

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

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

Schneider and Torshes (1986). Introduction to Physiological Psychology

CLINICAL PSYCHOLOGY

PSY 3E I-02

Elective paper

4 Credits

Learning outcome

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

Unit I:

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

Unit II:

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

Units III:

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

Units IV:

- Diagnostic Methods

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

References

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

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

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

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

INDUSTRIAL MANAGEMENT

PSY 3E I- 03

Elective Paper

Credit – 4

Pre requisite:

For the students of PG Psychology/MBA/Personnel Management

Learning Outcome:

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

UNIT I: Industrial Psychology

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

UNIT II: Management Concept

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

- Principles of Management
- Levels of Management
- Scientific Management

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

UNIT III: Job Evaluation & Wage Plans

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

UNIT IV : Industrial Relations and Legislation

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

Reference:

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

HUMAN RESOURCE DEVELOPMENT (HRD)

PSY 3E I-04

Elective Paper

Credit – 4

Learning Outcome

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

UNIT I: Human Resource Management

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

UNIT II: Acquisition of Human Resources

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

UNIT III: Development and Motivation of Human Resources

- Man power training and development – Employee orientation and training – Management

development programmes – Training formulae career development techniques.

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

UNIT IV: Maintenance of Human Resources.

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

Refereces

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

Semester 4

CURRENT TRENDS IN PSYCHOLOGY

PSY 4C 11

Core paper

4 Credits

Learning Outcomes:

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

UNIT I: Psychology Applied in Society

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

Media and Consumer Psychology

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

Psychology of Sexual Orientation and Gender Diversity

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

Addiction Psychology

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

UNIT II: Emerging Areas in Applied Psychology

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

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

UNIT III - Critical Psychology – An Introduction

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

UNIT IV : Critical Perspectives in Psychology

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

References

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

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

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

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

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

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

Gonsiorek, J. C. (2013). Introducing Psychology of Sexual Orientation and Gender Diversity.

Psychology of Sexual Orientation and Gender Diversity, 1(S), 1-2.

<http://dx.doi.org/10.1037/h0095935>

SELF DEVELOPMENT TECHNIQUES

PSY 4 C 12

Core Paper

2 Credits

Outcome:

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

UNIT I : Techniques of Meditation.

- Transcendental Meditation
- Yogic Meditation

UNIT II : Relaxation

- Yoga nidra
- Yoga (Patajali)
- Deep breathing relaxation exercise.
- Jacobsons progressive Relaxation
- Hypnosis induced Relaxation.

UNIT III : Bio-Feed Back Training

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

UNIT IV : Self awareness

- Social Skill Development
- Stress management Techniques

- Counselling skills.

DISSERTATION

PSY 4 P 01

Core Paper

5 Credits

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

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

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

VIVA- VOCE

PSY 4 V 01

Core Paper

3 Credits

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

PSYCHOTHERAPEUTICS – I

PSY 4E II -05

Elective paper

4 Credits

Learning outcome

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

UNIT 1: Nature of Psychotherapy

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

UNIT II: Psychoanalysis

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

UNIT III: Humanistic – Existential Therapy

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

UNIT III: Therapy for Interpersonal Relationships

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

- Psycho drama – Principles, process and salient features.

References

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

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

CONSUMER/MARKETING PSYCHOLOGY

PSY 4 E II- 06

Elective Paper

4 Credits

Learning Outcome

To develop skills and to sensitize oneself to market changes and consumer behaviour. To enhance learning and problem solving skills in the area of Marketing Psychology.

UNIT I: Study of Consumer Behaviour

Diversity of Consumer Behaviour and Ethics in Marketing.

Consumer Research – History and conducting.

Market segmentation – Bases, criteria and implementation.

UNIT II: Consumer as an Individual

Motivation – Nature, Types, Measurement and Research. Personality –

Theories, Consumer diversity and self and self-image. Perception-

Dynamics, Consumer. Imagery and perceived Risk.

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

Model, formation and change, and theories.

Communication – Components, process and designing persuasive communication.

UNIT III. The Consumers Decision-Making Process.

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

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

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

UNIT IV. Consumer Behaviour and Society.

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

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

Refereces

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

PSYCHO THERAPEUTICS II

PSY 4 E III- 07

Elective Paper

4 Credits

Learning outcome

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

UNIT I: Behaviour Modification, Techniques and Rationale - 1

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

UNIT II: Behaviour Modification Techniques and Rationale – II

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

UNIT III: Cognitive Behaviour Therapy

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

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

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

References

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

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

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

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

Rimm, D.C. and Masters, J.C. (1979). Behaviour Therapy. New York. Academic Press. Sreedhar, K.P. (1996). Guided Somato Psychic Relaxation: Thiruvananthapuram Life.

INDUSTRIAL CLINICAL PSYCHOLOGY.

PSY 4 E III- 08

Elective Paper

4 Credits

Learning outcome

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

UNIT I:

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

UNIT II: Stress and Work

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

UNIT III: Effect of Psychopathology on Work

- Depression in the work place.

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

UNIT IV: Effects Disruptive Behaviour at Work.

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

UNIT V: Special Groups in Organizational Counselling

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

UNIT VI: Relaxation Techniques in I.C Setting

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

References

Adrian Furnham (2005). The Psychology of behaviour at work. The individual in the organization. New York: Psychology press.

Rose Mary . A. Payne (1995). Relaxation Techniques. A Practical Handbook for the Healthcare Professional Edinburgh. Churchill Livingstone.

Neil Anderson, et al (2002). Handbook of Industrial, Work and Organizational Psychology (Vol. 1 & Vol. 2). London: Sage publications.

Jay C. Thomas and Michel Hersen (2002). Handbook of Mental Health in the workplace. London Sage Publications.

Miner, J.B. (1992). Industrial Organizational Psychology, New York: