

M.Sc. PSYCHOLOGY SYLLABUS

2015-2016 Onwards

SEMESTER-I

PAPER-I

HISTORY OF PSYCHOLOGY

Objectives:

- To help students know about the history of Psychology
- To orient the students about basic issues in perception
- To make students understand the issues in cognition and learning
- To know about the bases and models of intelligence
- To understand the history and process of emotion

UNIT – I : INTRODUCTION

Psychology as a science: Origins of scientific psychology –Evolution of the discipline –
The psychological laboratory and the psychological experiment - Psychology as a profession:
Pioneering application of psychological science – The beginnings of the new profession of
Psychology – World War I and the growth of psychological practice.

UNIT – II : SENSATION AND PERCEPTION

The perceptual problem – Sensation, Perception, Reason and Cognition – Physics and
Visual perception – Physiology and perception – The science of illusion – The rise of
behavioural laboratories – The psychophysicists and the correspondence problem – The
Gestaltist's and the correspondence problem – The progress of perceptual research.

UNIT – III : COGNITION AND LEARNING

The philosophical period – The early scientific period – The modern scientific period.

UNIT – IV : INTELLIGENCE

Expert opinions on the nature of intelligence – The seminal views of Galton and Binet
– Models of the nature of intelligence – Intelligence as arising from cognitive structures and processes – Biological bases of intelligence – Role of culture and society in intelligence – Systems models.

UNIT – V : EMOTION

Premodern history of emotion – Themes in a modern history of Emotion – Two distinct psychologies of emotion – A future history.

REFERENCES

1. Freedheim, K.D. and Weiner, B.I. (2003). Hand Book of Psychology – Volume I: History of Psychology. New Jerry : John Willey & Sons.

RESEARCH METHODOLOGY

Objectives:

- To help students know about the scientific approach, problems and hypotheses
- To orient the students about nature and types of variance and sampling
- To make students understand the various designs of research
- To help students know about the types of research
- To make the students understand the methods of data collection

UNIT I – THE SCIENTIFIC APPROACH

Science and the Scientific Approach: Science and Common Sense– Science and its functions: The aims of science, scientific explanation and theory - The scientific approach.

Problems and Hypotheses: Problems, values, and definitions - Generality and specificity of problems and hypotheses - Virtues of problems and hypotheses – The Multivariate nature of behavioural research and problems - Special power of hypotheses.

Constructs, Variables and Definitions: Concepts and constructs – Variables – Constitutive and operational definitions of constructs and variables – Types of variables: Dependent, Independent, Active and Attribute, Continuous and Categorical variables – Constructs, observables and intervening variables.

UNIT II - VARIANCE, SAMPLING AND RANDOMNESS

Variance: Meaning and Definition – Kinds of variance – Components of Variance – Covariance – Common factor variance.

Sampling and Randomness: Sampling - Random sampling and representativeness – Randomness – Randomization – Random assignment - Sample size – Kinds of Samples.

UNIT III - RESEARCH DESIGNS

Research designs: Meaning, Purpose and Principles – Purpose of research design – Research design as variance control – Maximization of experimental variance – Control of extraneous variables – Minimization of error variance.

General Designs of Research - Research Design and Application: Randomized Groups - Correlated Groups.

UNIT IV - TYPES OF RESEARCH

Ex Post Facto Research: Meaning and nature – Advantages and disadvantages - Laboratory experiments: Meaning and nature - Characteristics and criteria of laboratory experiments - Miller Studies – Advantages and disadvantages - Field experiments: Meaning and nature - Winter et al's study – Advantages and disadvantages - Field studies: Meaning and nature - Newcomb's Study - Survey Research: types, methodology, applications, advantages and disadvantages.

UNIT V - METHODS OF OBSERVATION AND DATA COLLECTION

Interviews and interview schedules - Objective tests and Scales - Projective Methods - Observations – Sociometry - The Semantic Differential Scale – Internet and Research – Guidance for Effective Writing of Research Report – Structure of Research Report – Oral Presentations – Research Proposals.

REFERENCES

1. Kerlinger, N.F. (2010). Foundations of Behavioural Research. Second Edition. New Delhi: Surjeet Publications.
2. Shaughnessy, J.J., Zechmeister, E.B. and Zechmeister, S.J. (2003). Research Methods in Psychology. Sixth Edition. Boston: McGraw Hill.

PERSONALITY THEORIES

Objectives:

- To enable the students to understand the forces and factors that shape personality.
- To enable the students understand the Psychoanalytic perspective to personality
- To make the students understand the trait approaches of personality
- To help the students know the humanistic and behavioural perspectives to personality
- To orient the students about the field theory of personality

UNIT I - INTRODUCTION TO THE STUDY OF PERSONALITY: ASSESSMENT, RESEARCH AND PERSPECTIVE

The Study of Personality - The Place of Personality in the history of Psychology - Definitions of Personality - Ethnic and Gender Issues in Personality – Assessment, Research and Theory in the Study of Personality – Personality in Perspective.

UNIT II - PSYCHOANALYTIC AND NEO PSYCHOANALYTIC APPROACHES

Sigmund Freud: Classical Psychoanalysis – The Propelling forces of the personality – Level and structure of personality - Carl Jung: Analytical Psychology - Alfred Adler: Individual Psychology - Karen Horney - Eric Fromm - Henry Murray – Personology.

UNIT III - LIFE- SPAN AND TRAIT APPROACH TO PERSONALITY

Erik Erikson: Psychosocial stages of development - Gordon Allport: Personality traits – Personality and Motivation – Personality development in childhood – The healthy adult personality - Raymond B. Cattell: Approach to personality traits – Source traits – Dynamic traits - Influence of hereditary and environment – The Stages of personality development - Hans J. Eysenck: Dimensions of personality – Robert McCrae and Paul Costa: Five Factor Model.

UNIT IV - THE HUMANISTIC, BEHAVIORAL AND COGNITIVE APPROACHES

Humanistic - Abraham Maslow: Personality development – The study of self actualizers – Assessment - Carl Rogers: Important of Self – the Actualization tendency – The Experiential world – The development of self in childhood – Characteristics of fully functioning persons - Behavioral - B. F. Skinner: Basis of behaviour – Schedules of reinforcement – Successive approximation – Superstitious and self control of behaviour - Albert Bandura: Modeling – Observational learning processes – The Self – Developmental Stages – Behaviour modification - Cognitive - George Kelly: Personal Construct theory – Anticipating Life events.

UNIT V - FIELD THEORY AND LIMITED DOMAIN APPROACH

Field Theory - Kurt Lewin: Limited Domain - Julian Rotter: Social Learning theory – Primary concepts – Broader Concepts – Psychological Needs – Locus of control – Interpersonal Trust - David McClelland: Need for Achievement - Marvin Zuckerman: Sensation Seeking - Martin E.P Seligman: Learned Helplessness.

REFERENCES

1. Duane P. Schultz and Sydney Ellen Schultz. (2001). Theories of Personality. Wadsworth–Thompson Learning, U.S.A.
2. Hall, Calvin, S. and Lindzey, G. and Campbell, J.B. (1998). Theories of Personality. John Wiley and Sons. Fourth Edition. New York.
3. Feist, J. and Feist G.J. (2002). Theories of Personality. McGraw Hill. Boston.
4. Libert, R.M. and Spiegler, M.D. Personality: Strategies and issues. Pacific Grove. California: Brooks/cols Publishing Company.
5. Biscoff, L.J. (1970). Interpreting personality theories. New York: Harper and Roe.
6. Hall, C.S. and Lindzey, G. (1978). Theories of Personality. Third Edition. New York. J. Wiley and Sons.

COGNITIVE PSYCHOLOGY

Objectives:

- To help students know about the basics of Cognitive Psychology
- To orient the students about basic issues in perception and attention
- To make students understand the processes of memory
- To know about knowledge representation and language in cognition
- To know about problem solving and decision making techniques

UNIT I - INTRODUCTION

Cognition - Meaning – The omnipresence of cognitive processes – An interdisciplinary perspective – Psychology - Before Cognitive Psychology - The emergence of Cognitive Psychology - Psychology after the decline of Behaviourism – Alternative approaches to Cognitive Psychology

UNIT II - PERCEPTION AND AWARENESS

Basics of Perception and Awareness-Basic issues in perception-The basic tasks of visual perception-Multisensory interaction and integration-Perceptual processing and attention-Identification and Classification-an overview-Object Recognition-Concepts and categories

UNIT III - MEMORY

Encoding and Retrieving processes in Long Term Memory-Encoding processes in explicit long term remembering-Retrieval processes in long term memory-Memory distortions-The sins of memory-Eyewitness memory-Remembering the personal past-Everyday memory-Autobiographical memory-Factors affecting retrieval of autobiographical memory-Emotion and autobiographical memory

UNIT IV - KNOWLEDGE REPRESENTATION AND LANGUAGE

Representing and retrieving words and associates-Representing and retrieving everyday knowledge-Analog representation-Language: Basic principles-Speech and spoken word recognition- Phonology and Morphology - Reading and visual word recognition-Language production-Language in nonhumans

UNIT V - PROBLEM SOLVING, JUDGEMENT AND DECISION MAKING

Problem-Meaning-Approaches to the study of problem solving-Problem representation-Problem solution-Insight and creativity-Complex Thinking: Reasoning, Judgement and Decision Making-Reasoning- Deductive and Inductive Reasoning - Judgement- Availability Heuristic – Representativeness Heuristic – Anchoring and Adjustment Heuristic - Decision Making – Normative and Descriptive Approach

REFERENCES

1. Bridget Robinson-Riegler and Greg L. Robinson-Riegler. (2008). Cognitive Psychology- Applying the science of the mind. Second Edition. Pearson Education Inc.
2. Robert L. Solso., Otto H. Maclin. And Kimberly Maclin, M. (2007). Cognitive Psychology. Eighth Edition. Allyn and Bacon.

EDUCATIONAL PSYCHOLOGY

Objectives:

- To explain the importance, nature and scope of Psychology in education
- To make the students learn the language, psychosocial and moral development
- To orient the students about the differences in intelligence and cognitive styles
- To help students know the applications of learning theories in teaching methods
- To make students know the effective classroom management and learning techniques

UNIT I – INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

Nature, definition, history and scope of educational psychology, Methods of educational psychology, The role of Educational Psychology.

UNIT II – DEVELOPMENT OF STUDENTS

Piaget's cognitive and language development; Vygotsky's socio-cultural approach, Erik Erickson's psychosocial theory and Kohlberg's theory of moral development. Implications of Piaget's and Vygotsky's Theories for Teachers. The Development of Language, Diversity and Convergences in Cognitive Development.

UNIT III – MOTIVATION IN LEARNING AND TEACHING

What is Motivation? Needs, Goal Orientations, Beliefs and Self-perceptions. Interests, Curiosity, Emotions and Anxiety. Motivation to Learn in School: On Target. Diversity and Convergences in Motivation to Learn

UNIT IV – COGNITIVE VIEWS OF LEARNING

Elements of the Cognitive Perspective, Cognitive views of Memory, Long-term Memory, Becoming Knowledgeable: Some Basic Principles, Diversity and Convergences in Cognitive learning, Critical Thinking, Metacognition, Learning Strategies, Problem-Solving, Creativity and Creative Problem –Solving, Teaching for Transfer.

UNIT V - EFFECTIVE TEACHING-LEARNING AND EVALUATION

Classroom management, creating effective learning environment, methods and technical issues in the assessment of students, Effective teaching strategies, technology based teaching strategies, Evaluation: Formative and summative, Tests, Examinations, assignments, Project work.

REFERENCES

1. Mangal. S. K., Advanced Educational Psychology. Second Edition. PHI Learning Private Limited, New Delhi.
2. Woolfolk, A., Misra. G., Jha. A. K. Fundamentals of Educational Psychology. Eleventh Edition. New Delhi. Pearson Education.

Semester II
Paper I
PSYCHOMETRY AND STATISTICS

Objectives:

- To make students understand the importance of measurement and scales.
- To help students study reliability and validity.
- To make the students acquire the skills of test construction.
- To familiarize students with descriptive statistics.
- To help students use the tools of inferential statistics.

UNIT – I: INTRODUCTION

Measurement in Science – Advantages of Standardized measures – Measurement and Statistics - Measurement Scales – Decisions about Measurement Scales – Recent Trends in Measurement.

UNIT – II: RELIABILITY AND VALIDITY

Reliability: - Sources of Error – Estimation of reliability – Uses of the reliability coefficient – Making measures reliable - Validity: - Meaning – Types of Validity.

UNIT – III: TEST CONSTRUCTION

The domain of content and test plan – Test items – Test length – Sample of Subject – Item analysis – Item Selection – Norms – The Role of External Correlates – problems related to testing situations.

UNIT – IV: DESCRIPTIVE STATISTICS (Theoretical Concepts with Simple Problems)

Measures of Center Tendency – Measures of Variability – Percentile and percentile Rank – Linear Correlation.

UNIT – V: INFERENCE STATISTICS (Theoretical Concepts with Simple Problems)

Significance of the mean and other statistics – Significance of difference between means – Chi Square and Contingency Coefficient – SPSS: Basic Steps and Procedures.

REFERENCES: -

Nunnally, C. J. and Bernstein, H.I. (2010). Psychometric Theory. (3rd Ed.). Tata McGraw-Hill.
New Delhi.

Kerlinger, N. F. (2010). Foundations of Behavioural Research. (2nd Ed.). Surjeet Publications.
Delhi.

Mangal, S.K. (2009). Statistics in Psychology and Education. (2nd Ed.). PHI Learning Pvt. Ltd.
New Delhi.

Garrett. H.E. (2007). Statistics in Psychology and Education. Paragon International Publishers.
New Delhi.

Loewenthal, K.M. (2003). An Introduction to Psychological Tests and Scales. (2nd Ed.).
Psychology Press. East Sussex.

ENVIRONMENTAL PSYCHOLOGY**Objectives:**

- To orient students about the theoretical perspectives of Environmental Psychology
- To help students know the relationship of environment with perception and cognition
- To get the students understand human spatial behaviour
- To make the students learn the concepts of crowding and environmental stress
- To help students gain insight about human responses to protect the environment

UNIT I – CONCEPTUAL AND THEORETICAL PERSPECTIVES OF ENVIRONMENTAL PSYCHOLOGY

Historical Preview of Environmental Psychology - Origin and roots - Salient predominant trends - Man-Environment relationship - Salient features - Recent trends and future directions: Methodological issues and Theoretical perspectives – Measurement techniques - Ways of knowing about environment-behaviour relationships.

UNIT II – ENVIRONMENTAL PERCEPTION AND COGNITION

Conventional approaches to Perception - Concept, nature and characteristics of environmental perception - Adaptation and Perception of change - Environmental Assessment - Link between Environmental cognition, perception and evaluation - Cognitive mapping and cognitive maps - Factors influencing cognitive maps - Recent trends in environmental cognition research.

UNIT III - HUMAN SPATIAL BEHAVIOUR

Difference between Personal space and territorial behaviour - Conceptualization of Personal Space - Measurement techniques of Personal Space - Theoretical perspectives on Personal space: Territorial Behaviour - Types of territory - Functions of territorial behaviour.

UNIT IV – CROWDING, ENVIRONMENTAL STRESS AND HEALTH

Historical Background - Theoretical perspectives - Overload theory - Behavioural constraint theory - Ecological orientations - Social interaction demand model - Research on crowding.

Overviews of Stress Paradigm – Sources of Environmental Stress – Effects of Environmental stress – Chemical pollution – Air pollution.

UNIT V – APPLICATIONS AND HUMAN RESPONSES TO PROTECT THE ENVIRONMENT

Overview of Architectural influence on behaviour – The Design process – Stages – Effects of Residential design – Changing the environmentally destructive tendencies – Integrated approaches for eliminating environmentally destructive actions – Garbage problem and littering behaviour – Energy Conservation: Saving energy at home – Environmental Movements.

REFERENCES

- 1.** Dinesh Nagar. (2006). Environmental Psychology. Concept Publishing Company, New Delhi.
- 2.** Daniel Stokols and Irwin Altman. (1987). Environmental Psychology. A Wiley-Interscience Publication. New York.

PSYCHOPATHOLOGY

Objectives:

- To acquaint students with the Abnormal Behaviour and different Perspectives
- To orient the students about the disorders of childhood and adolescence
- To help students learn about anxiety, stress-related and somatoform disorders
- To introduce to students about adult personality and behaviour disorders
- To give knowledge about mood disorders and other psychotic disorders

UNIT I - INTRODUCTION

Psychopathology – Historical Background of Psychopathology – The Perspectives – Biological – Psychological – Behavioural – Cognitive – Humanistic –Community Cultural- Assessment - Classification

UNIT II - DISORDERS OF CHILDHOOD AND ADOLESCENCE

Pervasive developmental disorders, Attention deficit and disruptive behavior disorders, Feeding and eating disorders of infancy and early childhood, Tic disorders, Elimination disorders, other disorders of infancy, childhood and adolescence, Mental Retardation and Learning Disability.

UNIT III - ANXIETY, STRESS – RELATED AND SOMATAFORM DISORDERS:

Generalized anxiety disorders, panic disorder, phobic disorders, obsessive compulsive disorder, dissociative and conversion disorder, Somatization disorder, Hypochondriasis, Body dysmorphic disorder and pain disorder, causal Factors and treatment.

UNIT IV - DISORDERS OF ADULT PERSONALITY AND BEHAVIOUR:

Eating disorders, Sleep disorders, impulse control disorders, personality disorders, Sexual and gender identity disorders, Causal factors and treatment.

UNIT V - MOOD DISORDERS SCHIZOPHERNIA AND OTHER PSYCHOTIC

DISORDERS

Depressive disorders, bipolar disorders, Cyclothymic disorders. Clinical picture in Schizophrenia, Classic Subtypes, Causal factors and treatment, Schizoaffective disorders, Delusional disorder. Brief psychotic disorder, shared psychotic disorder.

REFERENCES

1. Carson R and Butcher J. N. (1992). Abnormal Psychology and Modern life. New York Harper Collin.
2. Davison and Neale (1998). Abnormal Psychology. Revised Seventh Edition. John Wiley and Sons.
3. Irwin G. Sarason and Sarason Barbara, R. (1993). Abnormal Psychology. Sixth Edition. New York: Prentice Hall.
4. Ilusen.M , Kazdin E.A and Bellack S.A. (1991). The Clinical Psychology Handbook. Second Edition. New York: Pergamon press.
5. Richard R. Bootzin, Joan Ross Acocelk and Lamem B. Alley. (1993). Abnormal Psychology. Sixth Edition. New York: Mc Graw Hill.
6. Barlow H. David and Durand V. Mark. (1999). Abnormal Psychology. India. Brooks/Cole Publishing Company.

EXPERIMENTAL PSYCHOLOGY -I

LEARNING AND MEMORY

1. PGI Memory Scale
2. Paired Association Learning

ANXIETY AND EMOTION

3. State-Trait Anxiety Scale
4. Manifest Anxiety Scale
5. Beck's Depression Scale

PERSONALITY

6. Neo-Five Factor Inventory
7. Myer-Briggs Type Indicator
8. Edwards Personal Preference Schedule
9. Levenson's Scale for Locus of Control
10. Sentence Completion Test

EDUCATIONAL PSYCHOLOGY

11. Educational Aspiration Scale
12. Achievement Motivation

SOCIAL PSYCHOLOGY

13. Bogardus Social Distance Scale
14. Prejudice Scale
15. Family Relationship Scale

ENVIRONMENTAL PSYCHOLOGY

16. Environmental Orientation Attitude Scale

REFERENCES

1. Anne Anastasi and Susane Urbina (1997). Psychological Testing. Seventh Edition. New Jersey, Prentice Hall.
2. Frank S. Freeman. (1962). Theory and Practice of Psychological Testing. New Delhi, Oxford & IBH Publishing Ltd.

ADVANCED SOCIAL PSYCHOLOGY

Objectives:

- To orient students about new perspectives and research methods in Social Psychology
- To familiarize students with Social perception, cognition and social influence
- To make students know the basics of interpersonal attraction
- To help students understand the dynamics of family, friends and romantic relationship
- To orient the students about the applications of Social Psychology

Unit I - INTRODUCTION AND RESEARCH METHODS IN SOCIAL PSYCHOLOGY

Definition, new perspectives and methods, and research methods in social psychology: systematic observation, correlation, experimental method, and the role of the theory

Unit II - SOCIAL PERCEPTION AND COGNITION

Social perception: Non verbal communication, attribution, impression formation and impression management. Social Cognition; Attitudes and Attitude Change; Violence and Aggression; Prosocial Behavior; Social Influence; Interpersonal Relationships; Cognitive Dissonance; Halo effect; bystander apathy.

Unit III - ASPECTS OF SOCIAL IDENTITY AND INTERPERSONAL ATTRACTION

Social identity, the Self, Gender - The beginning of attraction, becoming acquainted, moving toward friendship

Unit IV - CLOSE RELATIONSHIP AND SOCIAL INFLUENCE

Interdependent relationships with family and friends versus loneliness, romantic relationships-love-physical intimacy, marriage - Conformity, compliance extreme forms of social influence

Unit V - GROUPS AND INDIVIDUALS, AND SOCIAL PSYCHOLOGY IN LAW, MEDICINE AND ORGANIZATION

Groups, how groups affect-individual performance, coordination in groups, perceived fairness in groups, decision making in groups - Social psychology in legal system, health related behaviour, and the world of work

REFERENCES

1. Baron, A. R. and Byrne, D. (2003). Social Psychology. Tenth Edition. New Delhi: Prentice-Hall of India Pvt. Ltd.
2. Mayers, D.G. (1999). Social Psychology. New York. McGraw-Hill College.
3. Giles, B. (2002). Introducing Social Psychology. London. The Brown Reference Group Plc.
4. Forsyth, D.R. (1997). Group Dynamics. India Edition. Delhi. Thomson Wadsworth.
5. Myers, D.G. (2005). Social Psychology. Eighth Edition. Boston. McGraw Hill.

REHABILITATION PSYCHOLOGY

Objectives: -

- To acquaint the basic concepts of rehabilitation psychology.
- To know the nature of mental retardation and its interventions.
- To study the basic concepts of mental retardation, speech and language disorders.
- To learn the nature of hearing and visual impairments.
- To study the physical disabilities and interventions.

UNIT – I: Introduction

Rehabilitation Psychology: Meaning – Definition – Historical perspective – Scope – Methods
Approaches to Rehabilitation: Social and psychological Approaches – Functions of
Rehabilitation Psychology: General and Special Functions.

UNIT – II: Mental Retardation

Mental Retardation: Definitions – Classifications – Prevalence – Causes and Measurement –
Psychological and Behavioural Characteristics – Educational and Special Interventions for the
retarded.

UNIT – III: Learning, Speech and Language Disorders

Learning Disabilities: Definitions – Prevalence – Measurement – Psychological and Behavioural
Characteristics – Educational Interventions. Speech and Language Disorders: Psychological and
Behavioural Characteristics – Interventions.

UNIT – IV: Hearing and Visual Impairments

Hearing and Visual impairments: Definition and Classifications – Prevalence – Measurement –
Causes – Psychological and Behavioural Characteristics – Educational and Special Interventions.

UNIT – V: Physical Disabilities

Physical Disabilities: Definition and Classifications – Prevalence – Neurological Impairment –
Musculoskeletal Conditions – Congenital Malfunctions – Accidents and Other Physical
Conditions – Psychological and Behavioural Characteristics – Interventions.

References: -

1. Oxford handbook of Rehabilitation Medicine (2009). Michael Brnes Anthony Ward.
Clinical Neuroanatomy for Medical Students, Snell, R.S. (1992), Little Brown & Co.
Boston.
2. Golden, C.J., 1984. Current topics in Rehabilitation Psychology. Grume & Straton,
London.
3. Hallahan, D.P & Kauffman,T.M., 1988. Exceptional Children. Prentice Hall, Englewood
Cliffs, New Jersey.

Semester III
Paper II
ORGANISATIONAL BEHAVIOUR

Objectives:

To enable the students to learn the basics of individual and organizational behaviour.

Unit I : INTRODUCTION TO ORGANIZATIONAL BEHAVIOUR

Organisational Behaviour: Challenges & opportunities, contributing disciplines, management functions and relevance to Organisation Behaviour –Developing an OB Model. Diversity – geographical Characteristics – Implementing Diversity Management Strategies – Global Implications

Unit II : Attitudes, Emotions, Personality and Values

Attitudes – Main components of Attitudes –Major Job Attitudes- Job satisfaction – Causes of Job Satisfaction –Emotions – Emotional Intelligence – OB –Application of emotions and Moods - Personality – MBTI –The Big Five Model –Other personality Traits – Global Implications – Values and Personality – Perception – Person Perception – Making Judgements about Others.

Unit III: Emotions and Motivation

Emotions and Moods – Emotional Intelligence – OB Applications of Emotions and Moods – Global Implications –Motivation – Theories of Motivation – Early – Contemporary - Global – Implications – Using rewards to Motivate Employees. Conflict - Management, Levels, Sources, bases, conflict resolution strategies, negotiation. Foundations of group behaviour : , Stages of group development – Group Properties –Group decision Making - Global Implications

Unit IV: Communication, Leadership, Power and Politics

Functions of Communication –Process – Direction of communication –Interpersonal Communication – Interpersonal Communication- Barriers to effective communication- Leadership – Trait Theories – Behaviour theories – Contingency theories - Types of Leadership - Finding and creating Effective leaders—Power Tactics – Politics: Power in Action – Causes and Consequences of Political behaviour-The ethics of Behaving Politically- Global Implications

Unit V: Foundations of Organizational Structure and Culture

Common Organizational Designs- New Design Options- Organizational design and employees behaviour – Organizational Culture-Creating and sustaining culture – Eithical and Positive Culture – Approaches – Managing Organizational Change –Work Stress and it's Management – Global Implications

References :

1. Robbins.S.P.Judge,T.A.,and Vohra,N Organisational Behaviour, XIV edn., Prentice-Hall, India.
2. Hellinegal Slocum, Woodman, Organisational Behaviour, IX edn., Thomson learning.
3. Umasekaran, Organisational Behaviour, Tata McGraw Hill.
4. Robbins S.P., Concepts contrivances and applications, Prentice Hall.
5. Umasekaran, Organisational Behaviour.
6. Helliregal.et.al, Organisational Behaviour, Thomson Learning.
7. McShane & Glinow, Organisational Behaviour, Tata McGraw Hill.

HUMAN RESOURCE MANAGEMENT**Objectives :**

- To enable the students to learn the basic concepts and philosophy of HRM
- To acquire knowledge about the objectives and methods of performance appraisal
- To know about career planning and development
- To understand the conceptual framework of training and development
- To understand the culture and designing aspects of an organization

UNIT I - INTRODUCTION TO HRM

Evolution of HRM - Why Study HRM? Meaning, Nature, Scope, importance of HRM. Difference between traditional personnel management and HRM – HRM Functions and Objectives – Organisation for HR Department – Personnel Policies and Principles – Skills for HR Professionals - HRM Models - Total Quality in Managing Human Resources – Barriers of Total Quality HRM Practices.

UNIT II – RECRUITMENT SELECTION AND PLACEMENT

Nature of Recruitment – Purpose and Importance – Factors Governing Recruitment – Recruitment Process- Evaluation of Recruitment Process – Organisation for Selection - Selection Process – Selection Decision – Barriers of Effective Selection – Evaluation of Selection Process – Making Selection Effective – Placement Problems.

UNIT III - PERFORMANCE APPRAISAL

Performance appraisals and performance development - objectives of performance appraisal - Factors affecting Performance Appraisal – The Appraisal Process - Criteria of Performance Appraisal – Frequency of Appraisals – Who can be the appraiser – Performance Appraisal Methods – Limitations of Traditional Appraisal Methods – Modern Appraisal Methods – Team-oriented Appraisal – Development-oriented Appraisal – Appraisal Interview – Steps in Performance Counselling – Requisites for Performance Counselling – Evaluation of Performance Appraisal System – Performance Appraisal in Indian Industries.

UNIT IV - TRAINING AND DEVELOPMENT

Training - conceptual framework for training; learning principles; Identification of Training needs; Determination of training objectives; Training programme design; Training Methods and their selection criteria; Evolution and Follow-up training.

UNIT V - CAREER PLANNING AND DEVELOPMENT

The Concept of Career – Career Development: A Commitment - Career Development for Recent Hirees - Career Development during Midcareer – Career Planning and Pathing – Career Development Programs: Problems and Issues.

REFERENCES

1. P. C. Tripathi. Human Resource Development, Sulthan Chand & Sons, New Delhi.
2. John M Ivancevich. Human Resource Management, Tata McGraw Hill Education Private Limited, New Delhi.
3. Silvera. D. M. - Human Resource Development - The Indian Experience, New India Publications.
4. Indranil. M. Essentials of Human Resource Management; New Age International Publishers, New Delhi, 2011.
5. Aswathappa. K. Human Resource Management Text and Cases; Mc Graw Hill Education (India) Private Limited, New Delhi, 2014

**Semester II
Practicals**

EXPERIMENTAL PSYCHOLOGY – II

MOTIVATION AND WELL-BEING

1. PGI Quality of Life Scale
2. Subjective Well-being Index

CLINICAL PSYCHOLOGY

3. Learning Disability Index
4. Developmental Screening Test
5. Vineland Social Maturity Scale (Malin)
6. Bender Gestalt Test
7. Clinical Analysis Questionnaire
8. Mental Status Examination
9. Brain Dominance Scale

INDUSTRIAL & ORGANIZATIONAL PSYCHOLOGY

10. Occupational Aspiration Scale
11. Entrepreneurial Profile Assessment Scale
12. Occupational Stress Index

INTELLIGENCE

13. Wechsler's Adult Intelligence Scale
14. General Mental Ability Test (for Adults)

SPORTS PSYCHOLOGY

15. Sportsman Spirit Test

DEMONSTRATION EXPERIMENTS (NOT FOR THE EXAMINATION)

16. Thematic Apperception Test (TAT)

17. Rorschach Ink-Blot Test

REFERENCES:

1. Anne Anastasi, Susane Urbina (1997), Psychological testing (7th ed), New Jersey, Prentice hall.
2. Frank.S.Freeman (1962), Theory and Practice of Psychological Testing
New Delhi, Oxford & IBH publishing Ltd.
3. Collins, M. and Drever, J: Experimental Psychology, Ludhiana: Lyall Book Depot,
1968.
4. Kuppaswamy B: Elementary Experiments in Psychology, Madras: Oxford
University Press, 1954.
5. Woodworth, R.S. and Schlosberg, H: Experimental Psychology, New Delhi:

SEMESTER- III

Elective Paper III

CYBER PSYCHOLOGY

Objectives:

To acquaint the students with the present trends in Cyber Psychology

To help the students learn about the psychological issues in the Cyber world

To help students understand the forms of Cyber Crime and Cyber Terrorism

UNIT I: INTRODUCTION

What is Cyber Psychology?-Cybernetics-Cyberspace as Psychological space-Psychology in Cyberspace-Cyber Psychology-an emerging field of research-Psychological qualities of cyberspace-Model of Cyber Psychology-The online disinhibition effect-The Psychology of coping with spam-Applications of Cyber Psychology

UNIT II: INDIVIDUAL PSYCHOLOGY IN CYBERSPACE

Online identity management-Types of personality in cyberspace-Transference reactions to computers-Computer and Internet Addiction-Signs and symptoms of Internet Addiction-Internet Addiction treatment-Adolescents in cyberspace-Media Transitions

UNIT III: THE PSYCHOLOGY OF CYBERSPACE RELATIONSHIPS

Relationships between in-person and cyberspace-Transient and long term online relationships-The Psychology of text relationships-Hypotheses about online text relationships-Transference among people online-Conflict in cyberspace: How to resolve conflict online?-Cyberspace romances-Communication subtlety in multimedia chat

UNIT IV: GROUP DYNAMICS IN CYBERSPACE

Social Psychology of online groups-Making virtual communities' work-Unique groups in cyberspace-Extending work group into cyberspace-Extending the classroom into cyberspace-Online photo sharing communities-Establishing a cyber psychological niche and equilibrium-The image as an expression of self

UNIT V: CYBER CRIME, CYBER BULLYING AND CYBER TERRORISM

Topology-Reasons for cyber crime-Cyber criminals-Classification-Types of cyber crime-Prevention of cyber crime

Cyber Bullying-Forms of cyber bullying-History of cyber bullying-Signs of cyber bullying-Types of cyber bullying-Tips to help prevent cyber bullying

Cyber Terrorism-Basic definition-History-Effects-Cyber Terrorism against the government organization

REFERENCES

1. Ravindra Thakur. (2011). Cyber Psychology. Global Vision Publishing House. New Delhi.
2. Suryanarayana, N.V.S., Himabindu, G. and Neelima, V. (2011). Cyber Psychology. Sonali Publications. New Delhi.
3. Jayant Malik. (2011). Cyber Crime and Terrorism. Swastik Publications. New Delhi.
4. <http://www-usr.rider.edu/suler/psycyber/psycyber.html>.

Semester IV

Paper I

ADVANCED COUNSELLING PSYCHOLOGY

Objectives

- To develop skills of counselling with diverse populations in the community
- To acquaint students with consultation skills
- To make students efficient in counselling program development
- To emphasize the role modern technology in counselling with ethical guidelines
- To familiarize students with modern trends in counselling and its status in India

UNIT-I

Counselling with Diverse Populations

Counselling aged populations - gender based counselling - counselling and sexual orientation - Counseling and Spirituality.

Mental Health and Community Counselling

Historical overview – Mental health counselling as a speciality – community counselling as a speciality – Private practice as a speciality.

UNIT-II

Consultation

Consultation : definition and models – Consultation process - Levels of consultation – Stages and attitudes in consultation – Specific areas of consultation: School setting, community, business organisations and other agencies – training in consultation.

UNIT-III

Counselling Program Development and Management

Developing the Accountable Program - Evaluating the Counselling Program – Understanding Program Management and Development - Research for Program Improvement - Program Leadership.

UNIT-IV

Counseling and Technology

The New Technology and Its Impact – The New Technology and the Counselors Basic Activities
– Counseling and the Internet – Distance Education – The Counselor Professional Development.

Ethical guidelines

The nature of ethics – ethical issues.

UNIT-V

Modern Trends in Counselling

Introduction – Counseling and psychotherapy – Trends in counselling – Role of a counselor –
Career guidance – The model of counselling – Values in counselling - The status of the guidance
and counseling movement in India: counselling movement in modern times – guidance
movement after independence – The role of the government of India and universities – Present
status of counselling.

REFERENCES:

1. Gladding, T. Samuel. (2009). Counseling. Pearson. New Delhi.
2. Gibson, L. & Mitchell, H. (2005). Introduction to Counseling and Guidance (6th Ed.).
Pearson. New Delhi.
3. Narayana Rao, S (1991). Counseling and guidance. Tata McGraw – Hill. New Delhi.

Semester IV

Paper II

ORGANISATIONAL DEVELOPMENT

Objectives:

To enable the students to learn the principles and practices of developing organizations.

UNIT I : INTRODUCTION TO ORGANIZATION DEVELOPMENT

Introduction to Organisation Development:- Concepts, Nature and Scope of O.D. : Historical

Perspective of O.D. - : Underlying Assumptions & Values

Theory and Practice on change and changing - The Nature of Planned Change - The Nature of

Client Systems : Group Dynamics, Intergroup - Dynamics and Organisations as Systems.

UNIT II : OPERATIONAL COMPONENTS OF O.D.

Operational Components of O.D - Diagnostic, Action and Process - Maintenance components.

UNIT III : O.D. INTERVENTIONS

O.D.Interventions: - Team Interventions - Inter-group Interventions - Personal, Interpersonal

and group process interventions - Comprehensive interventions - Structural Interventions.

UNIT IV : IMPLEMENTATION AND ASSESSMENT OF O.D.

Implementation and assessment of O.D - Implementation conditions for failure and success in

O.D. - efforts. - Assessment of O.D. and change in organisational performance - The impact of O.D.

UNIT V : KEY CONSIDERATIONS AND ISSUES IN O.D.

Some key considerations and Issues in O.D - Issues in consultant - Client relationship - Mechanistic & Organic systems and contingency approach - The future of O.D. - Some Indian experience in O.D

References :

1. Wendell L.French & Cecil H. Bell,Jr.Organization Development, PHI Fourth edition.
2. French, Bell and Zawacki - Organization Development Theory, Practice and Research Universal Book Stall, Third Edition.
3. Rosabeth Moss Kanter: The change Masters, Simson & Schaster

Semester IV

Paper III

PSYCHOTHERAPEUTICS

OBJECTIVES: After the completion of the syllabus the learner will be able to:

- Understand the psychoanalytic and Adlerian therapy
- Describe the process involved in existential therapy and person centered therapy
- know Gestalt therapy and reality therapy.
- Explain the behavior therapy and Cognitive Behavior therapy
- Know about the recent developments in Psychotherapeutics.

UNIT-I: INTRODUCTION, PSYCHOANALYTIC AND ADLERIAN THERAPY

Psychotherapy: Meaning – Characteristics – Forms: Individual therapy - group therapy – insight therapy – action therapy. Psychoanalytic Therapy: Introduction-Key Concepts- Therapeutic Processes- Procedures - Adlerian Therapy: Introduction-Key Concepts- Therapeutic Processes- Procedures.

UNIT-II: EXISTENTIAL THERAPY AND PERSON-CENTRED THERAPY

Existential Therapy: Introduction-Key Concepts- Therapeutic Processes- Procedures - Person Centered Therapy: Introduction-Key Concepts- Therapeutic Processes- Procedures.

UNIT-III: GESTALT THERAPY AND REALITY THERAPY

Gestalt Therapy: Introduction-Key Concepts- Therapeutic Processes- Procedures
Reality Therapy: Introduction-Key Concepts- Therapeutic Processes- Procedures.

UNIT-IV: BEHAVIOUR THERAPY AND COGNITIVE BEHAVIOUR THERAPY

Behavior Therapy: Introduction- Key Concepts- Therapeutic Processes- Procedures- Contributions-Limitations and Criticisms. - Rational Emotive Behavior Therapy: Introduction-Key Concepts- Therapeutic Processes- Procedures - Beck's Cognitive Therapy-Introduction: Principles-Applications - Meichenbaum's Cognitive Behavior Modification - Behavior Changes-Coping Skills-Contributions.

UNIT-V: POST MODERN APPROACHES AND FAMILY SYSTEMS THERAPY

Introduction to social constructionism-Solution-focussed brief therapy-Narrative therapy-
Post modern approaches from a multicultural perspective

Introduction-The development of Family Systems Therapy-Eight lenses in family
systems therapy-Multi-licensed process of family therapy-Family systems therapy from a
multicultural perspective-

REFERENCES:

1. Corey.G. (2001): Theory and Practice of Counseling and Psychotherapy. New Delhi, Brooks/Cole.
2. Coon D & Mitterer, J.O. (2007): Introduction to Psychology: Gateway to Mind and Behavior. New Delhi: Thomson Wadsworth.
3. Lazarus, A.D. (1975): The Practice of Multi-modal Therapy, New York; Mc Graw Hill Book Company.
4. Ghorpade, M.B. & Kumar, V (1988): Introduction to Modern Psychotherapy, Bombay, Himalaya Publishing House.

SEMESTER IV
PROJECT WORK AND VIVA VOCE
(100 MARKS)

The students are required to take up a group project work on an issue of psychological importance under the supervision of teachers. The project work may be either examining the relationship among certain psychological variables or psychological case analyses.

The project work shall be carried out during the IV semester and the project report shall be submitted at the end of the IV semester neatly typed and bound (1 Hard Copy and 1 Soft Copy in PDF format).

VALUATION PATTERN

Internal : 20 Marks

External : 80 Marks

Semester IV
Elective Paper IV
SPORTS PSYCHOLOGY

Objectives:

To learn about the psychological issues in sports

To understand the dynamics of motivation, group involvement in sports

To acquire knowledge about the applications of Psychology in sports

UNIT I: INTRODUCTION

Introduction to sport psychology - Factors influencing the mental demands of a given sport - Sport and exercise psychology as an academic discipline - History of sport and exercise psychology Research methods in sport and exercise psychology What do sport psychologist do?

UNIT II: MOTIVATION AND GOAL SETTING

Exploring Athletic behavior- Key concepts Motivation and Goal setting in Sport - Feedback and Reinforcement – Self-Confidence - Anxiety in Sport performance - Concentration in sport performance – Personality Traits for sports – Concentration – Arousal, Stress and anxiety – Arousal regulation

UNIT III: COGNITIVE PSYCHOLOGY IN SPORTS

Cognitive Psychology and Sport Cognitive style and Sport - Attention style and performance - Imagery and sport performance - Attribution of self and Others – Application of Thinking and Feelings in Sports

UNIT IV: GROUP DYNAMICS IN SPORTS

Sport in Context: The Social Psychology of Sport Social Facilitation - Social Loafing - Team Dynamics and Development - Causal attribution in Sport - Violence and Aggression in Sport – Exercise and Psychological well being – Exercise Adherence – Peak Performance – Competition and Cooperation – Youth Sport – Aggression, injury & addictive behaviour

UNIT V: APPLICATIONS OF SPORTS PSYCHOLOGY

Applying Sport Psychological Phenomena - Self talk, Mental Imagery - Relaxation Training: Calming the Physiology - Performance inhibition due to personality factors - Burn out and Injuries – Group and team dynamics – Group cohesion – Leadership – Communication

REFERENCES

1. Weinberg, R. S. & Gould, D. (2011). Foundations of Sport and Exercise Psychology (5th edition). Human Kinetics. United States of America.
2. Robert Weinberg and Daniel Gould(2006). Foundation of Sport and Exercise psychology(4theds,). Human Kinetics publishers.
3. Murphy, S. (1999). The Cheers and the Tears: A Healthy Alternative to the Dark Side of Youth Sports Today. San Francisco: Jossey-Bass Publishers.
4. Aidan P Moran (2004). Sport and Exercise Psychology , a critical Introduction. Routledge, New York.
5. John Kremer and Deirdre Scully (2001). Psychology in Sport. Taylor and Francis publishers.