



UNIVERSITY OF CALICUT

Abstract

MSc Programme in Applied Psychology (CCSS PG)-Teaching Dept.-Revised Scheme and Syllabus-Approved-Implemented-w.e.f 2014 Admissions-Orders issued.

G & A - IV - J

U.O.No. 7009/2014/Admn

Dated, Calicut University.P.O, 19.07.2014

- Read:-*1.U.O. No. GA I /J1/ 1373/ 08 dated 01.07.2008.
2.U.O. No. GA I /J1/ 4092/ 07 dated 09.01.2009.
3.Item no. 3 of the minutes of the Board of Studies in Psychology PG held on 30.09.2013.
4.Item no.54 of the minutes of the Faculty of Science held on 03.02.2014.
5.Item no. II (I) in page 22 of the minutes of the Academic Council held on 20.03.2014.
6.Orders in the file of even no.

ORDER

Choice Based Credit Semester System for all Regular PG Programmes in the University Teaching Departments/Schools of this University (CCSS PG Regulations 2008) was implemented vide paper read as (1).

The syllabus of MSc. Applied Psychology CCSS PG was implemented w.e.f 2008 Admission in the Teaching Departments of the University, vide paper read as (2).

The Board of Studies in Psychology PG held on 30.09.2013 resolved to approve the Revised Scheme and Syllabus of MSc Programme in MSc Applied Psychology (CCSS PG) under this University vide paper read as (3).

The Faculty of Science held on 03.02.2014 has approved the minutes of the Board of Studies in Psychology PG held on 30.09.2013 vide paper read as (4) above.

The Academic Council in its meeting held on 20.03.2014 has also approved the same, vide paper read as (5).

Sanction has, therefore, been accorded to implement the Revised Scheme and Syllabus of MSc Programme in Applied Psychology (CCSS PG) in the Teaching Department of this University w.e.f 2014 admissions.

Orders are issued accordingly.

Muhammed S
Deputy Registrar

To

All Institutions/Depts under the University of Calicut.

Forwarded / By Order

Section Officer

DEPARTMENT OF PSYCHOLOGY

M. Sc Applied Psychology (CCSS)

In a changing and challenging new era, application of research in psychological principles to deal with, manage and solve human and environmental issues has acquired new dimensions. In view of this, Applied Psychology has emerged as a natural process of evolution in the knowledge base. It has gathered spectacular momentum in recent years. In this context, a post graduate programme in Applied Psychology is the need of the hour and it demands comprehensive curriculum. This syllabus is planned with an aim of developing future applied psychologists, by equipping them with adequate knowledge base and skills to have sensitized to the issues around, with motivation to develop sound theoretical back ground. This had attempted to incorporate professional training in different domains such a Clinical and Consulting, Health, Organization Behaviour, Social Psychology, Crime and Forensic Psychology, Theoretical Perspectives, Training Methodology, specific group interventions and so on, as specializations, apart from fowring and understanding and applications in fundamental psychological process like Cognition and Research Methodology in Applied Psychology.

Programme Objectives

- To develop sound theoretical back up for the application of psychology in different areas of life.
- To understand and get sensitized to the variety of issues around that need psychological intervention
- To get motivated to develop skills in psychological intervention.
- To develop an attitude for peace, national integration and universal brotherhood, through a profession in Psychology.
- Professional skill development, in different applied areas of Psychology

Course – Detail – Introduction

Syllabi is arranged semester wise and credit is give to each course. In the first semester only core course are provided and there is no examination for the practical experiments studied. In the second semester a student has to select on elective course (Compulsory), but as per the pace of the student it can be two or more. Practical examination I and II (with 2 credits each) will be conducted at the end of second semester. In the third semester also the compulsory elective is one, where as it can go up to higher numbers as per the choice of the student. The selection of the elective course in this semester can be from other departments also. Journal work as well as practicum report will be externally evaluated, along with a Viva-Voce. In the fourth semester, through dissertation work becomes a core course, of 8 credits, a student may also take choice of doing tow theory course instead, where a facilitatory training will be provided by faculty members.

SCHEME OF M. SC APPLIED PSYCHOLOGY (CCSS)
(From 2014 admission onwards)

I Semester

No.	Name	Core/Elective	Credits
Psy 1 C 01	Cognitive Psychology-I	Core	4
Psy 1 C 02	Personality & Personal Growth	Core	4
Psy 1 C 03	Applied Psychology –I	Core	4
Psy 1 C 04	Applied Psychology-II	Core	4
Psy 1 C 05	Practicals – I (Lab Experiments)	Core	2
Total			18 credits

Notes: No Electives offered

II Semester

No.	Name	Core/Elective	Credits
Psy 2 C 06	Cognitive Psychology- II	Core	4
Psy 2 C 07	Research Methodology	Core	4
Psy 2 C 08	Brain and Behaviour	Core	4
Psy 2 C 09	Practicals – II (Diagnostic Testing)	Core	2
Psy 2 E 01	Elective – I	Optional	4
Total			18 credits

Choices for Elective I

No.	Name of the Paper
Psy 2 E 01	ORGANISATIONAL BEHAVIOUR
Psy 2 E 02	PSYCHOLOGY OF CRIME
Psy 2 E 03	ADOLESCENT PSYCHOLOGY
Psy 2 E 04	FUNDAMENTAL OF EDUCATIONAL PSYCHOLOGY
Psy 2 E 05	PSYCHOPATHOLOGY – I
Psy 2 E 06	INTRODUCTION TO COGNITIVE DEVELOPMENT

Note: Number of elective courses that can be studied by students – Two (where one is compulsory)

III Semester

No.	Name	Core/Elective	Credits
Psy 3 C 09	Research Methodology -II	Core	4
Psy 3 C 10	Applied Social Psychology	Core	4
Psy 3 C 11	Field Experiments	Core	2
Psy 3 C 12	Practicum	Core	2
Psy 3 E 02	Elective – II	Optional	4
	Total		16

Choices for Elective II

No.	Name of the Paper	Name of the Teacher
Psy 3 E 01	CAREER PSYCHOLOGY	
Psy 3 E 02	FORENSIC PSYCHOLOGY	
Psy 3 E 03	PERSPECTIVES IN EDUCATIONAL PSYCHOLOGY	
Psy 3 E 04	PSYCHOPATHOLOGY – II	
Psy 3 E 05	HEALTH PSYCHOLOGY	
Psy 3 E 06	TRAINING METHODOLOGIES	
Psy 3 E 07	COGNITIVE DEVELOPMENT: INFANCY THROUGH CHILDHOOD	
Psy 3 E 08	INTRODUCTION TO CLASSICAL PSYCHOANALYSIS	

Note: Number of elective courses that can be studied by students – Two (where one is compulsory)

IV Semester

No.	Name	Core/Elective	Credits
Psy 4 C 13	Counselling Psychology- I	Core	4
Psy 4 C 14	Current Trends in Psychology	Core	4
Psy 4 C 15	Dissertation	Core	8
Psy 4 E 03	Elective – III	Optional	4
Total			20

Choices for Elective III

No.	Name of the Paper	Name of the Teacher
Psy 4 E 01	HUMAN RESOURCES PLANNING AND DEVELOPMENT	
Psy 4 E 02	FORENSIC CLINICAL PSYCHOLOGY	
Psy 4 E 03	THERAPEUTIC INTERVENTION STRATEGIES –I	
Psy 4 E 04	THERAPEUTIC INTERVENTION STRATEGIES –II	
Psy 4 E 05	PSYCHOANALYSIS AND PSYCHOPATHOLOGY	
Psy 4 E 06	LIFE SKILLS: TRAINING & APPLICATION	
Psy 4 E 07	AUTISM SPECTRUM DISORDERS: A CLINICAL AND COGNITIVE PERSPECTIVE	

Note: Instead of Dissertation a student may opt for 2 elective courses

COUNSELLING PSYCHOLOGY

PSY 4C 13

Core paper

Four Credits

UNIT 1. INTRODUCTION TO COUNSELLING: Definition- Distinction Between Counselling and Psychotherapy -Goals of counseling - Historical and Professional Foundations of Counselling - Counselling process and methods – Characteristics of a helping relationship- Characteristics of an Effective Counselling relationships- Counselling Procedures/Skills-I: Initial procedures, the Initial counseling Interview, and counselling skills. Counselling Procedures/Skill-II: Advanced Empathy, self-disclosure and Interpretation; Action strategies: Role playing, Behavioural techniques, Decision-making Methodologies and problem – solving strategies. Principles and procedures of Group counseling. Ethical and Legal Aspects of counselling

UNIT 2. COUNSELLING PROCESS AND THEORIES: Building counseling relationships – Working in a counseling relationships – Termination of counseling relationships - Psychoanalytic theory – Adlerian Theory – Existential Theory – Person-Centered Theory - Gestalt Theory – Cognitive-Behavioral Theories – Rational Emotive Therapy – Reality Therapy – Family Therapy

UNIT3. COUNSELLING IN DIVERSE POPULATIONS AND SPECILITIES

Counselling Aged Populations – Gender based counseling – Counselling and spirituality. Career counseling – Marriage, couple and family counseling- Professional School counseling – Abuse, Disability and community Counselling

UNIT 4. TRAINING AND RESEARCH IN COUNSELLING PSYCHOLOGY

Role of relaxation in counseling- Guided Somato psychic Relaxation (GSPR) - Jacobson's Progressive Muscular Relaxation.- Yoga relaxation - EEG, EMG, Bio-feedback relaxation - Transcendental Meditation: **Research and Evaluation:** Testing, assessment and diagnosis Professional Issues in counseling- Evaluation of counseling-purpose, Difficulties and criteria.

REFERENCES:

- Capuzzi, D., & Gross, D. R. (2008). Counseling and Psychotherapy. Theories and Interventions. New Delhi: Person.
- George, L.R., & Cristiani, T. (1981) Theory, Methods of processes of counseling and Psychotherapy. New Jersey: Prentice Hall Inc. Englewood and Cliffs.
- Gladding, S. T. (2009). Counseling, A Comprehensive Profession (6th Ed). Pearson: New Delhi.
- Kottler, J. A. & Brown, R. W. (2000). In introduction to therapeutic counseling (4th Ed) California Brooks/Cole Publishing Company.
- McLeod, J. (2003). An Introduction to Counselling (3rd Ed). New York: Open University Press.
- Patterson, E. L., & Welfel, E. R. (1999). The Counselling Process (5th Ed) California: Brooks/Cole Publishing Company.
- Sreedhar, K. P. (1996). Guided Somato-Psychic Relaxation: Trivandrum: LIFE.

CURRENT TRENDS IN PSYCHOLOGY

PSY 4C 14

Core paper

Four Credits

UNIT I - POSITIVE PSYCHOLOGY

Positive Psychology and Traditional Psychology- Subjective Well Being, Culture and the Meaning of A Good Life. Meaning Of Happiness & Positive Affect. Resilience- Positive Traits & Virtue. Attachment, Love , Flourishing And Close Relationship- Positive Psychology Applied In Therapy. Mindfulness and Psychotherapy

UNIT – II - ENVIRONMENTAL PSYCHOLOGY

Historical preview- methodological issues- ecosystem and Man. Environmental perception & cognition. Human spatial behavior- Crowding

Environmental stress and health. Architectural factors and social behavior in housing- protection of environment. Effect of toxics on ecosystem.

UNIT III - CRITICAL PSYCHOLOGY – AN INTRODUCTION

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

UNIT – IV : CRITICAL PERSPECTIVES IN PSYCHOLOGY

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

Reference

1. Baumagadner, S.R. & Gothers, M.K. (2009). *Positive psychology*. New Delhi: Pearson education
2. Bonner, M & Secchiaroli, G. (1995). *Environmental Psychology- A Psychosocial Introduction*. New Delhi: Sage Publications
3. Fox, D., Prillettensky, I. & Austin, S. (Ed. 1999) *Critical Psychology : An Introduction* (2nd Edn) Los Angeles: Sage Publication.
4. Gross, R. D., (1995) *Themes, Issues and Debates in Psychology*. London: Hodder & Stoughton
5. Nagar, D. (2006). *Environmental Psychology*. New Delhi: Concept Publishing Company.
6. Nandy, Ashis (2009) *The Intimate Enemy*. New Delhi: Oxford University Press
7. O' Donohue, W. & Kitchener, R. F (Ed. 1996) *The Philosophy of Psychology*. London: Sage Publication.
8. Sinha , S.N. (1997). *Environmental Psychology*. Jaipur :Printer Publications
9. Snyder, C.R., Lopez, S.J. & Pedrotti, J. T. (2011). *Positive psychology*. New Delhi: Sage publishers .

PSY 4 C 15

DISSERTAION

CORE

8 Credits

Note: Instead of Dissertation a student may opt for 2 elective courses

PSY 4E 01

Elective-III1

Optional

4 credits

Note: Number of elective courses that can be studied by students – Two (where one is compulsory)

Choice of Electives

Psy 4 E 01	HUMAN RESOURCES PLANNING AND DEVELOPMENT
Psy 4 E 02	FORENSIC CLINICAL PSYCHOLOGY
Psy 4 E 03	THERAPEUTIC INTERVENTION STRATEGIES –I
Psy 4 E 04	THERAPEUTIC INTERVENTION STRATEGIES –II
Psy 4 E 05	PSYCHOANALYSIS AND PSYCHOPATHOLOGY
Psy 4 E 06	LIFE SKILLS: TRAINING & APPLICATION
Psy 4 E 07	AUTISM SPECTRUM DISORDERS: A CLINICAL AND COGNITIVE PERSPECTIVE

HUMAN RESOURCES PLANNING AND DEVELOPMENT

PSY 3 E 01

Optional

Credits4

Pre-requisites: Students studying PG Psychology or Business, who is interested in Organization Behaviour, Industrial Management and Relations.

Objectives:

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

Unit - I. Overview of Human Resources, Historical Evolution, Integrated HR-Function, HR Issues, Corporate and HR-Environment, Strategy Environment, Strategic Management.

Unit - II. HR Instruments, HRM and Diversity Issues, HR Planning at Enterprise Level, Need for Systematic planning, Planning Process, Operating Environment- Internal and External, The manpower plan, Job Description

Unit - III. Recruitment and Selection, Strategic selection, Interpretation and Evaluation of Interview data, Employee Induction Programme.

Unit- IV. Performance Appraisal, Measures of Appraisal, System Components Appraisal Methods, Ethics of Appraisal, problems and Issues. Employee Training, Training Needs and objective setting, Methods of Training, Development, Needs, Human Resource Development, Development Process, Change Management.

References:

1. Deb, T. (2006). Strategic approach to Human Resource Management. Concept, Tools & Application. New Delhi: Atlantic Publishers and Distributers.
2. Pareek, U. (2003). Training Instruments in HRD and OD. New Delhi: Tata McGraw Hill.
3. York, K. M. (2010). Applied Human Resource Management. Strategic Issues and Experiential Exercises. New Delhi: Sage
4. Snell, S., & Bohlander, G. (2007). Human Resource Management. New Delhi: Thomson
5. Dessler, G. (2007). Human Resource Management (10th Ed). New Delhi: Prentice Hall of India.

FORENSIC CLINICAL PSYCHOLOGY

PSY 3 E 02

Optional

Credits4

Pre-requisites - For M. Sc Psychology/MSW Students

Objectives:

- 1) Knowledge about the crime and psychopathology
- 2) Knowledge about the various predictors of crime
- 3) Develop skills in diagnosing and helping the behaviorally disturbed.

UNIT I : INTRODUCTION

- Is crime a social problem offending evidence, evaluation and evolution
- Clinical classification of aggressive offenders
- Sexual offenders
- Sadistic and non sadistic aggressors
- Crime and psychopathology- psychopaths, conduct disorders, learning disabilities
- Personality disorders and crime
- Online sexual problems

UNIT II: PREDICTORS OF AGGRESSIVE OFFENDING

- Cognitive distortions and schemas
 - Implicit theory, judgmental model. Path-analytic model, Single factor theories- Multifactorial models. Clinical implications
- Moral reasoning- Piaget, Kohlberg and Cribbs
- NOVACO'S Model of anger
- General aggression model
- Dynamic predictors like sexual deviancy. Antisocial orientations, attitude and intimacy deficits
- Coping strategies
- Schema- Hostile masculinity, suspiciousness, sexual entitlement and other hypothesized schemas.
- Drug and alcoholism

- Research in predictors

UNIT III; ASSESSMENT STRATEGIES AND PROTOCOLS

- Risk assessment instruments
- Questionnaires and scaling techniques
- Interview based on grounded theory methodology
- Experimental and clinical methods
- Psychopathological profiles
- Socio moral reflection measures
- Lip maps

UNIT IV: TREATMENT STRATEGIES AND REHABILITATION

- Functional analytic psychotherapy
- Behavior modification techniques
- Self management
- Fantasy reconditioning
- Role play
- Behavioral parent training
- Cognitive behavioral therapy
- Schema- focused therapy
- Schemas recognition and management
- Affect/emotion/mood management
- Anger management
- Aggression replacement training
- Family therapy
- Functional family therapy
- Structural family therapy
- Multisystemic therapy
- Philosophical and legal aspects of rehabilitation

Reference:

- 1) Adrian Raine (1993). *The Psychology of Crime: Criminal Behavior as a Clinical Disorder*. New York: Harcourt Brome. E Empr.
- 2) Arnold P. Goldstein (2002). *The Psychology of Group Aggression*. UK: John Wiley & Sons Ltd
- 3) Clive. K. et al. (2006) *Offending Behavior Programmes*. UK: John Wiley & Sons Ltd.
- 4) Goldstein et al (2004). *Need Perspectives on Aggression Replacement Training*. UK: John Wiley & Sons Ltd.
- 5) James Mc Guire (2002). *Offender Rehabilitation and Treatment*. UK: John Wiley & Sons Ltd.
- 6) Kelly Blanchette and Shelly Lynn Brown (2006). *The Assessment and Treatment of Women Offender*. UK: John Wiley & Sons Ltd
- 7) Mary Mc Murrin (2002). *Motivating Offender to Change*. UK: John Wiley & Sons Ltd.
- 8) MC Murrin & McGuire (2005). *Social Problem Solving and Offending*. UK: John Wiley & Sons Ltd
- 9) Theresa et al (2007). *Aggressive Offenders Cognition- Theory, Research and Practice*.
- 10) Tony Ward et al (2006). *Theories of Sexual Offending*. UK: John Wiley & Sons Ltd.
- 11) William, R. et al. (2004). *Offenders with Developmental Disabilities*. UK: John Wiley & Sons Ltd
- 12) William et al. (2006). *Sexual Offender Treatment: Controversial*. UK: John Wiley & Sons Ltd Issues

THERAPEUTIC INTERVENTION STRATEGIES –I

PSY 3 E 03

Optional

Credits4

Pre-requisite:

M. Sc Psychology students only

Objectives:

- Knowledge about the development of therapeutic models
 - To impart knowledge and skills toward therapies
 - Familiarized the students with therapeutic procedures of helping the behaviorally impaired
1. Dynamic, Humanistic and Interpersonal perspectives.
 2. Psychoanalytic Psychotherapy: Contribution of Freud – Free association. Dream interpretations Resistance, Transference and counter Transference. Neurosis, working through, Termination and the concept of unfinished work.
 3. Client – Centered Therapy: Carl Rogers- unconditional positive regard, Accurate empathy Genuineness and congruence, Self awareness and experiencing self actualization.
 4. Gestalt Therapy: Frintz Perls – Self awareness, self acceptance, Role of dreams, technique of Switching Chairs, “Gestalt Awareness training”, taking care of unfinished business getting beyond impasses.
 5. Couples Counselling: Mutual need gratification, Social role expectations, communication patters, other interpersonal factors, skills in problem solving, faulty role expectations, mutual readiness to listen, motivation to improve the quality of mutual relationship.
 6. Family Therapy: “Identified client”, difference between couples counseling and Family Therapy. Conjoint Family Therapy, Structured family therapy.
 7. Effectiveness of Psychotherapy

Practicals:

A student may be made a client and a client – centered- therapeutic approach may be stimulated with reference to complicates in a situation selected by the student – client and process evaluated along variables like – unconditional positive regard, empathy, congruence and positive change.

Reference:

1. Carson, C. R.; Butcher, J. N.; Mincka. S. (1998) 10th Edn 1998 update. Longman, New York
2. Garfield, S. L. and Bergin, A. E. (1986) Handbook of Psychotherapy and Behaviour change (III Edn) John Wiley & Sons New York
3. Rimm, D. C. and Masters, J. C. (1979) Behaviour Therapy, Academic Press, New York

THERAPEUTIC INTERVENTION STRATEGIES –II

PSY 3 E 04

Optional

Credits4

Pre-requisite:

M. Sc Psychology students only

Objectives:

- Knowledge about the development of therapeutic models
 - To impart knowledge and skills toward therapies
 - Familiarized the students with therapeutic procedures of helping the behaviorally impaired
1. Behaviouristic perspective – Classical and operant conditioning
 2. Techniques and their rationals
 3. Technique of Extinction & Response elimination.
Contingency management, graduated extinction, convert Extinction Negative practice.
Stimulus satiation, Anxiety induction.
 4. Systematic Desensitization and Relaxation
In vitro, in vivo, JPMR, GSPR, Yoga based techniques, GSR and bio-feedback
 5. Aversion therapy and its used
Aversive conditioning
Drug induced aversion
 6. Modeling: Acquisition and facilitation of New behaviour Disinhibition and Vicarious Extinction. Additional Modeling procedures
 7. Systematic use of Reinforcement
 8. Assertiveness Therapy
 9. Contingency Management – Token, Economy
 10. Biofeed back treatment – Its use in Psychophysiological disorders
 11. Rationale and techniques of cognitive behaviour therapy.
Rational Emotive Therapy, Stress inoculation therapy Becks' Cognitive Behaviour therapies.
 12. Self Control Techniques – Self Control in obesity. Study behaviour
 13. Evaluation of Behavioural Interventions.

Suggested Practicals:

The students may outline the treatment of one actual case of phobia either from the college or from a clinical set up using systematic Desensitization and a handwritten record shall be submitted

Reference

1. Carson, C. R.; Butcher, J. N.; Mincka. S. (1998) 10th Edn 1998 update. Longman, New York
2. Garfield, S. L. and Bergin, A. E. (1986) Handbook of Psychotherapy and Behaviour change (III Edn) John Wiley & Sons New York
3. Rimm, D. C. and Masters, J. C. (1979) Behaviour Therapy, Academic Press, New York
4. Sreedhar, K. P. (1996) Guided Somato Psychic Relaxation Life, Trivandrum. S3

PSYCHOANALYSIS AND PSYCHOPATHOLOGY

PSY 3 E 05

Optional

Credits4

UNIT I. Introduction

Psycho analysis and Psychiatry symptoms and their meaning in neuroses-Fixation, resistance, repression and regression in neurosis psychoses and psychoanalysis.

UNIT II Psychopathology I

Psychoanalytic explanations of anxiety and hysteria.

UNIT III Psychopathology II

Psychoanalytic explanations of obsession, compulsion, phobia and paranoia.

UNI IV. Psychoanalytic treatment.

Free association, resistance, transference and counter transference – Difficulties in Psychoanalysis.

Reference:

Freud: Vol. 1, 8, 10 of Freud Penguin Library.

LIFE SKILLS: TRAINING & APPLICATION

PSY 3 E 06

Optional

Credits4

Pre requisite: - Any post graduate student of MA/M. Sc programme in the Calicut University main campus

Objectives:-

- To understand Life Skill concepts of WHO
- To understand lack of life skills in different situations and groups
- To develop skills in life skill training for different group
- To develop in psychological intervention with life skill perspective
- To develop training modules for life skill training as per the objectives and challenges

UNIT – 1: Life skills an Introduction

- Healthy Life styles- Life skills of healthy life styles
- Life skills for stress and time management
- Examination anxiety – study habits, symptoms of anxiety – overcoming anxiety, goal setting and planning

UNIT – II: Life skills and Environmental concerns

- Global warming, Green house effect, climate change, Deforestation , soil erosion, - Role of man and effects of man
- Ecosystem – Life skills for Environmental Protection and sustainable development Media influences – Life skills for Media Literacy

UNIT – III : social and National concerns

- Culture – cultural values – subculture language and culture
- Life skills for understanding and respecting all cultures
- Life skills for National integration and social harmony
- Peace, Security, Tolerance, Brotherhood, Secularism, ‘Sathbhavana’
- Fraternity and Pluralism
- Challenges to social harmony

UNIT – IV: Life skills in different areas

- Life skills for career planning and development

- Preventing substance abuse, addictions and alcoholism
- Awareness programme for women's Right, Gender Equality and Equity.
- Life skills for women empowerment
- Life skill training for various groups
- Assertiveness – adolescents, youth, women
- Organizational training

Reference

1. WHO (1999) Partners In Life Skills Education: Conclusions from a Uninvited Nations Inter-Agency Meeting, Geneva
2. UNESCO and Indian National Commission for Cooperation (2001) *Life skills in Non-formal Education: A Review*. Paris
3. Hurlock, B. E (2007) *Developmental Psychology*. New Delhi: Tata MC Grew Hill Publishing Co. Ltd
4. Rajasenani, U (2010) *Life skills, Personality and Leadership*. Chennai, RGNIYD
5. Jacobs, E , Masson, R.L & Harvill, R. L (2002) *Group Counselling*. Canada Brooks/ Cole Thomson Learning
6. Nelson – Jones, R (2007) *Life Counseling Skills*. New Delhi: Sage Publishers

AUTISM SPECTRUM DISORDERS: A CLINICAL AND COGNITIVE PERSPECTIVE

PSY 3 E 06

Optional

Credits4

Course description: In this course the Autism will be understood from a clinical as well as a cognitive perspective. The interactions between the two and how each contributes to enhancing the other perspective will be focused on.

Syllabus:

Unit 1: Clinical picture of Autism

Autism in history: Initial descriptions, Nosology, Causation and treatment

Features: Deficits in social communication and social interaction (social-emotional reciprocity – Joint attention, Deficits in nonverbal communicative behaviors – Use of eye contact, facial expressions, Gestures etc, Play and socialization – Pretend play, Aloof, Passive, Active but odd)

Restricted, repetitive patterns of behavior, interests, or activities

(Stereotyped or repetitive motor movements, Insistence on sameness,

Narrow interest, Sensory issues)

DSM 5 classification: Changes and implications

Causes: Genetic, Neurological, Environmental

Unit 2: Cognitive profile in autism

Theory of Mind hypothesis (What is Theory of Mind?; Theory of Mind in children – Understanding desires and intentions, deception, emotion; What are the deficits seen in the population with autism – Mind blindness: False beliefs, Language of the eyes)

Weak central coherence hypothesis (Cognitive styles - global-*holistic* vs. focused-detailed, field-dependent vs. field-independent; Cognitive style in autism – Detail focused processing, Processing of contextual information)

Executive dysfunction hypothesis; its relation to Theory of Mind and Weak Central Coherence)

Social orientation deficit hypothesis

Systemising-Empathising theory (Extreme male brain)

Unit 3: Psychological interventions in Autism

Behaviour based programs (Discreet trial, Pivotal response training)

Interventions focusing on social emotional understanding and competence (Joint attention, Symbolic play, Theory of Mind, Social skills, Social stories)

Evaluating psychological interventions in autism (What works?)

Unit 4: Some concepts in autism research and practice

Broader Autism Phenotype (Expression of autistic traits among parents and siblings)

ASD: Categorical or Dimensional (Presence and effect of autistic traits in the general population)

Culture and autism (Cultural influence on cognition – Theory of Mind across cultures, Cognitive styles across cultures; Aspects of cross cultural studies in autism)

Reference:

COGNITIVE PSYCHOLOGY – 2

PSY 2C 06

Core paper

Four Credits

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

- Thinking as a complex cognition
- 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)
- Reasoning: Deductive (Conditional – Types or Propositional calculus and Errors, Syllogistic – Linear, Conditional and Errors); Inductive

Unit III : Intelligence

- Sternberg
- Goleman
- Gardner

- J. P. Das
- Piaget, Brunner and Vygotsky
- Creativity (Meaning, Components and Stages)

Unit IV: Critique of cognitivism

- Skinner's Verbal Behaviour
- Chomsky's response
- Why I am not a cognitive psychologist by B. F. Skinner

Reference

1. Chomsky, N. (1959). A review of BF Skinner's Verbal Behavior. *Language*, 35(1), 26-58.
2. Berk, L. E. (2009). *Cognitive development*. (8th ed.). Boston: Pearson Publishing.
3. Eysenck, M. W. (2006). *Fundamentals of Cognition*. New York: Psychology Press.
4. Groome, D. (2004). *An introduction to cognitive psychology: Processes and disorders*. New York: Psychology Press.
5. Kellogg, R. T. (2003), *Cognitive psychology*, (2nd ed.). N. Delhi: Sage.
6. Neath, I., & Suprenant, A. M. (2003). *Human memory*, (2nd ed.). Australia: Thomson Wadsworth.
7. Skinner, B.F. (1977), 'Why I am not a cognitive psychologist', *Behaviorism*, 5, 1–10.
8. Skinner, B. F. (1986). The evolution of verbal behavior. *Journal of the Experimental analysis of Behavior*, 45(1), 115-122.
9. Sternberg, R. J. (2007), *Cognitive psychology*. N. Delhi: Thomson Wadsworth .

RESEARCH METHODOLOGY – I

PSY 2C 07

Core paper

Four Credits

Unit I: Basic Concepts

- Assumptions and characteristics of science.
- The scientific method
- Steps in carrying out scientific research
- Classification of research on the basis of different criteria
 - Qualitative/Quantitative
 - Experimental / Non-experimental/Quasi-experimental.
 - Small N/Large N

Unit II: Types of Research & Data

- Nature of Qualitative data
- Different kinds of qualitative research
 - Action research
 - Case study research
 - Ethnography
 - Ground theory
 - Phenomenology
 - Historical Research
- Techniques to collect qualitative data
- Techniques to analyze qualitative data
 - Hermeneutics
 - Semiotics
 - Narrative and Metaphor

Unit III Quantitative Research Methods

- Nature of quantitative data
- The concept of variance
 - Partitioning variance
 - Controlling error variance through research designs
- Experimental research methods.

- Characteristic features of ERNS Types
 - Between group designs
 - Two group designs
 - ANOVA designs
 - Factorial designs
 - 1 within group designs
- Quasi –Experimental research methods
 - Ex-post facto research
 - Correlational research
- Non-experimental designs
 - Observational research
 - Archival research
 - Case study research
 - Survey research
- Small N designs
 - Advantages and disadvantages of small N designs
 - Different kind of small N designs

Unit IV: Data processing and Report writing

- Tabulation and Coding
- Statistical analysis of data
- The APA specifications of report writing

References

1. Forrester, M. (2010) *Doing Qualitative Research in Psychology*. New Delhi: Sage Publication
2. Goodwin, C. J. (2002) *Research in Psychology*. U.S.A: John Wiley & Sons, Inc
3. Graziano, M. A., & Raulin, L. M (2010) New York: Allyn & Bacon
4. Maxwell, J. H (2013) *Qualitative Research Design: An Interactive Approach*. . New Delhi: Sage Publications Inc.
5. Mc Burney, H. H (2002) *Research Methods*. Singapore: Thomson Asis Pvt Ltd
6. Mcheod, J. (2011) *Qualitative Research in Counselling and Psychotherapy*. New Delhi: Sage Publications Inc.
7. Salkind, J. N. (2010) *Encyclopedia of Research Design (Vol 1- Vol 3)* New Delhi: Sage Publications Inc.
8. Silverman, D. (2010) *Doing Qualitative Research*. New Delhi: Sage Publications Inc.
9. Smith, A. J (2003) *Qualitative Psychology*. New Delhi: Sage Publications Inc.

BRAIN AND BEHAVIOUR

PSY 2C 08

Core paper

Four Credits

Unit 1: Introduction to Neuropsychology

- What is neuropsychology? Nature and Scope or areas of study (Clinical neuropsychology, Developmental neuropsychology, Experimental Neuropsychology, Comparative neuropsychology)
- History (Early evidence of brain investigations, The cardiocentric view of behaviour, Cell doctrine and other site theories, Phrenology, The theory of mass action, Hierarchical organization and functional systems and pluripotency), Brain and Neuron Hypothesis
- Gross topography of the brain

Unit 2: Occipital and Parietal lobes

- Occipital lobes: Main functional areas in the occipital lobe, its function and impairments, Visual pathways (Where pathway, What pathway and How or So what path)
- Visual agnosias and its explanation based on the pathway
- Parietal lobes: Main functional areas in the parietal lobe, its functions and impairments, Phantom limbs and what it tells us about brain plasticity
- Balint's Syndrome, Gerstmann Syndrome
- Neglect and Apraxia

Unit 3: Temporal and Frontal lobes

- Temporal lobes: Main functional areas, its functions and impairments, Aphasia
- Frontal lobes: Main functional areas in the frontal lobe, its function and impairments
- The role of the two lobes in Aphasias, Scizophrenia, Depression and Autism

Unit 4: Biological basis of survival

- Homeostasis (Food, Water and Temperature regulation – Neural and Hormonal interplay)
- Biological or circadian rhythms - Sleep and Dream
- Hormonal and Neural basis of Sex and sexual behaviour

Reference

1. Kolb, B., & Whishaw, I. Q. (2009). *Fundamentals of human neuropsychology*. Macmillan.
2. Rosenzweig, M. R., Leiman, A. L., & Breedlove, S. M. (2002). *Biological psychology*. (3rd ed.). Sinauer Associates.
3. Walsh, K. W. (1994). *Neuropsychology: A Clinical Approach*. (3rd ed.). Churchill Livingstone.

PRACTICAL – II

(Diagnostic Testing)

PSY 2C 09

Core paper

Two Credits

I. Neuro –psychological Tests

1. BGT- Bender Gestalt Test
2. WMS – Wechsler Memory Scale
3. Stroop Color Word Test
4. EVAT – Benzen’s Visual Attention Test
5. LNNB – Luria Nembroka Neuro Psychological Battery

II. Aptitude Tests

6. DAT – Differential Aptitude Test

III. Personality Tests

7. EPPS – Edwards Personal Preference Schedule
8. 16PF – 16 Personality Factor Questionnaire
9. CPI – California Psychological Inventory
10. Picture Frustration Test
11. TAT – Thematic Apperception Test
12. EPQ – Eysenk Personality Questionnaire
13. MMPI – Minnesota Multiphasic Personality Inventory
14. Rorschach Ink Blot Test (Introduction)
15. Big Five Factor

IV. Personality Related Tests

16. Attitude Scale
17. Self Esteem Inventory
18. Type – A Behaviour Patterns
19. IAS Inventory
20. Maladjustment Scale
21. Coping Skills
22. Depression Scale

PSY 2E 01

Elective- 1 Optional

4 credits

Note: Number of elective courses that can be studied by students – Two (where one is compulsory)

Students can register for courses of their choice in the beginning of the semester.

Choice of Electives

Psy 2 E 01	ORGANISATIONAL BEHAVIOUR
Psy 2 E 02	PSYCHOLOGY OF CRIME
Psy 2 E 03	ADOLESCENT PSYCHOLOGY
Psy 2 E 04	FUNDAMENTALS OF EDUCATIONAL PSYCHOLOGY
Psy 2 E 05	PSYCHOPATHOLOGY – I
Psy 2 E 06	INTRODUCTION TO COGNITIVE DEVELOPMENT

ORGANISATIONAL BEHAVIOUR

PSY 2 E 01

Optional

Credits4

Objectives:

- To provide field based and experimental learning opportunities in the existing as well as the emerging areas of organizational behaviour.
- To improve Knowledge skills of students in team work, leadership, conflict resolution etc.

UNIT 1. INTRODUCTION TO ORGANISATIONAL BEHAVIOUR

- a) The concept of organization.
- b) Organization and it's External Environment.
- c) Organizational Goals.
- d) Organizational theories.
- e) Internal organizational
- f) Foundation competencies for Individual and Managerial effectiveness.

UNIT 2. INDIVIDUAL PROCESS

- a) Job attitudes
- b) Motivation in the work setting
- c) Motivating performance: Goal setting and Reward systems.
- d) Work stress.

UNIT 3. GROUP AND INTERPERSONAL PROCESSES

- a) Group and Team Behaviour.
- b) Power and Political Behaviour.
- c) Conflict and negotiation.
- d) Leaderships: Foundations of contemporary development.
- e) Interpersonal communication

UNIT 4. ORGANISATIONAL PROCESSES

- a) Decision in Organization
- b) Organization Design
- c) Organizational culture.
- d) Organizational change and development.
- e) Control and Effectiveness.

REFERENCES

1. Hellriegel, D, Slocum, J.W.& Woodnan, R.W.(2001). *Organizational Behavioural* (9th Edn) singapore: South-Western College Publishing.
2. Griffin (2005). *Organizational Behaviour, Managing people and Organization*. New Delhi, Biztantrs.
3. Parikh, M & Grepts, R (2010) *Organizational Behaviour*. New Delhi: Tats McGraw Hill
4. Pettinger, R (2010) *Organizational Behaviour - Performance Management in Practice*. London: Sage Publications
5. Spector, e. P. (2003) *Industrial Organizational Psychology: Research and Practice*. USA: John Wiley & sons. Inc

PSYCHOLOGY OF CRIME

PSY 2 E 02

Optional

Credits4

Pre- requisite: Post Graduate student in Psychology/Sociology/ Social Work.

Objectives:

- Mold students with conceptual knowledge in Psychology of crime.
- To enable students to build up on their analytical skills in Psychology of Crime.

UNIT I THEORY AND METHOD

- Crime , Criminal And Criminality
- Theories Of Crime causation- Rational Choice, Social Structure, Strain, Differential Opportunity, Trait, Psychodynamic And Learning and Cognitive
- Research Methods- Qualitative And Quantitative
- Criminal Personality profiling

UNIT II CRIMINAL OFFENDING

- Murder, Assault and Robbery
- Occupational, organized crime and cyber crimes
- Public order crime, violence , juvenile delinquency
- Sexual crimes

UNIT III. PSYCHOLOGY AND CRIME PREVENTION

- Policing society
- The judicial process and punishing the criminal offender
- Psychology in the justice system

UNIT IV. CORRECTIONAL PSYCHOLOGY

- Correction psychology in adult setting
- Psychological assessment in corrections
- Treatment and rehabilitation in correctional facilities
- Juvenile corrections

References:

- 1) Barthol,C.R. & Bartol, A.M. (2004). *Forensic psychology*. U.K: sage Publications Inc.
- 2) Gadd, D., Karwedt, S.R. & Messner, F. (2012). *Handbook Of Criminological Research Methods*. New Delhi; sage publication Inc.
- 3) Harrison, J., Jimpson, M., Harrison, O., & Martin (2012). *Study Skills For Criminology*. New Delhi; sage publication Inc.
- 4) Howtt (2002). *Forensic and Criminal Psychology*. London: Prentice Hall.
- 5) Pogenetrin, M.R. (2003). *Qualitative Approaches to Criminal Justice*. London: Sage Publications.

ADOLESCENT PSYCHOLOGY

PSY 2 E 03

Optional

Credits4

Pre requisite: - Any post graduate student of M. Sc Applied Psychology, M. Sc Psychology, MSW, Health Sciences, Human Physiology from Calicut University Campus

Objectives:

- To understand the importance of Adolescence in the healthy development of a person
- To sensitize to adolescent issues
- To develop skills in conducting awareness programme for the target group
- To develop skill in psychological intervention among adolescents

UNIT -1 : Key Features of Adolescent Development:

Early & late, Fast & slow-Key features – Myth of universal. Storm and stress-Nature – Nurture issue Relative Plasticity and Variability in Development.

UNIT - II : Theories and Issues to consider

Nature theories – Drive reduction theory-Freud Theories of Adolescence – Psychoanalysis – Erikson theory of Psychosexual Development. Ann Freud – Adolescence as a developmental disturbance – Jean Piaget – Cognitive Developmental theories – Kohlberg – Cognitive Development in Moral reasoning. Bronfenbrenner's Model of Ecology of Human Development- SOC Model – Baltes on Plasticity

UNIT – III : Developments in Adolescence:

Social Development. Adolescent & Peers. Functions of peers- their influences- peer group- parent-adolescent-tension. Moral development-Moral reasoning. Kohlberg's theory & studies – Prosocial Behaviour self identification-Defining identity – Adolescent sexuality – Attraction-Violence Abuses- AIDS

UNIT – IV: Problem Behaviour in Adolescence and Group intervention

Externalizing problems – Delinquency, Crime, Violence, Eating Disorder

Internalizing Problems – Gender differences . psychosomatic issues, suicide. Adolescent & media. Life skill training for adolescents. Group counselling- Individualized intervention.

References

1. Lerner, R. M & Steinberg, L (2004). *Handbook of Adolescent Psychology*. Canada: John Wiley & Sons Inc.
2. Jenor, R (1998). *New Perspectives on Adolescent Risk Behaviour*. New York: Cambridge University Press.
3. Wilmshurt, L (2011) *Child and Adolescent Psychopathology*. New Delhi: Sage Publishers
4. Rice, F. P (1996) *The Adolescent: Development, Relationship and Culture*. London: Allyn and Bacon
5. Lerner, R. M (2002) *Adolescence: Development, Diversity, Context and Application* . London: Pearson Education Ltd
6. Gullotta, T. P & Adams, G. R (2005) *Handbook of Adolescent Behavioural Problems*. Canada: Springer
7. Rogers, D. (1972) *The Psychology Of Adolescence*. New Jersey: Prentice Hall Inc.
8. Grinde, R. E (1973) *Adolescence*. New York John Wiley & Sons Inc

FUNDAMENTALS OF EDUCATIONAL PSYCHOLOGY

PSY 2 E 04

Optional

Credits4

Pre-requisite:

- a) For M. Sc Psychology students.
- b) For M. Ed students
- c) For other P.G students who have either B.Ed of TTC.
- d)

UNIT 1: History and Scope of Education Psychology.

Major areas of Study a) characteristics of the learner.

- b) Characteristics of the teaching-learning process.
- c) Social psychological perspectives indented management.
- d) Scholl problem & counseling.
- e) Education of exceptional children
- f) Assessment in Education.

Major Perspectives:

- a) Behavioural
- b) Cognitive, Constructivist
- c) Humanistic.

UNIT II: Age- Level characteristics

- Theories and implications of child development: Erikson, Piaget & Kohlberg.
- Characteristic and implication of pre-school, primary, secondary and higher secondary students.

UNIT III: Teaching learning process

- Motivating students: Behavioural. Cognitive and humanistic approaches & strategies.
- Behavioural, Cognitive and humanistic approaches to instruction –models and method of teaching.
- Factor affecting learning outcomes: Persona, instructional and environmental factors.
- Teacher effectiveness: Trait, style and contingency approaches.

UNIT IV: Exceptional children

- Types: Gifted, mentally retarded, emotionally disturbed, learning disabled.
- Assessment
- Mainstreaming and special education.
- Status, policies and problems in India.

Reference:

Mohan, J. (1993) Educational Psychology, New Delhi.

PSYCHOPATHOLOGY – I

PSY 2 E 05

Optional

Credits4

Pre-requisite: Graduate in Psychology/Sociology/Social work

Objectives:

- 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: Diagnosis and Classification

- Normal Mental Health
- Definition of Psychiatric Disorder
- Psychiatric History and Examination

Interview Technique

- Identification data
- Informants
- Chief Complaints
- History of Present Illness
- Past Psychiatric and Medical History
- Treatment History
- Family History
- Present History
- Premorbid Personality

Mental Status Examination

- General Appearance and Behaviour

- Speech-Rate, Volume, Tone, Flow
- Mood And Affect – Quality, Reactivity, Persistence
- Thought-Stream and Form of thought
- Content of Thought
- Perception:
 1. Hallucinations
 2. Illusions and Misinterpretations
 3. Depersonalization/Decrealization
- Cognition:
 1. Consciousness
 2. Orientation
 3. Attention
 4. Concentration
 5. Memory
 6. Intelligence
 7. Abstract Thinking
- Insight
- Judgment

Classification according to:

- ICD 10
- DSM IV TR
- Multiaxial Classification System

Unit II: Schizophrenia

- Clinical Features: Signs and Symptoms, Types, Differential diagnosis

- Epidemiology
- Etiology:
 - Genetic Factors
 - Structural Abnormalities
 - Biochemical Factors,
 - Classical Psychoanalytic model and other Psychodynamic theories
 - Family Dynamics and Interaction models
 - Stress-Diathesis model
 - Interpersonal Functioning: Interpersonal Stress, Interpersonal Adjustment, Role of Cognition in Interpersonal Dysfunction

Unit III: substance Related Disorders:

- Alcohol-related disorders
 - Clinical picture,
 - Epidemiology
 - Etiology: Psychodynamic theories, Behavioural theories, Cultural Factors, Role of Family, Stress and Affective Factors, Personality, Cognitive Aspects-Expectancies, biological Factors.
- Other substances Abused and their effects on Mental and Physical Health:
 - Amphetamine, Hallucinogens
 - Caffeine, nicotine
 - Cannabis, Cocaine
 - Inhalants

Unit IV: Mood Disorders:

- Clinical Features: Signs and Symptoms, Types, differential diagnosis
- Epidemiology

- Etiology:
 - Genetics
 - Neurobiology
 - Psychodynamic Theories
- Theories of Depression:
 - Life Events Model
 - Lewinsohn's Behavioral and Integrative Models
 - Coyne's Interpersonal Model
 - Information Processing Models
 - Beck's Cognitive Theory
 - Learned Helplessness

Unit V: Other Psychotic Disorders:

- Clinical Features, Epidemiology, Etiology of:
 - Schizoaffective Disorders
 - Schizophreniform Disorder
 - Delusional Disorder
 - Post Partum Psychotic Disorder
 - Acute and Transient Psychotic Disorders and Culture Bound Syndromes

Unit VI: Anxiety Disorders:

- Clinical features, Differential Diagnoses and Epidemiology of:
 - Panic Disorder and Agoraphobia
 - Specific and Social Phobia
 - Obsessive Compulsive Disorder:
 - Post traumatic stress disorder:
 - Generalized Anxiety disorder

- Etiology of panic:
 - Genetics
 - Biochemical factors
 - Psychodynamic Theories
 - Two-Factor Theory
 - Ranchman's Model
 - Prepared Fears
 - Modeling
 - Neo Conditioning Perspectives
 - Anxiety Sensitivity
 - Clark and Well's Model
 - Barlow's Model
 - Catastrophic Misinterpretation
 - False Alarms
- Etiology of OCD
 - Mowrer's Two Factor theory
 - Cognitive Appraisal Models
 - Cognitive Deficits Model
 - Biological Models
 - Biopsychological Models
- Etiology of GAD:
 - Clark and Watson's of Anxiety and Depression
 - Borkovenc's Model of Pathological worry
- Etiology of PTSD
 - Biological Models

- Inescapable Shock
- Kindling
- Emotional Biasing
- Information Processing

Unit VII:

- Clinical features, Differential Diagnoses and Epidemiology of:
 - Conversion disorder
 - Somatoform Pain disorder
 - Hypochondriasis
 - Somatization
 - Body Dysmorphic disorder
- Etiology: Biological, Psychodynamic, Cognitive-behavioural, Abnormal illness Behaviour, Deficits in Cognitive Processing, Psychobiological theories.

Unit VIII: Dissociative disorders:

- Clinical Features, Diagnosis and Epidemiology of:
 - Amnesia
 - Fugue
 - Identity disorder
 - Depersonalization
 - Dissociative Trance
- Etiology:
 - Biological
 - Trauma Model
 - Object Relations

- Family systems Perspectives
- Cognitive Perspective
- Neuropsychological perspectives
- Developmental Pathogenesis:
 - Childhood abuse
 - Childhood Neglect
 - Factitious pathway
 - Mixed pathways

Unit IX: Adjustment disorders:

- Definition
- Clinical Features, Subtypes
- Epidemiology
- Etiology

Unit X: Personality Disorders:

- Clinical Features and Epidemiology of:
- Etiology: Biological, Freud, Psychodynamic theories: Kernberg, Kohut, Melanie Klein, Winnicott, Mahler, and Cognitive- Behavioural

Unit XI: Suicide

- Risk Factors
 - Psychiatric disorders
 - Social factors
 - Psychological factors
 - Genetic factors
 - Physical Disorder
- Psychological Theories

References:

1. Ahuja, a. (2000). *A Short Textbook of Psychiatry* (6th Edn) Jaypee.
2. Carson, Robert, C, Butcher, James & Mineka, Susan (1996). *Abnormal Psychology and Modern Life* (10th Edn), Harper Collins College Publishers
3. *Diagnostic and Statistical Manual of Mental Disorders* (4th Edn) American Psychiatric Association (2005).
4. Fish, F & Hamilton, M (Eds) (1979). *Fish's Clinical Psychopathology*. Bristol: John Wright & Sons
5. Kaplan, H. et. Al (Eds) (1980). *Comprehensive Text Book of Psychiatry* Vols. I & II. London Williams and Wilkins
6. Millon, T., Blaney , H. P., & Davis, D. R (1999). *Oxford Textbook of Psychopathology*. Oxford University Press, New York.
7. Sims, A. (2003). *Symptoms in the Mind an Introduction to Descriptive Psychopathology* (3rd Edn). Saunders.

INTRODUCTION TO COGNITIVE DEVELOPMENT

PSY 2 E 06

Optional

Credits4

Course description: This course will provide a foundation on cognitive development.

Objectives: By the end of the course students are expected to gain a basic understanding about the nature of cognitive development, from a theoretical as well as research perspective. Anyone interested in going for more advanced courses in this area or working in organizations, educational as well as welfare, dealing with children from a developmental perspective will benefit, out of this

Unit 1: What is Development?

Nature: Transformational and variational change, Developmental systems perspective, Epigenetic landscape model, Stages of development, Dynamic systems theory, Information processing perspective

Notions of difference: Nature versus nurture, Continuity versus discontinuity, Universal versus cultural specific

Theories of cognitive development: Piaget's theory, Socio-cultural theory, Core knowledge approach, Information processing approach and Cognitive neuroscience perspective

Unit 2: Exploring development

Research designs: Age comparisons (Longitudinal, Cross sectional, Time lag, Sequential and Microgenetic); Others (Observational studies, Clinical Interviews, Correlational studies, Experimental studies, Quasi experimental studies and Studies of Brain functioning)

Relation between method of data collection and theoretical stance (task simplification, individual differences)

Ethical considerations

Unit 3: ASD: A case of cognitive difference

Behavioural characteristics of autism (Impaired reciprocal socialization - reciprocal games, Joint attention, Impaired verbal and non verbal communication - Immediate and delayed echolalia,

pronominal reversal, neologisms, idiosyncratic use of words and literal understanding of language;
Impaired imagination – Pretend play, Perseverative behaviour)

Mind blindness - A cognitive deficit: What is Theory of Mind? Investigating ToM (Paradigms – False belief tasks or unexpected transfer tests or Sally-Ann task; Appearance reality tasks or deceptive box tests or Smarties test, False photograph test; Eyes task- and findings), ToM deficit in autism

Weak Central Coherence - A cognitive strength: Local and Global processing (Embedded figure test, Navon task), Central coherence in autism

Unit 4: Future trends

Current research areas

Review article: Cognitive variability: A key to understanding cognitive development

Delay of gratification in children (Marshmellow task)

Reference:

1. Frith, U. (2003). *Autism: Explaining the enigma*. (2nd ed.). Oxford: Blackwell.
2. Happe, F. (1994). *Autism: An introduction to psychological theory*. New York: Psychology Press.
3. Harris, M. (2008). *Exploring developmental psychology: Understanding theory and methods*. New Delhi: Sage publications.
4. Miller, S. A. (2007). *Developmental research methods*. (3rd ed.). New Delhi: Sage publications.
5. Mischel, W., Shoda, Y., & Rodriguez, M. L. (1992). Delay of gratification. *Choice over time*, 147.
6. Siegler, R. S. (1994). Cognitive variability: A key to understanding cognitive development. *Current directions in psychological science*, 3(1), 1-5.

RESEARCH METHODOLOGY –II

PSY 3C 10

Core paper

Four Credits

UNIT – I : QUALITATIVE RESEARCH ANALYSIS

Discourse Analysis- Grounded Theory. Conversation Analysis- Cooperative Enquiry. Research Ethics in Qualitative Research- Case Study Research- Conducting Literature Reviews, Validity and Qualitative Psychology.

UNIT – II : QUANTITATIVE RESEARCH ANALYSIS

Organizing Data – Descriptive Statistics- Measures of Central Tendency; Variability and Relationship- Correlation and Regression. Statistical Influence- Population, Sample, Null Hypothesis, Type I and Type II Errors. Inferential Statistics- T Test, Analysis Of Variance, Effect Size.

Correlation And Differential Methods Of Research- Analysis and Interpretations . Ethical Principles

Hypothesis Testing and Threats to Validity

Statistical Validity, Construct Validity, External Validity, Internal Validity. Control to Reduce Threats to Validity. Designs: Research Design Check List.

UNIT –III- Methods of Data collection and Test construction

Observation – Interview – Critical Document Analysis. Content analysis – Case Studies – Survey. Steps in Scientific Test construction

UNIT – IV : Specific studies: Details of methodology, background and criticisms

- a) Interpretation of specific dream by Sigmund Freud: Irma's injection
- b) Experiments on object permanence by Jean Piaget
- c) Impact of schedules of reinforcement on behaviour: B. F. Skinner
- d) Olds & Milner (1954): Positive reinforcement produced by electrical stimulation of septal area and other regions of rat brain
- e) Festinger & Carlsmith (1959) Cognitive consequences of Forced Compliance

- f) Bandura et al (1961): Transmission of aggression through imitation of aggressive models
- g) Schachter & Singer (1962): Cognitive, Social and Physiological determinants of emotional state
- h) Milgram (1963): Behavioural study of obedience
- i) Rosenthal & Jacobson (1966): Self – fulfilling prophecy
- j) Sperry (1968): Hemisphere disconnection and unity in conscious awareness
- k) Kamin (1968): Blocking Effect in classical conditioning
- l) Haney et al (1973): A study of prisoners and guards in a simulated prison
- m) Rosenhan (1973): On being sane in insane places.
- n) Sandra. L. Bem (1974): The measurement of psychological androgens
- o) Tversky, A. & Kahneman, D. (1974): Judgment Under Uncertainty: Heuristics and Biases. *Sciences*, 185.

References

1. Forrester, M.A. (2010). *Doing Qualitative Research in Psychology*. New Delhi: Sage publications
2. Gross, R.D. (1994) *Key Studies in Psychology*. London: Hodder & Stoughton
3. Smith, J.A. (2003). *Qualitative Psychology*. New Delhi: Sage publications.
4. Raulin, M.L. & Graziano, A. M. (2010). *Research Methods- A Process Of Inquiry*. London : Pearson
5. Sullivan, C., Gibsen, S. & Riley, S. (2012). *Doing Your Qualitative Psychology Project*. New Delhi: Sage Publications
6. Silverman, D. (2010). *Doing Qualitative Research*. New Delhi: Sage Publications
7. Sanders, L. D (2010) *Discovering Research Methods in Psychology*. West Sussex: BPS Balckwell.
8. Guert, G. Namey, E.E and Mitcher, M. L, (2013) *Collecting Qualitative Data*. New Delhi: Sage Publications
9. Sapsfor, R & Jupp. V (1996) *Data Collection and Analysis*. New Delhi: Sage Publications.

APPLIED SOCIAL PSYCHOLOGY

PSY 3C 11

Core paper

Four Credits

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

1. Schneider, Gruman & Coutts (2012) *Applied Social Psychology*. London: Sage Publications

FIELD EXPERIMENTS

PSY 3C 12

Core paper

Two Credits

During the third semester, students have to conduct field experiments in Psychology using methods namely, Systematic Observation, Interview, Content Analysis, Case Studies 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 analyzing data from a wide range of sample, systematically planning their research methodology, developing skills needed to be an interviewer or trainer of interviewers, analyzing 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.

a) Systematic observation

In this the students have to conduct a minor study in which systematic observation should be adopted as the major method of data collection. The samples and 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.

b) 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 major method of data collection. Any of the relevant behavioural variable 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 in interviewing.

c) Content analysis

In this, students should develop a skills in analyzing content of descriptive data collected. For this the students have to do practical sessions of analyzing contents of written, printed, vocal, or picturized data. A minor level study can be planned with this purpose and analysis can be done. This can be with a purpose of identifying a particular psychological factor/variable or with a general analysis aim.

d) Case studies

Different kinds of cases namely clinical, vocational, education, personal, organizational etc. can be studies by the student, with a thorough analysis of the background precipitating factors, on set, treatments undergone, be done in at least 5 numbers, from different areas. The cases can be collected from the consultancy services available in the department, nearby mental health care institutions, organizations, nearby locality or during the educational trips to institutions.

e) Test construction

This is a group work. The student group have to develop a test in psychology and standardize will the help of a supervising teacher. The selection of the variable can be according to the areas of interest of the teacher and the students.

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 3rd semester written examination. One copy will be returned to the student after valuation, where as the other copy will be retained in the department library, as the academic work conducted there. (Student may publish the study with the guide, if necessary, when the course is over)

PRACTICUM – PRACTICAL IV

PSY 3C 13

Core paper

Two 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 2 months summer vacation. There the student has to study under the supervision of a guide under the supervision of a guide there to understand and develop skill in the application of psychological principles in the organization. It can be anywhere in or out side 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 of the journal work, field experimental methods (Practical III). It is advisable to be a supervising guide from the organization with master's degree, M. Phil/PD in Psychology, or related fields.

PSY 3 E 02

ELECTIVE

Optional

4 credit

Note: Number of elective courses that can be studied by students – Two (where one is compulsory)

Choices for Elective II

Psy 3 E 01	CAREER PSYCHOLOGY
Psy 3 E 02	FORENSIC PSYCHOLOGY
Psy 3 E 03	PERSPECTIVES IN EDUCATIONAL PSYCHOLOGY
Psy 3 E 04	PSYCHOPATHOLOGY – II
Psy 3 E 05	HEALTH PSYCHOLOGY
Psy 3 E 06	TRAINING METHODOLOGIES
Psy 3 E 07	COGNITIVE DEVELOPMENT: INFANCY THROUGH CHILDHOOD
Psy 4 E 08	INTRODUCTION TO CLASSICAL PSYCHOANALYSIS

CAREER PSYCHOLOGY

PSY 3E 01

Optional

Credits: 4

Prerequisites:

Graduates in Psychology, Education, Management and Social work

Course & Learning Objectives:

1. To understand problem areas that affect gender roles, racial and ethnic socialization and career decision making process
2. To apply the theories of career counselling in real life situation.
3. To know the developmental and life stages that are part of the career development process
4. To know the critical theories of career development.
5. To know what career development is and the interventions used to facilitate career planning of children, adolescents and adults in an ethical manner.

Unit I: Introduction to Career Counselling

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

Unit II: Psychological Theories of career Development.

Theories of career Development, Theories of Decision making, Adult career development, Counselling theories, Trait and Factor theories , Theory of circumscription and compromise, Social-cognitive theory, Super's Development theory, Theory of work and Adjustment, Holland's theory of Vocational Personalities and work environment.

Unit III: Career Information & Resources

Technology to support Career Counseling- Career Guides – Career Magazines – Career Webs – National and International Career information Centers. Career Test- Interest - Personality – Aptitude – Values, Assessments in Career Planning, Types of Assessment Report Writing.

Unit IV: Designing and Implementing Career Development Programmes and Services in Different Setting

Interventions in Elementary, Middle, and High Schools. Career Development Interventions in Higher Education and Community Settings.

References

1. Gladding, S. T. (2009). *Counseling. A Comprehensive Profession*. India: Perason New Delhi.: Education.
2. Kidd, J. M. (2006). *Understanding Career Counselling. Theory, Research and Practice*. Sage Pubilication Ltd.
3. Seligman, J. (1994). *Developmental Career Counselling and Assessment*. New Delhi: Sage Publication Ltd.
4. Swanson, J. L., & Fouad, N. A. (2010). *Career Theory and Practice. Learning through Case Studies (2nd ed)*. Sage Publication Ltd, Washington DC:

FORENSIC PSYCHOLOGY

PSY 3E 02

Optional

Credits: 4

Pre requisite:

For the students undergoing PG in Psychology/Criminology/Social Work.

Objectives.

- To develop skills and to sensitize oneself to social changes and criminal correction.
- To enhance learning and problem solving skills in the forensic area.
- To impart wider knowledge in diagnostic skills related with criminal behaviour.

UNIT 1. INTRODUCTION

1. Forensic Psychology: an Overview.
2. Careers in Forensic Psychology.
3. Forensic Psychology as a new specialty.
4. Forensic school psychology.

UNIT 2. POLICE AND INVESTIGATIVE PSYCHOLOGY

1. History and Practice.
2. Trends in Police Psychology – Testing, Assessment, Management and issues and special circumstances.
3. Investigative Psychology-Profilng, psychological Autopsy, Mental Mapping and Polygraph – Research.
4. Forensic Hypnosis and criminal identification.

UNIT.3: VICTIMOLOGY AND VICTIM SERVICES

1. Forensic psychology and the victims of crime and victim with disabilities.
2. Legal Rights of Victims.
3. Psychological Effect of criminal victimization and psychological impact of Assault.
4. Family violence, Abuse and victimization.

UNIT4. PSYCHOLOGY AND THE COURTS.

1. Consulting and Testifying.
2. Consulting with criminal courts.
3. Consulting with Civil Courts.
4. Treatment and Rehabilitation facilities.

REFERENCE:

1. Bartol, C.R. & Bartol, A.M. (2004). Introduction to Forensic Psychology. U.K. Sage Publications.
2. Barlow, H.D. (1987). Introduction to Criminology. Boston. Little, Brown and Company.
3. Howitt (2202). Forensic and Criminal Psychology. London: Prentice Hall.
4. Kumar,K. (1999). Identification of Disputed Documents, Finger Prints, and Ballistics. Lucknow. Eastern Book Company.

PERSPECTIVES IN EDUCATIONAL PSYCHOLOGY

PSY 3E 03

Optional

Credits: 4

PRE REQUISITES

For M. Sc Psychology students/M.Ed students/For other PG students who have either B.Ed or TTC

UNIT1: BEHAVIOURISTIC PERSPECTIVE

Skinner, Bloom, Gagne.

UNIT2: HUMANISTIC PERSPECTIVE.

Roggers, The notions of deschooling and the Education of the Oppressed.

UNIT 3: PERSPECTIVES FROM COGNITIVE PSYCHOLOGY

Piaget, Vygotsky, Bruner, Choamsky, Gardener – Constructivism.

UNIT 4: PSYCHOLOGY AND EDUCATIONAL REFORMATIONS

Major changes that have been implemented in the school education of Kerala –strengths and weaknesses – A vision for future.

REFERENCES

1. Snatrock, J.W (2001). Educational Psychology. New York: Mc Graw Hill.
2. Henson, K.T. & Ellet, B.F. (1999). Educational Psychology for Effective Teaching. Belmont, C.A.: Wadsworth.
3. Biehler, R.F. & Snowman, J. (1990). Psychology applied to Teaching. Boston: Houghyon Mifflin.
4. Reynolds, W.M. & Miller, G.E. (Ed. 2003) Handbook of Psychology. Vol. 7 New Jersey: John Wiley & Sons.

PSYCHOPATHOLOGY – II

(Disorders of Child Hood and Adolescence)

PSY 3E 04

Optional

Credits: 4

Pre-requisite: Graduate in Psychology/Sociology/Social work

Objectives:

- Knowledge about the development and clinical picture of various psychology disorder
- Familiarized the various concepts, assessment tools and classification techniques

Unit I: Mental Retardation

- Definition
- Level of Mental Retardation
- Epidemiology
- Etiology
- Prevention

Unit II: Learning Disorders

- Definition
- Types: Reading, Writing and Mathematics disorders

Unit III: Motor disorder & Communication Disorders

- Definition types
- Epidemiology
- Etiology

Unit IV: Pervasive Developmental disorders

- Definition

- Types: Autism, Asperger's, Rett's
- Epidemiology
- Etiology

Unit V: Attention Deficit Hyperactivity disorder

- Clinical features
- Epidemiology
- Etiology

Unit VI: Eating disorder

- Clinical Description
- Types: Anorexia nervosa ad bulimic nerves
- Etiology
- Treatment

Unit VII: Anxiety Disorder of childhood

- Clinical features
- Types: Separation Anxiety, Avoidant, disorder, over anxious disorder
- Etiology
- Treatment

Unit VIII: Gender Identity Disorders

- Definition and clinical picture
- Epidemiology
- Types – Transsexualism, Intersexual disorder, Turners syndrome, Klinefelters syndrome, Congenital virilizing, Adrenal Syperplasia, Pseudohermaphroditism, Androgen Insensitivity syndrome

Unit IX: Tic Disorders

- Clinical picture
- Types: Chronic motor, Vocal

Unit X: Speech Disorders

- Clinical features
- Types
- Etiology
- Treatment

References

1. Kaplan, I. H & Sadock, J. B., (2007) *Synopsis of Psychiatry, Behavioural Sciences/Clinical Psychiatry* London: Lippincott Williams & Wilkins
2. Sarason, L. G., & Sarason, B. R., (2002) *Abnormal Psychology: the problem of maladaptive Behaviors*. Singapore: Pearson Education
3. Sims, A (2003) *Symptoms in the Mind: An Introduction to Descriptive Psychopathology*. New York: Saunders.

HEALTH PSYCHOLOGY

PSY 3E 05

Optional

Credits: 4

UNIT 1. AN OVERVIEW OF PSYCHOLOGY AND HEALTH

- 1.1 Health-Mind-Body relationship.
- 1.2 Need for health psychology.
- 1.3 Viewpoints from History: Physiology, disease and Processes and the Mind.
- 1.4 Current Perspectives on Health and Illness.
- 1.5 Relating Health Psychology in Other Fields.
- 1.6 Careers and Training in Health Psychology.

UNIT 2. BIO-PSYCHO-SOCIAL FACTORS IN ILLNESS

- 2.1 Nutrition and Behaviour.
- 2.2 Life Styles and Risk Factors.
- 2.3 Bio psychosocial Factors of Stress and Illness
- 2.4 Psycho-Physiological Disorders.
- 2.5 Psycho-Neuro Immunology:-AIDS, Cancer, Arthritis.

UNIT 3. PAIN & DISCOMFORT

- 3.1 The nature and symptoms of pain
- 3.2 Theories of pain
- 3.3 Biopsychosocial aspects of pain.
- 3.4 Assessing People's Pain.
- 3.5 Managing and controlling clinical pain.

UNIT 4. CHRONIC AND LIFE THREATENING HEALTH PROBLEMS.

- 1.1 Adjusting to chronic illness.
- 1.2 Impact of different chronic conditions.
- 1.3 Psychosocial interventions-Psycho education-relaxation – Biofeed back – Cognitive approaches – Preventive counseling.

REFERENCES:

1. Sarafino, E.P. (1998). Health psychology. New York: John Wiley and Sons.
2. Taylor, S.E. (1998). Health Psychology., New York: Mac. Graw Hills Inc.
3. Gibson, H.B. (2000). Psychology-Pain and anesthesia. London: Sage
4. Browne, A. and Lbwelyn, S. (1999). Health psychology: Process and application. New York: Chapman and Hall.
5. Singh, R. (2005). Health Psychology. New Delhi: global vision Publishing House.

TRAINING METHODOLOGIES

PSY 3E 06

Optional

Credits: 4

Pre requisite: - Any post graduate student of Calicut University Campus from M. Sc Applied Psychology, M. Sc Psychology, MSW, M. Sc HRM or MBA

Objectives:

- To develop skills in TNA, Developing training modules, as per the need of the hour
- To develop tailor made training package
- To develop skill in facing challenges in training

I. **Training: Content, Aim and Dynamics**

Concept of training

Designing objectives and strategy (Expectations – Ground rules)

Adult learning – skills of learning – learning styles sociogram. Interpersonal skills. T groups – Human Relations training - Training process. Research in training

II. **Factors influencing choice of training methods:**

Preference and Barriers in culture, preparations, trainees need training. TNA, Duration, Status, Group, climate, Training Modules, Trainer and Training Styles. Proposal preparation

III. **Participatory Training Methods:**

Brain storming, Individual and Group assignments, Demonstrations, and lab training, placements and field trips, facilitations and Monitory. Drama based training. Role, Play, games & stimulations. Interactive lecture-Experiential learning, presentation, exercises, Group discussions and focus group discussion, Case study field- story – conversation – case analysis.

IV. **Programmed Learning.** Assessing Effectiveness of training Designing training challenges in training – silent group , moving too fast or slow, talkative participant

Parallel interaction & side tracking conflict programme- testing and evaluation – observation and feedback analysis follow up training

Course evaluation – pre training and post training

Post training support

References

1. International labor office, Geneva (1992). *An Introductory Course in Teaching and Training Methods for Management Development*. Geneva: Sterling Publishers
2. Latift. A (1980) *Training for management*. New Delhi: Sterling Publishers
3. Lynton, R. P and Pareek, U (2011) *Training for Development* New Delhi: Vistaar Publishers.
4. Rac, L. (1985) *The Skills Of Human Relations Training*. Cambridge: Gowe Pubshliing Com. Ltd
5. Smith, H. C (1980) *Sensitivity Training*. New York: Mc Graw Hill Book Company.
6. Karen, L (1998). *The trainer's handbook*, USA: Jossey-Bass
7. Phil, R & Steve, M (20014) *500 Computing Tip For Trainers*. New Delhi: Crest publishing town

COGNITIVE DEVELOPMENT: INFANCY THROUGH CHILDHOOD

PSY 3E 07

Optional

Credits: 4

Course description: This course looks at the cognitive development of infant and child.

Pre-requisite: Introductory understanding of cognitive development will be beneficial

Unit 1: Infancy

Paradigms used: Habituation paradigm, Visual preference paradigm, Eye tracking, ERP

Sensory abilities: Basic sensory abilities of infants.

Visual perception: Pattern and face perception, Perceptual constancies and depth perception (Visual cliff), Knowledge of objects (Object permanence, Object Coherence, Object identity)

Attentional development: Phases of visual attention (Alertness, Disengagement and Sustained, voluntary attention)

Infant memory: Immediate retention, Recognition and Recall (Deferred imitation)

Infant categorization ability

Acquiring language: Nativist perspective (Critical period, encapsulation, Poverty of the stimulus argument), Learning perspective; Phonological (Perception and production of speech), lexical (Word type learned first and constrains in learning), syntactic and pragmatic development

Unit 2: Early Childhood

Perceptual development (Holistic and Analytical processing), Face recognition, Object recognition

Understanding symbolic representation (Dual representation)

Development of attention span, Inattention (quite and active)

Executive functioning: Inhibition (Prepotent response and attentional inertia)

Memory development: Memory capacity, Meta cognition (Rehearsal failure: Mediation, Production and Utilization deficiency), Memory for events (Scripts), Autobiographical memory Categorization ability, Principles of counting in early childhood (The One-One principle, The Stable-Order principle, The Cardinal principle, The Abstraction principle, The Order Irrelevance principle)

Inductive and Deductive reasoning, Reasoning about number

Unit 3: Middle Childhood

Perceptual development (Global and Local processing), Face recognition, Object recognition

Selective attention and inhibitory control in middle childhood

Memory: Rehearsal, Event and autobiographical memory

Class inclusion, Reasoning and decision making ability

Learning to read, write and math

Adolescence and continuing cognitive development

Unit 4: Some key topics

Television and children

Children and eye witness testimonials

Individual differences in cognition (Cognitive style, Achievement motivation)

Reference:

1. Galotti, K. M. (2011). *Cognitive Development: Infancy through adolescence*. New Delhi: Sage.
2. Goswami, U. (Eds.). (2011). *The Wiley-Blackwell handbook of childhood cognitive development 2nd edition*. UK: Wiley-Blackwell.

INTRODUCTION TO CLASSICAL PSYCHOANALYSIS

PSY 3E 08

Optional

Credits: 4

Pre-requisite:

- a) For M. Sc Psychology students.
- b) For other students who have a serious interest in psychoanalysis (which will be ascertained by personal interview)

UNIT 1: Introduction: Biography of Freud – Psychoanalysis as a theory, treatment and a method of research Psychoanalysis as a school of Psychology.

UNIT 2: Basis Concepts: Id, ego, super ego, unconscious, life and death instincts, defense mechanisms.

UNIT 3: Dreams: The method of dream interpretation-Manifest and Latent content, dream-thoughts-Censorship symbolism-The dream work-Material and sources of dreams- typical dreams-the psychology of dread,-processes.

UNIT 4: Sexuality: Psycho-sexual stages-characteristics of infantile sexuality-sexual theories of children sexual perversions- sexual instinct in neurotics.

Reference:

Freud: Vol: 1,2,4 &7 of the Penguin Freud Libran.

COGNITIVE PSYCHOLOGY 1

PSY 1C 01

Core paper

Four Credits

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, Generalisation, 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 Gange
- Cognitive theorists: Kohler, Tolman and Bandura
- Comparing cognitive and behaviourist approaches

Reference

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

PERSONALITY AND PERSONAL GROWTH

PSY 1C 02

Core paper

Four Credits

Unit I: Personality: Concepts and Definitions

➤ Approaches to personality

- Functionalistic Vs Differential
- Specific Vs Generalized
- Personal Vs Impersonal
- Unique Vs common
- Idiographic Vs Nomothetic
- Types: Hippocrates, Sheldon, Kretchmer, Friedman, Murray
- Traits: Allport, Eysenck, Cattall
- Big Five factor
- Psychological elements in Buddhism, Zen, Sufism, Yoga, Bhagavat Gita

Unit II: Psychoanalytic Perspectives on Personality

- Classical psychoanalytic theory of Sigmund Freud
- Analytic theory of Carl Jung
- Social Psychological Theories: Alfred Adler, Eric Fromm, Karen Horney, Harry Stack Sullivan
- Psycho social theory of development – Eric Erikson
- Ego Psychology- Anna Freud
- Object relations theories: Margaret Mabler, Heinz Kohut, Melanie Klein, Winnicott.
- Attachment theory: Bowlby
- European tradition in psychoanalysis: Jacques Lacan

Unit III: Behaviouristic and Cognitive Perspectives

- Behaviorist aspects of personality: skinner, Dollard and Miller
- Social cognitive learning – Albert Bandura

- Personal construct – George Kelly
- Locus of Control-Julian Rotter

Unit IV: Humanistic and Existential Perspectives

- Humanistic theories: Carl Rogers, Abraham Maslow
- Existential perspectives : Victor Frankl, Rollo May
- Ideas of personal growth in Personality Theories
 - Enlightenment and self-realization in the Indian tradition
 - Individuation-Jung
 - Self actualization-Maslow
 - Fully functioning individual-Rogers
 - Psychosynthesis-Assagioli
 - Holistic Psychology
- Personality personal growth

References:

1. Hall & Lindsey (1998) *Theories of Personality*. New York: John Wiley.
2. James, F (2002) *Personality and Personal Growth*. New York: Prentice Hall
3. Mischel, N. (1999) *Introduction to Personality*. New York: John Wiley
4. Pervin, A. L. (2006) *Handbook of Personality* New York: John Wiley.
5. Pervin, A. L. (2010) *Personality: Theory and Research*. New York: John Wiley

APPLIED PSYCHOLOGY - I

PSY 1C 03

Core paper

Four Credits

UNIT 1 - Introduction

- What is Applied Psychology?
- Research and Applied Psychology
- Regulation and standards of conduct
- Emerging Areas of Applied Psychology

UNIT II – Clinical Psychology

- Clinical Psychology and Mental Health problems
- Common Mental Health problems and their treatment
- Causes of Mental Health problems
- Training and Development

UNIT III – Organization/Occupational psychology

- Occupational Psychology in Practice- the individual
- Occupational Psychology in Practice – The Group
- Cognition in the work place
- Social and Development Psychology in work and organization

UNIT IV – Educational Psychology

- Educational Psychology , History and Overview
- Problems and interventions
- Research on cognitive, Biological factors, Developmental and social factors
- Professional issues

REFERENCES

1. Davey, G. (2011) *Applied Psychology*. UK: BPS Blackwell
2. Rawen, B and Harton (2003) *Applied Psychology*. London: Sage Publications
3. Weiten, W & Lloyd, A. M (2007) *Psychology Applied to Modern Life*. USA: Thomason and Woodworth

APPLIED PSYCHOLOGY - II

PSY 1C 04

Core paper

Four Credits

UNIT I - Forensic Psychology

- Introduction: working with organizations and offenders
- Working with child and adult victims
- Eye witnesses
- Violence Assessment and Intervention
- Training in Forensic Psychology

UNIT II – Health Psychology

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

UNIT III – Sports and Exercise Psychology

- The Nature of Sport and Exercise Psychology
- Psychological Skills Intervention in Sports and Exercise
- Understanding, Biological, Social, Developmental, Personality and Cognitive factors
- Professional structure and Applied case study

UNIT IV – Other Major Applied Areas

- Counselling- Introduction, objective, Goals and Training
- Personnel Psychology – Introduction, Role Professional Development, Training and Practice
- Medical Psychology – Introduction, Goals, Training and Practice – Trends and Issues
- Military Psychology : Trends, Training and Practice
- Community Psychology – Introduction, Goals, Practice and Issues

References

1. Davey, G. (2011) *Applied Psychology*. UK: BPS Blackwell
2. Rawen, B and Harton (2003) *Applied Psychology: Current Issues And New Directions*. Boston: Sage Publishers.
3. Weiten, W & Lloyd, A. M (2007) *Psychology Applied to Modern Life*. USA: Thomason and Woodworth

PRACTICAL – I
(Lab Experiments)

PSY 1C 05

Core paper

Two Credits

Psychophysical Experiments

1. Method of Limits in Absolute Threshold – Two point Threshold
2. Method of Limits in Differential Threshold – Length of Lines
3. Method of Constant Stimuli for Differential Threshold – Weight Discrimination
4. Method of Average error – Brightness Discrimination
5. Maze Learning

Psychometric Tests

I. Intelligences Tests

6. APM - Advanced Progressive Matrices
7. MISIC – Malin’s Intelligence Scale for Indian Children
8. WAPIS/WAIS
9. Binnet Kamath Intelligence Tests

II. Creativity

10. Wallach & Kogan Tests for creative Thinking Abilities – An Indian Adaption

III. Cognitive Test

11. Problem solving
12. EFT – The Embedded Figures Tests
13. Draw a man

IV. Physical Activity Measurements & Dexterity

14. Finger Dexterity
15. Tweezer Dexterity
16. Manual Dexterity
17. Fatigue in Mental Work
18. Fatigue in Physical Work

V. Research Designs:

19. Randomized group Design – Bilateral Transfer
20. Randomized Block Design – Masses v/s spaced practice
21. Factorial Design – Reaction time

VI. *Personality, Development Related*

22. Locus of Control
23. PGI Memory Scale
24. Developmental assessment Scale
25. Biofeed Back
26. Emotional Maturity Scale
27. Social Maturity Scale

VII. *Bio feedback Training*

28. Brain waves – Alpha Generator
29. Galvanic Skin Responses