

POST-GRADUATE DEPARTMENT OF PSYCHOLOGY

UNIVERSITY OF JAMMU

FIRST SEMESTER

DETAILED SYLLABUS

COURSE NO: PSY 400

TITLE: EXPERIMENTAL PSYCHOLOGY

CREDITS: 4

Duration of Examination: 2 Hours 30 Minutes

MAXIMUM MARKS: 100

- a) Semester Examination: 80
- b) Sessional Assessment : 20

Syllabus for the examinations to be held in December 2011, December 2012 and December 2013.

***Eligibility to appear in exam: 75% Attendance in all papers.**

COURSE OBJECTIVES

The course is designed to provide an in depth and critical study of experimental psychology. It includes various issues & theoretical framework of learning, motivation, emotion and intelligence in humans as well as non-humans.

Course Topics

Unit-I

1.1 Classical Conditioning:

Pavlov's Conditioning Experiments, Principles of Classical Conditioning: Higher Order Conditioning, Applications of Classical Conditioning.

1.2 Operant Conditioning:

B.F. Skinner's Operant Conditioning Experiment, Principles of Operant Conditioning, Types of Reinforcement, Schedules of Reinforcement, Applications of Operant Conditioning, Comparing Classical and Operant Conditioning.

1.3 Cognitive Learning:

Tolman's Sign Gestalt Theory of Learning, Latent, Learning and Cognitive maps, Neuro-physiology of Learning.

Unit – II

2.1 Motivation:

Meaning of Motivation: Knowledge, Competence & Motivation, Determinism vs Free will and Free Act. Sources of Motivation: Internal & Environmental, Interaction between Internal & Environmental Sources. Motivation sequences.

2.2 Theories of Motivation:

Instinct Approach, Drive Reduction Approach, Incentive Approach, Arousal & Maslow's Need Hierarchy Approach, McClelland's Achievement Motivation Theory, Murray's Need for Achievement Theory.

2.3 Social Motives:

Achievement, Affiliation, Power, Other Motives: Exploration, Curiosity, Manipulation & Contact Aggression.

Unit – III

3.1 Emotion:

Concept of Emotions, Physiology of Emotions. Expression of Emotions: Verbal & Non-Verbal.

3.2 Emotion & Cognition:

James-Lange Theory, Cannon-Bard Theory, Schachter's Cognitive Theory of Emotions, The Facial Feedback Hypothesis, A contemporary model of Emotion.

3.3 Gender and Emotion, Culture and Emotion, Culture and the Facial Expression of Emotions.

Unit – IV

4.1 Intelligence:

Concept, Determinants of Intelligence: Heredity and Environment, Brief history of Intelligence Testing. Types of Intelligence Tests.

4.2 Theories of Intelligence:

Spearman, Thurston, Guilford, Cattell, Sternberg's Theories.

4.3 Extremes of Intelligence

Extremes of Intelligence: Mental Retardation, Giftedness. Mental Abilities and Human Diversity: Gender and Mental Abilities, Academic Performance and Culture.

TEXT BOOKS RECOMMENDED:

Cicarelli, S.K., Meyer, G.E. (2007). Psychology (1st edition). New Delhi: Pearson Publishers.

Coon, D. & Mitterer, J.O. (2007). *Introduction to Psychology* (11TH Edition). New Delhi: Thomson Wadsworth Publishers.

FURTHER SUGGESTED READINGS

Baron, R.A. (2003). Psychology (5th edition), Pearson Education, Delhi.

Best, J.B.(1998). Cognitive Psychology. Wadsworth.

D'Amato, M.R. (1970). *Experimental Psychology: Methodology of Psychophysics and Learning*. New Delhi: Tata McGraw-Hill.

Deckers, L. (2001). *Motivation: Biological, Psychological and environmental* .Allyn & Bacon.

Driscoll, M.P. (1994). *Psychology of Learning for Instruction*. Allyn & Bacon.

Feldman, R. S. (2000). *Understanding Psychology (4th edition)*. New Delhi: Tata McGraw Hill.

Hilgard, E.R., Atkinson., RL & Atkinson R.C. (1996). Introduction to psychology (7th edition). Harcourt Brace Jovanovich, Inc, New York.

Jahnke, J. C. and Nowaczyk, R. H. (1998). *Cognition*. New Jersey: Prentice Hall.

Morgan, C.T., King, R.A., Weisz, J.R. & Schopler, J. (1986). Introduction to psychology (7th edition), McGraw-Hill book company. New Delhi.

Morris, C.G., Maisto, A.A. (1999) Psychology: An Introduction (10th edition) Prentice Hall, New Jersey.

NET SURFING REQUIRED:

Students are highly encouraged to find out the relevant material through NET surfing.

NOTE FOR PAPER SETTING:

The question paper will contain two questions from each unit (total eight questions) and the candidates will be required to answer one question from each unit (total questions to be attempted will be four). Each question will carry 20 marks. The total weightage will be 20x4=80.

COURSE NO: PSY 401

TITLE: HISTORICAL ISSUES AND SYSTEMS OF PSYCHOLOGY

CREDITS: 4

Duration of Examination: 2 Hours 30 Minutes

MAXIMUM MARKS: 100

- a) Semester Examination: 80
- b) Sessional Assessment : 20

Syllabus for the examinations to be held in December 2011; December 2012; and December 2013.

***Eligibility to appear in exam: 75% Attendance in all papers.**

COURSE OBJECTIVES

The focus of this paper is on intellectual traditions that contributed to the formal founding of psychology as an independent discipline. It outlines the major systems of psychology with an emphasis on the basic and applied contributions of each school.

COURSE TOPICS

UNIT-1

1.1 Historical Issues:

History of psychology, Problems in Historiography, Psychology as a Science, Determinism, Indeterminism, & Non –Determinism.

1.2 Philosophical Issues:

Concept of Epistemology. Methods to Know truth: Authority, Empiricism, Rationalism, Aestheticism, Pragmatism. Causality: Free Will & Determinism, Mind-Body Dualism.

1.3 Early Developments in Physiology:

George Elias Muller, Herman von Helmholtz, Edward Hering. The Rise of Experimental Psychology: Weber, Fechner.

UNIT-II

2.1 Structuralism:

Wilhelm Wundt & Titchner's Contribution to Structuralism.

2.2 Functionalism:

Characteristics of Functionalism. Contribution of William James to Functionalism. Chicago School: John Devey, J.R. Angell & H.A. Carr.

2.3 Behaviorism:

Formal Founding of American Behaviorism: J.B. Watson, Tolman and Skinner's Contributions to Psychology.

UNIT-III

3.1 Psychoanalysis:

Contribution of Freud: Structure of mind, Psycho-sexual stages of development, Defense mechanisms. Critical overview

3.2 Contributions of Alfred Adler, Carl Gustav Jung, and Karen Horney.

3.3 Gestalt Psychology:

Fundamentals of Gestalt psychology. Contribution of Max Wertheimer, Kurt Koffka, and Kohler.

UNIT-IV

4.1 Existential Psychology:

Soren Aabey Kierkegaard, Martin Heidegger.

4.2 Humanistic Psychology (Third Force):

Contributions of Abraham Maslow and Carl Rogers.

4.3 The Future of Psychology:

Employment Opportunities for Psychologists, The Diversity of Psychology Clients.

TEXT BOOKS RECOMMENDED

Goodwin, C. (2008). *A History of Modern Psychology* (3rd Edition), John Wiley and Sons, New Jersey.

Hergenhahn, B.R. (2001). *Introduction to History of Psychology*. New Delhi: Thomson Wadsworth.

Schultz, D.P. & Schultz, S.E. (2000). *A History of Modern Psychology* (7th edition). Harcourt College Publishers, New York.

FURTHER SUGGESTED READINGS

Brennan, J.F. (2003). *History and Systems of Psychology* (6th edition). Pearson Education, New Delhi.

Smith, N.W. (2001). *Current Systems in Psychology*. Wadsworth.

Viney, W. and King, D.B. (1998). *A History of Psychology: Ideas and Context*. Boston: Allyn & Bacon.

Wolman, B.B. (1979). *Contemporary Theories and Systems in Psychology*. Freeman Book Co.

NET SURFING REQUIRED:

Students are highly encouraged to find out the relevant material through NET surfing.

NOTE FOR PAPER SETTING:

The question paper will contain two questions from each unit (total eight questions) and the candidates will be required to answer one question from each unit (total questions to be attempted will be four). Each question will carry 20 marks. The total weightage will be $20 \times 4 = 80$.

COURSE NO: PSY 402

TITLE: RESEARCH METHODS IN PSYCHOLOGY-I

CREDITS: 4

Duration of Examination: 2 Hours 30 Minutes

MAXIMUM MARKS: 100

- a) Semester Examination: 80
- b) Sessional Assessment : 20

Syllabus for the examinations to be held in December 2011; December 2012; and December 2013.

***Eligibility to appear in exam: 75% Attendance in all papers.**

COURSE OBJECTIVES

The course is designed to provide an understanding of research methodology. It includes operationalization of psychological research, research problem, survey of related literature, hypothesis, sampling, methods of data collections and report writing.

Course Topics

Unit-I

1.1 Research:

Concept, Characteristics of Research, Need of Research for Theory Testing and Theory Building.

1.2 Research Problem:

Sources of Research Problem, Criteria for Selecting Research Problem, Formulation of the Research Problem.

1.3 Survey of Related Literature:

Importance, Sources of Selecting Related Literature, Websites for Psychological Literature Survey.

Unit – II

2.1 Hypothesis:

Concept, Characteristics, Importance, Types and Formulation of Hypothesis.

2.2 Sampling:

Concept of Sampling, Sampling Terminology: Universe, Population, Parameters/Mean, Small Sample, Large Sample. Difference Between Probability Sampling and Non-Probability Sampling. Types of Probability Sampling: Advantages and Limitations.

2.3 Non-Probability Sampling:

Types, Characteristics, Advantages and Limitations, Conditions for using Probability and Non-Probability Sampling.

Unit – III

3.1 Psychological Scales;

Characteristics of Psychological Scales & Tests; Attitude Scale: Characteristics, Importance, Types of Attitude Scales such as Likert Scale, Guttman Scale, Thurston's Scale. Inventory, Battery and Checklist.

3.2 Questionnaire:

Characteristics, Importance and Limitations of Questionnaire, Preparation of Questionnaire.

3.3 Methods of Psychological Research:

Experimental Studies, Field Studies, Ex-Post-Facto Research, Cross -Cultural Studies: Characteristics, Advantages and Limitations.

Unit – IV

4.1 Quasi-Experimental Research:

Characteristics, Need For Quasi Experimental Research, Single Case Research Design (N=1), Time Series Design.

4.2 Writing Research Report:

Steps of Writing Report (American Psychological Association/APA Format).

4.3 Research Proposal/Synopsis:

Importance, Steps of Writing Synopsis, Preparing Major and Minor Research Projects, Budgeting, Time and Man Power Planning.

TEXT BOOKS RECOMMENDED

Anastasi, A. (1988). *Psychological Testing*. 7/e. New Delhi: Pearson Education Publishing Co.

Bell, P., Staines, P., & Mitchell, J. (2001). *Evaluating, Doing and Writing Research in Psychology*. Sage Publication, New Delhi.

Kerlinger, F.N. (1983). *Foundations of Behavioural Research*. New Delhi: Surjeet Publication.

McBurney, D.H. (2001). *Research Methods*. 5/e. New York: Thomson Wadsworth.

FURTHER SUGGESTED READINGS

Bell, P., Staines, P. & Mitchell, J (2001), *Evaluating, Doing and writing Research in Psychology*.

Bernard, H.R. (2000). *Social Research Methods: Qualitative and Quantitative Approaches*. Sage Publications.

Breakwell, G.M., Hammond, S. and Fife, S.C. (2000). *Research Methods in Psychology*. New Delhi: Sage.

Christenson, L.B. (2001). *Experimental Methodology*. 8/e. Boston: Allyn and Bacon.

Cozy, P.C. (1997). *Methods in Behavioural Research*. 6/e. Mountain View, California: Mayfield Publishing Co.

Freeman, F.S. (1962). *Theory and Practice of Psychological Testing*. New Delhi: Oxford IBH.

Kothari, C.R. (1985). *Research Methodology: Methods and Techniques*. New Delhi: Wiley Eastern Limited.

Miller, D.C. (1991). *Handbook of Research Design and Social Measurement*. 5/e. New Delhi: Sage Publications.

Nachmias, D. and Nachmias, C. (1981). *Research Methods in the Social Sciences*. 2/e. New York: St. Martin's Press.

NET SURFING REQUIRED:

Students are highly encouraged to find out the relevant material through NET surfing.

NOTE FOR PAPER SETTING:

The question paper will contain two questions from each unit (total eight questions) and

the candidates will be required to answer one question from each unit (total questions to be attempted will be four). Each question will carry 20 marks. The total weightage will be $20 \times 4 = 80$.

COURSE NO: PSY 403

TITLE: STATISTICAL FOUNDATIONS OF PSYCHOLOGICAL RESEARCH

CREDITS: 4

Duration of Examination: 2 Hours 30 Minutes

MAXIMUM MARKS: 100

- a) Semester Examination: 80
- b) Sessional Assessment : 20

Syllabus for the examinations to be held in December 2011; December 2012; and December 2013.

(Non-programmable electronic calculators may be used in the Examination Hall.)

***Eligibility to appear in exam: 75% Attendance in all papers.**

COURSE OBJECTIVES

This course is designed to make students familiar with the concepts and methods used in statistical analysis of test scores, types of variables encountered in psychological research and how data are presented. Students are also learning the application of knowledge in tabulating test scores, interpreting test scores, generalizing findings and predicting certain events in new situations.

COURSE TOPICS

UNIT- 1

- 1.1 Levels of Measurement: Nominal, Ordinal, Interval, and Ratio.
- 1.2 The Characteristics of the Normal Distribution Curve
- 1.3 Applications of Normal Distribution Curve:
 - 1) Determination of the percent of cases/no. of scores falling within given limits
 - 2) Determination of the Limits, which include given percent of cases.
 - 3) Determination of Raw Scores from the given percent of cases.
 - 4) To Compare the Distribution in terms of overlapping.

UNIT- II

- 2.1 Correlation: Concept, Assumptions and Computations. Product Moment Methods.
- 2.2 Biserial Correlation: Concept, Computation.
- 2.3 Point Biserial Correlation: Concept, Computation.

UNIT- III

- 3.1 Concept of Levels of Significance: Estimating Confidence Limits of Mean (large samples and small samples)
- 3.2 Significances of Differences between the Means for Independent Samples (small and large samples)
- 3.3 Analysis of Variance: Concept, Computation of One-Way Analysis of Variance.

UNIT- IV

- 4.1 Computation of chi- square test for hypothesis testing;
 - a) Testing Deviation of the observed frequencies from the expected frequencies against Equal Probability Hypothesis.
 - b) Normal Distribution Hypothesis
 - c) 2 x 2 contingency table
- 4.2 Non-Parametric Tests: Concepts and Computations. The Mann- Whitney U test.
- 4.3 Kruskal-Wallis One-Way Analysis of Variance: Concept & Computation.

TEXT BOOKS RECOMMENDED

Garrett, H.E. (1966). *Statistics in Psychology and Education*. New York: David Mckay Co.

Aron & Aron (2007). *Statistics in Psychology* (4th edition). New Delhi: Pearson Education Publishers.

Thompson, B. (2006). *Foundation of Behavioral Statistics: An Insight based approach*. The Guilford Publication Inc. New York.

FURTHER SUGGESTED READINGS

Aron, A., Aron, E.N. & Coups, E.J. (2007). *Statistics for Psychology*. 4th edition. Pearson Education, New Delhi.

Babbie, E, Halley, F. and Zaino, J. (2000). *Adventures in Social Research: Data Analysis using SPSS for Windows 95/98*. New York: Pine Forge Press.

Ferguson, G.A. (1981). *Statistical Analysis in Psychology and Education*. 5/e. New York: McGraw Hill.

Howell, D.C. (1999). *Statistical Methods for Psychology*. 5/e. New York: Duxbuy Thomson Publishing Co.

Minium, E.W., King, B.M., and Bear, G. (1993). *Statistical Reasoning in Psychology and Education*. New York: John Wiley and Sons.

Nunnally, J.C. (1975). *Introduction to Statistics for Psychology and Education*. New York: McGraw Hill.

Siegel, S. (1965). *Non-Parametric Statistics*. New York: McGraw Hill.

Verma, L.K. and Sharma, N.K. (2000). *Advanced Statistics in Education and Psychology*. Jalundhar: Narendra Publishing House.

Winer, B.J. (1971). *Statistical Principles in Experimental Design*. 2/e. New York: McGraw Hill.

NET SURFING REQUIRED:

Students are highly encouraged to find out the relevant material through NET surfing.

NOTE FOR PAPER SETTING:

The question paper will contain two questions from each unit (total eight questions) and the candidates will be required to answer one question from each unit (total questions to be attempted will be four). Each question will carry 20 marks. The total weightage will be $20 \times 4 = 80$.

COURSE NO: PSY 425

TITLE: PSYCHOLOGY PRACTICUM-I

CREDITS: 4

Duration of Examination: ONE DAY: Three Hours.

There will be One External Examiner and One Internal Examiner.

MAXIMUM MARKS: 100

DISTRIBUTION OF MARKS (Internal Exam):

(a)	Conduction	:	25 marks
(b)	Viva-Voce examination	:	25 marks
	<i>Total</i>	:	<i>50 marks</i>

DISTRIBUTION OF MARKS (External Exam.):

(c)	Conduction	:	20 marks
(d)	Viva-Voce examination	:	30 marks

Total : 50 marks

Syllabus for the Practical Examinations to be held in December 2011; December 2012 and December 2013.

***Eligibility to appear in exam: 75% Attendance.**

COURSE OBJECTIVES

This course is designed to provide students an understanding of important concepts involved in psychology and to enhance their ability to apply this knowledge to test various concepts in Laboratory conditions.

At least 6 practical out of the following list have to be conducted during the semester.

- 1) Psychophysics (Weights)
- 2) Hand Withdrawal Conditioning
- 3) Two hand Coordination
- 4) Zeigarnik effect
- 5) Emotions related
- 6) MPI
- 7) Verbal/Non-Verbal Intelligence Test
- 8) Achievement Motivation test
- 9) Competency Scale
- 10) Emotional Intelligence Scale
- 11) Adjustment Scale

NOTE: Students should be familiar with the working of the following apparatus:

- a) Bright Discrimination Apparatus
- b) Two Hand Co-Ordination Apparatus
- c) Hand Withdrawal Conditioning Apparatus
- d) Digital Memory Apparatus.

NET SURFING REQUIRED:

Students are highly encouraged to find out the relevant material through NET surfing.

POST-GRADUATE DEPARTMENT OF PSYCHOLOGY

UNIVERSITY OF JAMMU

SECOND SEMESTER

DETAILED SYLLABUS

COURSE NO: PSY 450

TITLE: PSYCHOLOGY OF PERSONALITY

CREDITS: 4

Duration of Examination: 2 Hours 30 Minutes

MAXIMUM MARKS: 100

c) Semester Examination: 80

d) Sessional Assessment : 20

Syllabus for the examinations to be held in May 2011, May 2012 and May 2013.

***Eligibility to appear in exam: 75% Attendance in all papers.**

COURSE OBJECTIVES

This course is designed to help students to understand the diverse psychological strategies to analyze personality. The paper includes different theoretical frameworks to understand the personality.

COURSE TOPICS

Unit-I

1.1 Personality:

Definition, Structure, Process.

Growth and Development of Personality: Genetic Determinants, Environmental Determinants. Relation between Genetic and Environmental Determinants.

1.2 General Approaches to Research:

Case Studies and Clinical Research, Laboratory Studies and Experimental Research, Personality Questionnaire and Co-Relational Research.

1.3 Important Issues in Personality Theories:

Philosophical Views of Person, Internal and External Determinants of Personality, Consistency Across Situations and Over Time, the Unity of Behavior and the Concept of Self, Varying States of Awareness and the Concepts of Unconscious, Relationship Among Cognition, Affect and Overt Behavior, The Influence of the Past, Present and Future Behavior.

Unit-II

2.1 Freud's Psychoanalytic Theory of Personality:

Structure, Process, Growth & Development of Personality.

Assessment of Personality: Projective Techniques: The Rorschach Ink-blot Test, Thematic Apperception Test, Illustrative Research, Use & Evaluation.

2.2 Neo-psychoanalytic Approach:

Alfred Adler's Theory of Personality: Inferiority and Superiority Complex, Striving for Superiority, The Style of Life, Social interest, Birth Order, Assessment in Adler's Theory.

2.3 Carl Jung's Theory of Personality: Psychic Energy; Opposites, Equivalence, and Entropy. The System of Personality, The Development of Personality, Assessment in Jung's Theory.

Karen Horney's Theory of Personality: The Childhood Need for Safety. Basic Anxiety: The Foundations of Neurosis, Neurotic Needs and Trends, The Idealized Self-Image, Assessment in Horney's Theory.

Unit-III

3.1 Gordon W. Allport's Theory of Personality:

The Nature of Personality, Traits, Stages of Development of Personality, Assessment of Personality.

3.2 H.J. Eysenck's Theory of Personality:

The Dimensions of Personality, Extraversion, Neuroticism, Psychoticism, The Primary Role Heredity, Assessment of Personality.

3.3 Cattell's Theory of Personality: Classification of Traits, Ergs and Sentiments, Attitudes, Subsidiation, The Self-Sentiment, The Influences of Heredity and Environment, Stages of Personality Development, Assessment of Personality.

Unit-IV

4.1 Carl Roger's Theory of Personality: The Self and the Tendency Toward Actualization, The Experimental World, Development of the Self, Conditions of Worth, Incongruence, Characteristics of Fully Functioning Persons, Assessment of Personality.

4.2 George A. Kelley: Theory of Personality: Types of Corollaries, Explanations of Corollaries, Assessment of Personality.

4.3 Bandura's Social Learning Theory of Personality: Modeling, The Processes of Observational Learning, Self-Reinforcement and Self-Efficacy, Developmental Stages of Modeling and Self-Efficacy, Behavior Modification, Assessment in Bandura's Theory.

TEXT BOOKS RECOMMENDED

Engler, B. (2006). *Personality Theories*. New York : Houghton Mifflin Company.

Schultz, D.P. & Schultz, S. E.(2007), *Theories of Personality*(8TH edition). New Delhi: Thomson Wadsworth.

FURTHER SUGGESTED READINGS

Fadiman, J. and Frager, R. (1994). *Personality and Personal Growth*. New York: Harper Collins.

Furnham, A. and Patrick, H. (1999). *Personality and Social Behavior*. New York: Arnold Publishers.

Hall, ,Lindzey, , and Campbell, .(1998). *Theories of Personality*. New York: John Wiley and Sons.

Pervin, L.A. and Oliver, P.J. (2001). *Personality: Theory and Research*. New York: John Wiley and Sons.

Ryckman, R.M. (2000). *Theories of Personality*. Belmont: Wadsworth.

NET SURFING REQUIRED:

Students are highly encouraged to find out the relevant material through NET surfing.

NOTE FOR PAPER SETTING:

The question paper will contain two questions from each unit (total eight questions) and the candidates will be required to answer one question from each unit (total questions to be attempted will be four). Each question will carry 20 marks. The total weightage will be 20x4=80.

COURSE NO: PSY 451

TITLE: PHYSIOLOGICAL PSYCHOLOGY

CREDITS: 4

Duration of Examination: 2 Hours 30 Minutes

MAXIMUM MARKS: 100

- a) Semester Examination: 80
- b) Sessional Assessment : 20

Syllabus for the examinations to be held in May 2011, May 2012

and May 2013.

***Eligibility to appear in exam: 75% Attendance in all papers.**

COURSE OBJECTIVES

This course is designed to provide knowledge as to how behavior is controlled by physiological processes. This paper includes the study of neurons, neural communication, nervous system, sensory systems, mechanisms of sleep, waking, emotions and aggression,. Paper also includes the human sexual behavior.

COURSE TOPICS

Unit-I

- 1.1 Biological Roots of Physiological Psychology. Structure and Functions of Cells of the Nervous System: Neurons. Structure of Supporting Cells: Glial Cells, Schwann Cells.
- 1.2 Neural Communication:
The Membrane Potential. The Action Potential, Conduction of Action Potential. Synaptic transmission: Structure of Synapse, Release of Transmitter Substances. Activation of Receptors, Postsynaptic Potential.
- 1.3 Nervous System:
Principal Structures and Functions: Central Nervous System, Peripheral Nervous System and Autonomic Nervous System.

Unit-II

- 2.1 Neurotransmitters:
Acetylcholine, The Monoamines, Amino Acids. Visual System: The Stimulus and Anatomy.
- 2.2 Auditory System:
The Stimulus and Anatomy, Auditory Hair Cells & the Transduction of the Auditory Information, Auditory Pathway. Behavioral Functions of Auditory System.
- 2.3 Vestibular System:
The Vestibular Apparatus, The Receptor Cells & Vestibular Pathway. Somatosenses: The Stimuli, Anatomy of the Skin and Its Receptive Organs, Detection of Cutaneous stimulation.

Unit-III

3.1 Sleep:

Stages of Sleep, Functions of Sleep, Physiological Mechanism of Sleep and Waking: Chemical Control of Sleep, Neural Control of Arousal, Neural Control of Sleep, Disorders of Sleep: Insomnia, Problems associated with REM Sleep, Problems associated with Slow-Wave Sleep.

3.2 Emotions:

Neural Control of Emotional Response Patterns, Perception of Stimuli with Emotional Significance, Expression and Recognition of Emotions.

3.3 Aggressive Behavior:

Neural Control of Aggressive Behavior, Hormonal Control of Aggressive Behavior, Effects of Androgens on Human Aggressive Behavior.

Unit-IV

4.1 Sexual Development:

Production of Gametes and Fertilization, Development of the Sex Organs, Sexual Maturation.

4.2 Hormonal Control of Sexual Behavior:

Hormonal Control of Female Reproductive Cycles. Organizational Effects of Androgens on Behavior: Masculinization and Defeminization, Effects of Pheromones.

4.3 Human Sexual Behavior:

Activational Effects of Sex Hormones on Women's Sexual Behavior, Activational Effects of Sex Hormones in Men, Sexual Orientation, Neural Control of Sexual Behavior: Males & Females.

TEXT BOOKS RECOMMENDED

Carlson, N. R. (2007). *Foundations of Physiological Psychology*. (6th ed.). New Delhi: Pearson Education.

Levinthal, C.F. (2003). *Introduction to Physiological Psychology* (3rd ed). Prentice Hall of India Private Limited, New Delhi.

FURTHER SUGGESTED READINGS

Pinel, J. P.J. (2000). *Biopsychology* (6th ed.). New Delhi: Pearson Education.

NET SURFING REQUIRED:

Students are highly encouraged to find out the relevant material through NET surfing.

NOTE FOR PAPER SETTING:

The question paper will contain two questions from each unit (total eight questions) and the candidates will be required to answer one question from each unit (total questions to be attempted will be four). Each question will carry 20 marks. The total weightage will be $20 \times 4 = 80$.

COURSE NO: PSY 452

TITLE: RESEARCH METHODS IN PSYCHOLOGY-II

CREDITS: 4

Duration of Examination: 2 Hours 30 Minutes

MAXIMUM MARKS: 100

- a) Semester Examination: 80
- b) Sessional Assessment : 20

Syllabus for the examinations to be held in May 2011, May 2012 and May 2013.

***Eligibility to appear in exam: 75% Attendance in all papers.**

COURSE OBJECTIVES

This course aims at familiarizing with various designs of experiments along with statistical procedures. It also enables the students to understand Psychological test standardization process, sources of bias in psychological testing, and various multivariate techniques that are employed in research for data analysis. This course will also enable the students to appreciate the relevance of qualitative methods in psychology research.

COURSE TOPICS

Unit-I

- 1.1 Standardization of Psychological Tests:
Test Construction Steps: Item Development, Item Writing, Item Editing, Pilot Study, Item Analysis, Evaluation of the Test.
- 1.2 Reliability:
Characteristics of Reliability, Types of Reliability, Computation of Reliability by Cronbach Alpha Method.
- 1.3 Validity: Types of Validity, Factors affecting validity, Relationship between reliability and validity.

Unit-II

- 2.1 Norms:
Types of Norms and Computation of Norms by Standard Score and Percentile Rank Method.

- 2.2 Sources of Bias in Psychological Testing and Measurement of Errors:
Accidental Errors, Systematic Errors, Interpretative Errors. Errors of Descriptive Statistics: Standard Error, Probable Error, Inferential Error.
- 2.3 Ethical Principles for Psychological Testing and research.

Unit-III

- 3.1 Analysis of Variance (ANOVA): Characteristics, Assumptions, Difference between Randomized Group Design and Repeated Group Design. Computation of Two Way ANOVA.
- 3.2 Randomized Block Design:
Characteristics, Blocking, Difference between Randomized Block Design with Single Subject in each Cell and N Subjects in each Cell, General Layout of Design showing the Total Variation and df; Computation of Randomized Block Design (Single Subject in each Cell).
- 3.3 Analysis of Covariance of Single-Factor:
Characteristics of ANCOVA, Differences between ANOVA and ANCOVA. Computation of ANCOVA: ANOVA for X and Y Scores, Analysis of Covariance, Regression of Y on X, Differences among Adjusted Means and Interpretations.

Unit-IV

- 4.1 Factor Analysis:
Concept, Historical Background of Factor Theory, Spearman, L.L. Thurston, Cattell, Computation of Centroid Method of Factor Analysis, Extraction of First and Second Factors Only; Communality, Specificity, Uniqueness, Eigen Value, Naming Factors. Interpretations of Factor Loadings.
- 4.2 Regression Analysis:
Simple Linear Regression: Concept, Characteristics, Link between Correlation and Simple Regression, Differences between Regression Analysis and Path Analysis, Computation of Simple Linear Regression.
- 4.3 Qualitative Research: Features of Qualitative Research, Limitations of qualitative research, Difference between Qualitative and Quantitative Research. Semi-structured Interviews and Case Studies: Challenges Associated with these two methods.

TEXT BOOKS RECOMMENDED

Baroota, K.D. (1990). *Experimental Design in Behaviour Research*. New Delhi: Wiley Eastern.

Guilford, J.P (1963). *Psychometric Methods*, New York: McGraw Hill.

Willing, C. (2001). *Introducing Qualitative Research in Psychology*. Buckingham: Open University Press.

FURTHER SUGGESTED READINGS

Campbell, D.T. and Stanley, J.G. (1996). *Experimental and Quasi Experimental Designs for Research*. Chicago: McNally.

Denzin, N.K., and Lincoln, Y.S. (1994). *Handbook of Qualitative Research*. Thousand Oaks: Sage.

Edwards, A.L. (1972). *Experimental Designs in Psychological Research*. New York: Holt, Rinehart and Winston, Inc.

Flick, U. (2002). *An Introduction to Qualitative Research*. Thousand Oaks: Sage.

Shaughnessy, J.J. and Zechmeister, E.B. (1997). *Research Methods in Psychology*. 94th ed.). New York: McGraw Hill.

NET SURFING REQUIRED:

Students are highly encouraged to find out the relevant material through NET surfing.

NOTE FOR PAPER SETTING:

The question paper will contain two questions from each unit (total eight questions) and the candidates will be required to answer one question from each unit (total questions to be attempted will be four). Each question will carry 20 marks. The total weightage will be $20 \times 4 = 80$.

COURSE NO: PSY 453

TITLE: COGNITIVE PSYCHOLOGY

CREDITS: 4

Duration of Examination: 2 Hours 30 Minutes

MAXIMUM MARKS: 100

- a) Semester Examination: 80
- b) Sessional Assessment : 20

Syllabus for the examinations to be held in May 2008, May 2009 and May 2010.

***Eligibility to appear in exam: 75% Attendance in all papers.**

COURSE OBJECTIVES

This course discusses the concepts, issues and theoretical developments in the areas of attention, perception and memory.

COURSE TOPICS

Unit-I

- 1.1 Psychological Antecedents of Cognitive Psychology. Emergence of Cognitive Psychology and its Current Status. Research Methods in Cognitive Psychology.
- 1.2 Key Issues and Fields within Cognitive Psychology. Major Approaches to Cognitive Development. General Principles of Cognitive Development.
- 1.3 Socio-Cultural Influences on Thought Processes. Development of Information-Processing Skills: Meta Cognitive Skills and Memory Development. Quantitative Skills, Visuo-Spatial Skills.

Unit-II

- 2.1 Nature of Attention, Filter and Bottleneck Theories and Attentional – Resource Theories of Attention. Signal Detection Theory- Its Nature and Application.
- 2.2 Perception: Concept, Perceptual Constancies, and Depth Perception. Gestalt Approaches, Bottom –up approaches.
- 2.3 Top Down Approaches, A Computational Theory of Perception. Spatio- Temporal Boundary Formation Theory, Deficits in Perception.

Unit-III

- 3.1 Traditional Models- the Sensory Storage, the Short Term Storage, the Long Term Storage. Alternative Metaphors- Levels of Processing, Multiple – Memory Systems Model.
- 3.2 Connectionist Perspectives, Mnemonics, Encoding and Movement of Information, Retrievals From Short Term Memory and Long Term Memory.
- 3.3 Process of Forgetting and Memory Distortion, Interference versus Decay Theory, the Constructive Nature of Theory, Context Effects on Encoding and Retrieval.

Unit-IV

- 4.1 Mental Representation of Knowledge. External Representation, Pictures versus Words. Mental Imagery- Dual Code Hypothesis.
- 4.2 Analogical Images versus Symbols, Propositional Hypothesis, Mental Manipulations of Images- Mental Rotations, Image Scaling and Scanning.

4.3 Decision Making and Reasoning. Judgment and Decision Making, Classical Decision Theory. Deductive and Inductive Reasoning. Alternative Views of Reasoning.

BOOKS RECOMMENDED

D'amato, M.R. (1970). *Experimental Psychology: Methodology, Psychophysics and Learning*. New Delhi: Tata McGraw-Hill.

Haberlandt, K. (1994). *Cognitive Psychology*. Boston: Allyn & Bacon.

Janke, J.C. and Nowaczyk, R.H. (1998). *Cognition*. Upper Saddle River, NJ: Prentice Hall, Inc.

Kling, J.W. and Riggs, L.A. (2000). *Woodworth and Schlosberg's Experimental Psychology*. Delhi: Khosla Publishing Co.

Leahey, T.H. and Harris, R.J. (1993). *Learning and Cognition*. Englewood Cliff, NJ: Prentice-Hall, Inc.

Sternberg, R.J. (1999). *Cognitive Psychology*. New York: Harcourt Brace & Co.

NET SURFING REQUIRED:

Students are highly encouraged to find out the relevant material through NET surfing.

NOTE FOR PAPER SETTING:

The question paper will contain two questions from each unit (total eight questions) and the candidates will be required to answer one question from each unit (total questions to be attempted will be four). Each question will carry 20 marks. The total weightage will be 20x4=80.

COURSE NO: PSY 475 TITLE: PSYCHOLOGY PRACTICUM-II

CREDITS: 4

Duration of Examination: ONE DAY: Three Hours.

There will be One External Examiner and One Internal Examiner/Head of the Department.

MAXIMUM MARKS: 100

DISTRIBUTION OF MARKS (Internal Exam):

(e)	Conduction	:	25 marks
(f)	Viva-Voce examination	:	25 marks
	<i>Total</i>	:	<i>50 marks</i>

DISTRIBUTION OF MARKS (External Exam.):

(g)	Conduction	:	20 marks
(h)	Viva-Voce examination	:	30 marks
	<i>Total</i>	:	<i>50 marks</i>

Syllabus for the Practical Examinations to be held in December 2011; December 2012 and December 2013.

***Eligibility to appear in exam: 75% Attendance.**

COURSE OBJECTIVES

This course is designed to provide students an understanding of important concepts involved in psychology and to enhance their ability to apply this knowledge to test various concepts in Laboratory conditions.

At least 6 practical out of the following list have to be conducted during the semester.

List of Experiments / Tests

- 12) Reaction time
- 13) Depth perception.
- 14) Brightness discrimination.
- 15) Divided attention.
- 16) Problem solving test.
- 17) Culture fair personality test.
- 18) Adjustment inventory.
- 19) Anxiety test.

COURSE NO: PSY 454

TITLE: FOUNDATIONS OF COGNITIVE PSYCHOLOGY

CREDITS: 4

Duration of Examination: 2 Hours 30 Minutes

MAXIMUM MARKS: 100

- a) Semester Examination: 80
- b) Sessional Assessment : 20

Syllabus for the examinations to be held in May 2011, May 2012 and May 2013.

***Eligibility to appear in exam: 75% Attendance in all papers.**

COURSE OBJECTIVES

This course discusses the concepts, issues and theoretical developments in the areas of attention, perception and memory. The paper includes the different theories of information processing, forgetting

COURSE TOPICS

Unit-I

- 1.1 Psychological Antecedents of Cognitive Psychology, Emergence of Cognitive Psychology. Research Methods in Cognitive Psychology.
- 1.2 Key Issues and Fields within Cognitive Psychology. Major Approaches to Cognitive Development. General Principles of Cognitive Development.
- 1.3 Socio-Cultural Influences on Thought Processes. Development of Information-Processing Skills: Meta Cognitive Skills and Memory Development. Quantitative Skills, Visuo-Spatial Skills.

Unit-II

- 2.1 Attention:
Nature of Attention, Signal Detection Theory, Filter, Bottleneck and Attentional – Resource Theories of Selective Attention. Divided Attention.
- 2.2 Perception:
Perceptual Constancies, Depth Perception. Gestalt Approaches to Perception, Theoretical Approaches to Perception: Bottom –up Approaches, Top Down Approaches, A Computational Theory of Perception. Spatio- Temporal Boundary Formation Theory. Deficits in Perception.
- 2.3 Individual and Gender Differences in Cognition:
Individual Differences: Ability Differences, Cognitive Styles, Expert/Novice Differences, Effects of Aging on Cognition. Gender Differences: Gender Differences in Skills and Abilities, Gender Differences in Learning and Cognitive Styles.

Unit-III

3.1 Memory:

Traditional Models of Memory: The Sensory Storage, The Short Term Storage & The Long Term Storage. Alternative Models of Memory: Levels of Processing, Multiple – Memory Systems Model, Connectionist Perspectives, Working Memory. Mnemonics.

3.2 Encoding and Transfer of Information: Forms of Encoding, Transfer of Information from Short Term Memory to Long Term Memory. Retrieval from Short Term and Long Term Memory.

3.3 Forgetting:

Process of Forgetting and Memory Distortion: Interference and Decay Theory, The Constructive Nature of Memory.

Unit-IV

4.1 Mental Representation of Knowledge:

External Representation, Mental Imagery, Dual Code Theory, Propositional Theory. Mental Manipulations of Images: Mental Rotations, Image Scaling and Scanning.

4.2 Decision Making and Reasoning:

Judgment and Decision Making: Classical Decision Theory, Satisficing Theory, Elimination by Aspects, Heuristics and Biases. Deductive and Inductive Reasoning. Alternative Views of Reasoning.

4.3 Thinking and Problem Solving:

Classical Problems and General Methods of Solution: Generate and Test Techniques, Means-Ends –Analysis, Working Backward, Backtracking, Reasoning by Analogy. Blocks to Problem Solving. Finding Creative Solutions.

TEXT BOOKS RECOMMENDED

Galotti, K.M. (2007). *Cognitive Psychology* (3rd edition). New Delhi: Thomson Wadsworth Publishing Company,.

Sternberg, R.J. (2007). *Cognitive Psychology* (4th edition). New Delhi: Thomson Wadsworth Publishing Company.

FURTHER SUGGESTED READINGS

D'amato, M.R. (1970). *Experimental Psychology: Methodology, Psychophysics and Learning*. New Delhi: Tata McGraw-Hill.

Haberlandt, K. (1994). *Cognitive Psychology*. Boston: Allyn & Bacon.

Janke, J.C. and Nowaczyk, R.H. (1998). *Cognition*. Upper Saddle River, NJ: Prentice Hall, Inc.

Kling, J.W. and Riggs, L.A. (2000). *Woodworth and Schlosberg's Experimental Psychology*. Delhi: Khosla Publishing Co.

Leahey, T.H. and Harris, R.J. (1993). *Learning and Cognition*. Englewood Cliff, NJ: Prentice-Hall, Inc.

NET SURFING REQUIRED:

Students are highly encouraged to find out the relevant material through NET surfing.

NOTE FOR PAPER SETTING:

The question paper will contain two questions from each unit (total eight questions) and the candidates will be required to answer one question from each unit (total questions to be attempted will be four). Each question will carry 20 marks. The total weightage will be $20 \times 4 = 80$.

POST-GRADUATE DEPARTMENT OF PSYCHOLOGY

UNIVERSITY OF JAMMU

THIRD SEMESTER
DETAILED SYLLABUS

COURSE NO: PSY 501
TITLE: PSYCHOPATHOLOGY

CREDITS: 4

Duration of Examination: 2 Hours 30 Minutes

MAXIMUM MARKS: 100

Semester Examination: 80

Sessional Assessment : 20

Syllabus for the examinations to be held in December 2011; December 2012; and December 2013.

***Eligibility to appear in exam: 75% Attendance in all papers.**

COURSE OBJECTIVES

To acquaint students with the nature of various manifestations of psychopathology. The paper includes Anxiety Disorders, Somatoform, Dissociative and Personality Disorders, Mood Disorders and Schizophrenia.

UNIT-I INTRODUCTION TO PSYCHOPATHOLOGY

- 1.1 Psychopathology:
Meaning, Science of Psychopathology, Historical Conceptions of Abnormal Behavior.
- 1.2 Multiaxial System (DSM-TR):
Dimensions of Classification, Diagnostic Categories
- 1.3 The Competency Based Assessment Model:
The Biopsychosocial Framework, The Ecological Perspective, Systems Theory.

UNIT-II ANXIETY DISORDERS

- 2.1 Phobias:
Clinical Picture and Etiology of Agoraphobia and Social Phobia

2.2 Generalized Anxiety Disorders (GAD) and Panic Disorders:
Clinical Picture and Etiology

2.3 Posttraumatic Stress Disorders (PTSD) and Obsessive Compulsive Disorder
(OCD): Clinical Picture and Etiology.

UNIT-III SOMATOFORM, DISSOCIATIVE & PERSONALITY DISORDERS

3.1 Somatoform Disorders:
Characteristics and Etiology of Pain Disorder, Body Dysmorphic Disorder,
Hypochondriasis, and Conversion Disorder.

3.2 Dissociative Disorders:
Characteristics and Etiology of Dissociative Amnesia, Depersonalization
Disorder, Dissociative Identity Disorder, and Dissociative Fugue .

3.3 Personality Disorders:
Characteristics and Etiology of Paranoid, Schizoid, Schizotypal, Narcissistic,
Histrionic, Antisocial, Border Line, Avoidant, Personality Disorders, Dependent
Personality Disorders.

UNIT-IV MOOD DISORDERS AND SCHIZOPHRENIA

4.1 Mood Disorders:
General Characteristics & Symptoms of Depression, Dysthymia & Cyclothymia –
Clinical Picture and etiology, Beck's Cognitive Theory of Depression,
Interpersonal theory of Depression

4.2 Disorders of childhood and adolescence :
Childhood depression-symptoms and Etiology.
Conduct disorder and oppositional defiant disorder: clinical picture and etiology.
Pervasive developmental Disorder: clinical picture and etiology.

4.3 Schizophrenia:
Clinical Picture and Etiology of Catatonic, Paranoid, Disorganised,
Undifferentiated and Residual.

TEXT BOOKS RECOMMENDED

Carson, R.C. Butcher, J.N. & Mineka, S. (2000). Abnormal Psychology and Modern Life.
Eleventh Edition Ally and Bacon.

Barlow, H.D. & Durand, V.M. (2007). *Abnormal Psychology; An Integrative Approaches*. New Delhi: Wadsworth Thomson Learning.

Sarason, I. G. & Sarason, B.R. (2007). *Abnormal Psychology: The Problem of Maladaptive Behavior*. (10th ed.).New Delhi: Pearson Education.

FURTHER SUGGESTED READINGS

Durand, V.M. & Barlow, D.H. (2000). *Abnormal Psychology*. Belmont, CA: Wadsworth/Thomson Learning.

Mash, E.J. & Wolfe, D.A. (1999). *Abnormal Child Psychology*. Belmont, CA: Brooks/Cole. Wadsworth.

Neale, J.M., Davison, G.C. & Haaga, D.A.F. (1996). *Exploring Abnormal Psychology*. New York: John Wiley & Sons, Inc.

Seligman, M.E.P., Walker, E.F., & Rosenhan, D.L. (2001). *Abnormal Psychology*. (4th ed.). New York: W.W. Norton & Co.

Zide, M.R. & Gray, S.W. (2001). *Psychopathology*. Belmont, CA: Wadsworth/Thomson Learning.

NET SURFING REQUIRED:

Students are highly encouraged to find out the relevant material through NET surfing.

NOTE FOR PAPER SETTING:

The question paper will contain two questions from each unit (total eight questions) and the candidates will be required to answer one question from each unit (total questions to be attempted will be four). Each question will carry 20 marks. The total weightage will be 20x4=80.

COURSE NO: PSY 503

TITLE: ORGANIZATIONAL PSYCHOLOGY

CREDITS: 4

Duration of Examination: 2 Hours 30 Minutes

MAXIMUM MARKS: 100

Semester Examination: 80

Sessional Assessment : 20

Syllabus for the examinations to be held in December 2011; December 2012; and December 2013.

***Eligibility to appear in exam: 75% Attendance in all papers.**

COURSE OBJECTIVES

This course is designed to understand the behavior of individuals in Organizations. This will familiarize students about forces that are Organizational Behavior today, Organizational Structure, Personality, Motivation, Leadership, Communication and Pro-social Behavior.

UNIT-I ORGANIZATIONAL BEHAVIOUR

1.1 Organizational Behavior:

Meaning & Definition, Historical Over View of the Organizational Behavior, Forces Shaping Organizational Behavior Today.

1.2 Organizational Structure:

Organizational Charts. Basic Elements of Organizational Structure: Hierarchy of Authority, Division of Labor, Span of Control, Line and Staff Positions & Decentralization. Departmentalization: Another Ways of Structuring Organization.

1.3 Organizational Design:

Classical and Neoclassical Approaches, The Contingency Approaches, Mintzberg's Framework of Organizational Design, Contemporary Organizational Design: Boundaryless Organizations, Modular Organization and Virtual Organization. Inter-organizational Designs.

Unit –II PERSONALITY AND MOTIVATION

2.1 Personality:

Role of Personality in Organization in the Context of Interaction Perspective and Person-Job Fit Perspective. Work Related Personality: Five Factor Model Proposed by Digman (1990), Costa & McCrae (1985) and Goldberg (1990).

2.2 Measurement of Personality in Organization:

Self-Report Measures: Psychological Inventories, Scales, Projective Techniques, Conditional Reasoning, Measures Based on Implicit Social Cognitions, Criteria for Evaluating Measurement Procedures: Reliability and Validity of the Personality Measures.

2.3 Motivation:

Components of Motivation, Theories of Motivation: Motivation by Meeting Needs, Motivating by Setting Goals, Motivating by Being Fair, Motivating by Altering Expectations, Motivating by Structuring Jobs. Various Theoretical Implications for Enhancing Motivation.

Unit – III LEADERSHIP

3.1 Leadership:

Meaning & Definition, Theories of Leadership: Trait Theories, Behavioral Theories (Lowa Studies of Leadership, Ohio State Studies, Michigan Studies, Managerial and Scandinavian Studies), Contingency Approach (Fielder's Theory, Situational Theory, Path-Goal Theory, Normative Design Theory, Substitute for Leadership).

3.2 Group- Exchange Theory of Leadership:

Leader-Member Exchange Theory of Leadership (LMX/VDL, Vertical Dyadic Linkage), Attributional Theory.

3.3 Contemporary Theories of Leadership:

a) Charismatic Leadership, b) Transformational & Transactional Leadership, c) Team Leadership, d) Emotional Intelligent Leadership, e) Contagious Leadership, f) Cross-Cultural Leadership, g) Ethical Leadership, h) Spiritual Leadership.

UNIT-IV COMMUNICATION, PROSOCIAL & DEVIANT BEHAVIOUR IN ORGANIZATION

4.1 Communication:

Nature, Process of Communication in Organization, Types of Communication: Verbal and Non-Verbal Communication, Interpersonal Communication, Upward and Downward Communication, Communication Across Cultures, Improving Communication Skills Including Listening Skills.

4.2 Prosocial Behavior:

Altruism, Organizational Citizenship Behavior, Whistle-Blowing, Cooperation.

4.3 Deviant Organizational Behavior:

Work Place Aggression: Nature & Causes. Employee Theft: Its Nature & Causes, Strategies to Reduce Deviant Behaviors in Work Place. Sexual Harassment in Work Place: Causes, Theoretical Perspectives, Cross-Cultural Studies. Strategies to Reduce Sexual Harassment.

TEXT BOOK READINGS

1. James, L.R. and Mazerolle, M.D. (2002). *Personality in Work Organizations*. New Delhi: Sage Publications.
2. Greenberg, J., Robert, A., & Baron, A. (2000). *Behavior in organization* (7th ed.) New Jersey: Prentice Hall.

FURTHER SUGGESTED READINGS

1. Hellriegel, D; Jackson, S.E. and Slocum, J.W. (2007). *Management: A Competency-Based Approach*. New Delhi: Wadsworth Thomson Learning.
2. Luthans, F (1995). *Organizational Behavior*. New York: McGraw-Hill.
3. Robbins, S.P. (2001). *Organizational Behavior*, New Jersey: Prentice Hall.
4. Saiyadain, M.S. (2002). *Organizational Behavior and Management*. New Delhi: Tata-McGraw Hill.
5. Steven, L.M. and Mary, A. & Glinow, V. (2000). *Organizational Behavior*. New York: Irwin McGraw-Hill.

NET SURFING REQUIRED:

Students are highly encouraged to find out the relevant material through NET surfing.

NOTE FOR PAPER SETTING:

The question paper will contain two questions from each unit (total eight questions) and the candidates will be required to answer one question from each unit (total questions to be attempted will be four). Each question will carry 20 marks. The total weightage will be $20 \times 4 = 80$.

COURSE NO: PSY 504

TITLE: ADVANCED SOCIAL PSYCHOLOGY

CREDITS: 4

Duration of Examination: 2 Hours 30 Minutes

MAXIMUM MARKS: 100

Semester Examination: 80

Sessional Assessment : 20

Syllabus for the examinations to be held in December 2011; December 2012; and December 2013.

***Eligibility to appear in exam: 75% Attendance in all papers.**

COURSE OBJECTIVES

This course aims at enabling students to appreciate how individual behavior is influenced by social and cultural context. It also help them to understand how social behavior can be analyzed in terms of social-psychological theories and help them to realize how social psychological knowledge can be used in solving social problems.

UNIT I

- 1.1 Historical Background: Nature and Growth of Social Psychology as a Modern Discipline.
- 1.2 The Dynamics of Groups: Concept, Groups function, Influence of group on Individual performance, Social Facilitation and Social Loafing, Co-ordination in group; cooperation and conflict, factors influencing cooperation and conflict.
- 1.3 Pro-social Behavior: Five Step Model of Pro-social Behavior; Genetic factors in pro-social behavior, Situational Factors and Personality Factors.

UNIT II

- 2.1 Non- Verbal Communication: Channels, Gender and Cultural issues relating to non-Verbal behavior, Functions of Non-Verbal Communication.
- 2.2 Attribution Process: Theory of Correspondent Inference; Theory of Casual Attribution; Other dimensions of Causal Attribution: Augmentation and Discounting; Basic Sources of Error.
- 2.3 Social Cognition: The Impact of Schemas, Heuristics, Sources of Error in Social Cognition.

UNIT III

- 3.1 Attitude: Nature and Components; Formation of Attitudes, Learning Theory Approach, Direct Experience, Functional Approach and Structural Approach.
- 3.2 Attitudes and Behavior; Attitude Change and Persuasion: Early Approach, Cognitive Approach, Resistance to Persuasion, Cognitive Dissonance.
- 3.3 Self Concept: The basic Schema, Self Esteem, Other Aspects of Self Functioning: Focusing, Monitoring and Efficacy; Sex and Gender, Gender Identity and Gender Stereotype. .

UNIT IV

- 4.1 Aggression: Meaning, Theories of Aggression: Instinct Theories, Biological Theories, Social Learning Theory, Frustration-Aggression Theory.
- 4.2 Determinants of Aggression: Social Determinants, Personal Determinants and Situational Determinants; Prevention and Control of Aggression.
- 4.3 Conflict: Meaning, Types of Interpersonal Conflict, Resolving Conflict: Individual and Interpersonal Conflict, The value of Conflict.

TEXT BOOK READINGS

Baron, R.A. & Byrne, D. (2003). *Social Psychology*. (10th ed.). New Delhi: Pearson Education.

Worchel, S.; Cooper, J.; Goethals, G.R & Olson, J.M. (2000). *Social Psychology*. USA: Wadsworth Thomson Learning.

FURTHER SUGGESTED READINGS

Baron, R.A. & Richardson, D.R. (1994). *Human Aggression*. (2nd ed.). New York: Plenum.

Baumeister, R.F. (Ed.). (1993). *Self-esteem: The Puzzle of Low Self-regard*. New York: Plenum.

Clark, M.S. (Ed.). (1991). *Prosocial Behavior*. Newbury Park, CA: Sage.

Dovidio, J.F., & Gaertner, S.L. (Eds.). (1986). *Prejudice, Discrimination, and Racism*. Orlando, FL: Academic Press.

Eagly, A., & Chaiken, S. (1993). *The Psychology of Attitudes*. San Diego, CA: Harcourt Brace & Jovanovich.

Fiske, S.T., & Taylor, S.E. (1991). *Social Cognition*. (2nd ed.). New York: McGraw-Hill.

Hattie, J. (1992). *Self-concept*. Hillsdale, NJ: Erlbaum.

Lesko, W.A. (2003). *Readings in Social Psychology: General, Classic, and Contemporary Selections*. (5th ed.). Boston: Allyn & Bacon.

Malandro, L.A., Baker, L., & Barker, D.A. (1994). *Nonverbal Communication*. (3rd ed.). New York: Random House.

Oskamp, S., & Costanzo, M. (Eds.). (1993). *Gender Issues in Social Psychology*. Newbury Park, CA: Sage.

Schroeder, D.A., Penner, L.A., Dovidio, J.F., & Pilavin, J.A. (1995). *The Social Psychology of Helping and Altruism: problems and Puzzles*. New York: McGraw-Hill.

NET SURFING REQUIRED:

Students are highly encouraged to find out the relevant material through NET surfing.

NOTE FOR PAPER SETTING:

The question paper will contain two questions from each unit (total eight questions) and the candidates will be required to answer one question from each unit (total questions to be attempted will be four). Each question will carry 20 marks. The total weightage will be 20x4=80.

COURSE NO: PSY 525
TITLE: PSYCHOLOGY PRACTICUM-III

CREDITS: 4

Duration of Examination: TWO DAYS (Examination shall be conducted in Two Sessions of Three Hours Each.)

MAXIMUM MARKS: 100
Semester Examination: 50
Sessional Assessment : 50

**Syllabus for the examinations to be held in December 2011,
December 2012 and December 2013.**

***Eligibility to appear in exam: 75% Attendance in all papers.**

COURSE OBJECTIVES

To develop skills of psychological evaluation in the areas of clinical and organizational psychology.

CONTENTS

At least eight tests (Four from each section) out of the following list have to be conducted during the semester.

Section A: (Clinical Psychology)

Wechsler Adult Intelligence Scale (WAIS)

Maudsley Personality Inventory (MPI)

IPAT Anxiety Scale

Children's Apperception Test (CAT)

Raven's Standard Progressive Matrices

Section B: (Organizational Psychology)

Work Motivation Questionnaire (WMQ)

Occupational Self-Efficacy Scale (OSES)

Organizational Climate Scale (OCS)

Job Satisfaction Scale (JSS)

The Occupational Stress Index (OSI)

NOTE FOR EXAMINER:

The candidates will have to conduct two tests (Practical) one from Clinical Psychology and one from Organizational Psychology in the examination, which would be assigned to them through lottery. It would be followed by a Viva-Voce examination. There will be one External Examiner and Head as Internal Examiner.

DISTRIBUTION OF MARKS (Internal Exam):

(i)	Conduction of Two Tests	:	20 marks
(j)	Viva-Voce examination	:	25 marks
(k)	Project File Case	:	05 marks
<i>Total</i>			<i>: 50 marks</i>

DISTRIBUTION OF MARKS (External Exam.):

(l)	Conduction of Two Tests	:	20 marks
(m)	Viva-Voce examination	:	30 marks
<i>Total</i>			<i>: 50 marks</i>

READINGS

Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. (7th Ed.). Upper Saddle River, N.J.: Prentice Hall.

Cunnings, L.L. & Straw, B.M.(1999). *Research in Organizational Psychology*.(2nd Ed.). Palo Alto: Consulting Psychology Press.

Diagnostic and Statistical Manual of Mental Disorders, 4th Ed. (DSM IV) (2000) . Washington, DC: APA

Durand, V.M. & Barlow, D.H. (2000). *Abnormal Psychology*. Belmont, CA: Wadsworth/Thomson Learning.

Manuals of Psychological Tests Covered.

Mash, E.J. & Wolfe, D.A. (1999). *Abnormal Child Psychology*. Belmont, CA: Brooks/Cole/Wadsworth.

Neale, J.M., Davison, G.C. & Haaga, D.A.F. (1996). *Exploring Abnormal Psychology*. New York: John Wiley & Sons, Inc.

Robbins, S.P. (2000). *Organizational Behavior: Concepts, Controversies and Applications*. (7th Ed.). New Delhi: Prentice Hall of India.

Sarason, I. G. & Sarason, B.R. (2002). *Abnormal Psychology: The Problem of Maladaptive Behavior*. (10th ed.). Upper Saddle River, NJ: Prentice Hall.

Seligman, M.E.P., Walker, E.F., & Rosenhan, D.L. (2001). *Abnormal Psychology*. (4th ed.). New York: W.W. Norton & Co.

Zide, M.R. & Gray, S.W. (2001). *Psychopathology*. Belmont, CA: Wadsworth/Thomson Learning.

NET SURFING REQUIRED:

Students are highly encouraged to find out the relevant material through NET surfing.

COURSE NO: PSY 505

TITLE: MODERN HEALTH PSYCHOLOGY

CREDITS: 4

Duration of Examination: 2 Hours 30 Minutes

MAXIMUM MARKS: 100

Semester Examination: 80

Sessional Assessment : 20

Syllabus for the examinations to be held in December 2011; December 2012; and December 2013.

***Eligibility to appear in exam: 75% Attendance in all papers.**

COURSE OBJECTIVES

To acquaint the students with the nature and significance of the emerging area of health psychology. It also highlights the importance of social and psychological processes in the experience of health and illness. It also focuses on the behavioral risk, disease prevention and health promotion.

UNIT I: Introduction to Health Psychology

1.1 Health:

Nature of Health, Illness Today and in the Past Centuries, Viewpoints from History: Physiology, Disease Processes, and the Mind, Early Cultures, Ancient Greece and Rome, The Middle Ages, The Renaissance and After.

1.2 Emergence of the Field of Health Psychology: Changing Patterns of Illness, Expanded Health Care Services, Increased Medical Acceptance, Methodological Contributions. Psychology's Role in Health: Problems in the Health Care System, The Person's Role in Health and Illness, Lifestyle and Illness, Personality and Illness. Emergence of the Role of Psychology: Psychosomatic Medicine, Behavioral Medicine, Health Psychology.

1.3 Models in Health Psychology:
Biomedical Model and its Critique. Biopsychosocial Model, Advantages and Clinical Implications of Biopsychosocial Model. Systems Theory.

UNIT II: Human Behavior and Health

2.1 The Role of Human Behavior in Disease:
Health Protective Behavior. Health Status and Behavior: Health Behavior, Illness Behavior, Sick Role Behavior.

2.2 Preventing Illness:
Primary Prevention, Secondary Prevention, Tertiary Prevention. Problems in Promoting Wellness: Factors within the Individual, Interpersonal Factors, Factors in the Community.

2.3 Health Behavior and its Determinants,. Theoretical Approaches to Health Behavior: Educational Appeals, Fear Appeals, The Health Belief Model, Theory of Planned Behavior. Cognitive Behavioral Approaches to Health Behavior Change. Venues for Health Habit Modification.

UNIT III: Health-Enhancing Behaviors and Lifestyle-Related Disorders

3.1 Exercise:
Benefits of Exercise, Types of Exercise, Determinants of Regular Exercise, Accident Prevention, Home and Work Place Accidents, Motor Cycle and Automobile Accidents.

3.2 Cancer-Related Health Behaviors:
Breast Self-Examination, Mammography, Testicular self-Examination, Sun-screen Use.

3.3 Substance-related Disorders and Prevention:
Substance Abuse. Smoking Tobacco. Age and Gender Differences in Smoking. Sociocultural Differences in Smoking. Why People Smoke & Continue. Smoking and Health. Cardiovascular Disease and Smoking. Preventing Smoking. Treatment

for Stopping Smoking. Alcohol Use and Abuse: Age, Gender and Alcohol Use. Socio-cultural Differences in Using Alcohol. Why People Use and Abuse Alcohol. Drinking and Health: Preventing Alcohol Abuse, Treatment for Alcohol Abuse.

UNIT IV: Health Services and Patient-Provider Relations

4.1 Recognition and Interpretation of Symptoms. Using and Misusing Health Services.

4.2 The Patient in the Hospital Setting:

Structure of the Hospital, Functioning of the Hospital, The Impact of Hospitalization on the Patient. Interventions to Increase Control in Hospital Settings: Coping with Surgery Through Control Enhancing Interventions. Coping with Stressful Medical Procedures through Control-Enhancing Interventions.

4.3 Health-Care Provider and Patient-Provider Communication:

The Setting, The Structure of the Health Care Delivery System, The Frustrations of Managed Care, Changes in the Philosophy of Health Care Delivery, Provider's Behavior that Contribute to Faulty Communication, Patient's Contribution to Faulty Communication Problem, Results of Poor Patient-Provider Communication. Causes of Non-adherence, Patient-Provider Communication and Malpractice Litigation. Improving Patient- Provider Communication and Reducing Non-adherence. Nature and Ways for Improvement.

TEXT BOOK READINGS

Sarafino, E.P. (1998). *Health Psychology: Biopsychosocial Interactions* (3rd edition). New York: John Wiley and Sons, Inc.

Taylor, S.E. (1999). *Health Psychology*.(4th ed.). New Delhi: Tata McGraw Hill.

Brannon, L. & Feist, J. (1997). *Health Psychology*. (3rd ed.). Pacific Grove, CA: Brooks/Cole (ITP).

FURTHER SUGGESTED READINGS

Marks, D.F., Murray, M., Evans, B.,and Willig, C. (2000). *Health Psychology: Theory, Research, and Practice*. London: SAGE Publication.

Rice, P.L. (1998). *Health Psychology*. Pacific Grove, CA: Brooks/Cole.

NET SURFING REQUIRED:

Students are highly encouraged to find out the relevant material through NET surfing.

NOTE FOR PAPER SETTING:

The question paper will contain two questions from each unit (total eight questions) and

the candidates will be required to answer one question from each unit (total questions to be attempted will be four). Each question will carry 20 marks. The total weightage will be $20 \times 4 = 80$.

POST-GRADUATE DEPARTMENT OF PSYCHOLOGY

UNIVERSITY OF JAMMU

FOURTH SEMESTER

DETAILED SYLLABUS

COURSE NO: PSY- 551

TITLE: DEVELOPMENTAL PSYCHOLOGY

CREDITS: 4

Duration of Examination: 2 Hours 30 Minutes

MAXIMUM MARKS: 100

a) Semester Examination: 80

b) Sessional Assessment : 20

Syllabus for the examinations to be held in May 2011, May 2012, and May 2013.

***Eligibility to appear in exams: 75% Attendance in all papers.**

COURSE OBJECTIVES

This course is designed to provide an in-depth study of Psychology. It includes physical, social & cognitive development of Human being at different stages of development.

COURSE TOPICS

UNIT- 1

- 1.1 Nature of Development:
Biological, Cognitive and Socio-emotional Process, Developmental Issues.
Influences on Development: Heredity, Environment, Major Contextual Influences.
- 1.2 Theories of Development:
Psycho-analytic Theories, Cognitive Theories, Behavioural & Social Cognitive theories, Ethological Theory, Ecological Theory.
- 1.3 Prenatal Development:
Stages of Prenatal Development, Environmental influences: Maternal Factors, Paternal Factors. Monitoring Prenatal Development, Prenatal Care.

UNIT-II

- 2.1 Physical Development During Infancy:
Early Physical Development. Cognitive Development During 1st Three Years: Studying Cognitive Development.
- 2.2 Language Development During Infancy, Psychological Development during Infancy: Foundations of Psychosocial Development, Developmental Issues in Infancy.

- 2.2 Physical and Psychosocial Development in Early Childhood:
Aspects of Physical Development: Body Growth & Change, Sleep Patterns & Problems, Motor Skills. Psychological Development: The Developing Self, Gender Differences, Child Abuse and Neglect, Relationships with Other Children.

UNIT-III Middle Childhood and Adolescence

- 3.1 Physical Development During Middle Childhood:
Aspects of Physical Development, Health and Safety. Cognitive Development: Information Assessing and Intelligence, Language and Literacy.
- 3.2 Psychosocial Development in Middle Childhood & Adolescence:
The Development of Self, the Child in the Family and Peer Group. Adolescence: Physical Development, Puberty, Physical & Mental Health. Cognitive Development: Language Development, Emotional and Vocational Issues.
- 3.2 Psychosocial Development in Adolescence:
Search for Identity, Sexuality, Relationship with Family, Peers and Adult Society.

UNIT-IV Adulthood

- 4.1 Young Adulthood:
Cognitive Development: Emotional Intelligence, Moral Development. Psychosocial Development: Foundations of Intimate Relationships, Non-marital and Marital Life Styles, Parenthood.
- 4.2 Middle Adulthood:
Physical Development: Physical Changes, Health. Cognitive Development: Measuring Cognitive Abilities in Middle Age, the Distinctiveness of Adult Cognition. Psychosocial Development: The Self at Midlife; Issues and Themes, relationship with Maturing Children.
- 4.3 Late Adulthood:
Physical development: Longevity and Aging, Physical Changes, Mental Health. Cognitive Development: Aspects of Cognitive Development, Psychosocial Development: Lifestyle and Social Issues Related to Aging, Personal Relationship in Late Life, Consensual Relationships.

TEXT BOOKS RECOMMENDED

Papalia, D.E., Olds, S.W. & Feldman, R.D. (2004). *Human Development* (9th ed). New Delhi: Tata Mc Graw Hill Pub..

Santrock, J.W. (2007). *Life Span Development* (3rd ed). New Delhi: Tata Mc Graw Hill Pub..

FURTHER SUGGESTED READINGS

Bee, H, & Boyd, D. (2004). *The Developing Child* (10 ed). Delhi: Pearson Education Publication.

Berk, L.E. (2003). *Child Development* (6th ed). Delhi: Pearson Education Publication.

Feldman, R.S. (1997). *Development Across the Life Span*. New Jersey: Prentice Hall Publication.

Hurlock, E.B. (2002). *Developmental Psychology* (5th ed). New Delhi: Tata Mc Graw Hill Pub..

NOTE FOR PAPER SETTING:

The question paper will contain two questions from each unit (total eight questions) and the candidates will be required to answer one question from each unit (total questions to be attempted will be four). **Each question will carry 20 marks. The total weightage will be 20x4=80.**

OPTIONAL COURSE

COURSE NO: PSY 554

CREDITS: 4

Duration of Examination: 2 Hours 30 Minutes

MAXIMUM MARKS: 100

a) Semester Examination: 80

b) Sessional Assessment : 20

**TITLE: CLINICAL PSYCHOLOGY:
ASSESSMENT AND DIAGNOSIS**

Syllabus for the examinations to be held in May 2011, May 2012, and May 2013.

***Eligibility to appear in exam: 75% Attendance in all papers.**

COURSE OBJECTIVES

This course is designed to familiarize students with the nature, issues and processes of clinical psychology. It will train the students for psycho-diagnostic and clinical skills required for making a sound assessment and diagnosis.

COURSE TOPICS

UNIT- 1 Foundations of Clinical Psychology

- 1.1 An Introduction to Clinical Psychology with Historical Perspective
- 1.2 Functions of Clinical Psychology
- 1.3 Current Issues in Clinical Psychology

UNIT-II Diagnosis and Classification of Psychological Problems

- 2.1 The Importance of Diagnosis
- 2.2 DSM-IV , DSM-IV (R) and ICD-10
- 2.3 General Issues in Classification

UNIT-III The Assessment Interview

- 3.1 Assessment in Clinical Psychology
- 3.2 The Interview: General Characteristics, Interviewing Essentials and Techniques
- 3.3 Varieties of Interviews: The Intake-Admission Interview, The Case History Interview, Mental Status Examination Interview, The Crisis Interview

UNIT-IV Varieties of Assessment: Intelligence, Personality & Behaviour

- 4.1 The Clinical Assessment of Intelligence: The Stanford Binet Scales, The Wechsler Scales: WAIS-III, The WISC-III, The Clinical Use of Intelligence Tests.
- 4.2 Personality Assessment: A Summary of Evaluation of the MMPI and MMPI-2, Projective Tests: The Rorschach, The Thematic Apperception Test and Sentence Completion Techniques.
- 4.3 Behavioural assessment: Observation Methods: Naturalistic Observation, Controlled Observation, Controlled Performance Techniques, Self-Monitoring, Contemporary Trends in Data Acquisition.

TEXT BOOK READINGS

Hecker , J.E. (2005). Introduction to Clinical Psychology. New Delhi: Pearson Education.
Korchin, S.J. (1988). *Modern Clinical Psychology*. Delhi: CBS Publication.

Neitzel, M.J, Bernstein, D.A., Milich, R. (1994). Introduction to Clinical Psychology (6th edition).

Trull, T.J. & Phares, E.J. (2001). *Clinical Psychology*. (6/e). Belmont, CA: Wadsworth/Thomson Learning.

FURTHER SUGGESTED READINGS

Barlow, H.D. & Durand, V.M. (2007). *Abnormal Psychology; An Integrative Approaches*. New Delhi: Wadsworth Thomson Learning.

Sarason, I. G. & Sarason, B.R. (2007). *Abnormal Psychology: The Problem of Maladaptive Behavior*. (10th ed.).New Delhi: Pearson Education.

Durand, V.M. & Barlow, D.H. (2000). *Abnormal Psychology*. Belmont, CA: Wadsworth/Thomson Learning.

Mash, E.J. & Wolfe, D.A. (1999). *Abnormal Child Psychology*. Belmont, CA: Brooks/Cole.Wadsworth.

Neale, J.M., Davison, G.C. & Haaga, D.A.F. (1996). *Exploring Abnormal Psychology*. New York: John Wiley & Sons, Inc.

Seligman, M.E.P., Walker, E.F., & Rosenhan, D.L. (2001). *Abnormal Psychology*. (4th ed.). New York: W.W. Norton & Co.

Zide, M.R. & Gray, S.W. (2001). *Psychopathology*. Belmont, CA: Wadsworth/Thomson Learning.

NET SURFING REQUIRED:

Students are highly encouraged to find out the relevant material through NET surfing.

NOTE FOR PAPER SETTING:

The question paper will contain two questions from each unit (total eight questions) and the candidates will be required to answer one question from each unit (total questions to be attempted will be four). **Each question will carry 20 marks. The total weightage will be 20x4=80.**

CORE COURSE FOR CLINICAL SPECIALIZATION

**COURSE NO: PSY 575
CREDITS: 4**

**TITLE: FIELD TRAINING IN
THE SPECIALIZED AREA:
CLINICAL PSYCHOLOGY**

MAXIMUM MARKS: 100

Syllabus for the examinations to be held in May 2011, May 2012, and May 2013.

***Eligibility to appear in exam: 75% Attendance in all papers.**

COURSE OBJECTIVES

The purpose of this paper is to impart the students the practical experience in the area of clinical specialization. With a view to achieve this goal, each student will be placed in clinics/hospitals/NGO's or other types of organizations under an agency supervisor and a faculty supervisor.

Students will be required to visit their respective clinics/organizations once in a week and to submit their reports every month in the department through their faculty supervisor.

The students are required to report at least 4 case studies or a small scale quantitative or qualitative study.

Based on their observation of institutional visits students have to present a report.

EVALUATION

External and Internal examiners will evaluate students based on reports and viva voce..

Distribution of Marks:

Report : 60% Viva Voce : 40 %

CORE COURSE FOR ORGANIZATIONAL PSYCHOLOGY SPECIALIZATION

COURSE NO: PSY 576

CREDITS: 4

TITLE: FIELD TRAINING IN

THE SPECIALIZED AREA:

ORGANIZATIONAL PSYCHOLOGY

MAXIMUM MARKS: 100

Syllabus for the examinations to be held in May 2011, May 2012, and May 2013.

***Eligibility to appear in exam: 75% Attendance in all papers.**

COURSE OBJECTIVES

The purpose of this paper is to impart the students the practical experience in the area of Organizational Psychology specialization. With a view to achieve this goal, each student will be placed in Industries/NGO's or other types of organizations under an agency supervisor and a faculty supervisor.

Students will be required to visit their respective industries/organizations once in a week and to submit their reports every month in the department through their faculty supervisor.

The students are required to conduct a small scale quantitative or qualitative study.

Based on their observation of organizations' visits, students have to present a report.

EVALUATION

External and Internal examiners will evaluate students based on reports and viva voce..

Distribution of Marks:

Report : 60% Viva Voce : 40 %

OPTIONAL COURSE

COURSE NO: PSY 562 TITLE: INDIVIDUAL BEHAVIOR AND SOCIAL PROCESSES IN ORGANIZATIONS

CREDITS: 4

Duration of Examination: 2 Hours 30 Minutes

MAXIMUM MARKS: 100

- a) **Semester Examination: 80**
- b) **Sessional Assessment : 20**

Syllabus for the examinations to be held in May 2011, May 2012, and May 2013.

***Eligibility to appear in exam: 75% Attendance in all papers.**

COURSE OBJECTIVES

This course is designed to provide an understanding of human behavior in organization. It also aims at providing an understanding of organizational processes and its linkages with the societal contexts. The students will be able to appreciate work motivation, work attitude, group processes, decision making, organizational culture, leadership, institution building, organizational power and politics in general as well as in Indian Context.

COURSE TOPICS

UNIT- 1

- 1.1 Motivation:
Motivational Models for Developing Societies: The basic Motivational Cycle, Understanding Cultural Dimensions. Exogenous and Endogenous variables influencing employee motivation in India, Effective Reward Management.

- 1.2 Attitudes:
Job Satisfaction: Theories of Job Satisfaction, Consequences of Job Dissatisfaction, Promotion of Job Satisfaction. Attitude towards Organization: Organizational Commitment. Negative Attitudes towards others: prejudices.
- 1.3 Group Dynamics and Team Work:
Group: Characteristics & Types, Group Formation Models, Structural and Social Issues of Work Groups, Individual Performance in groups, Performance in Culturally Diverse Groups; Team: Definitions, Types, Stages for Creating Team, Effectiveness of Team, Building Successful Teams.

UNIT-II

- 2.1 Organizational Socialization:
Working definition, Stages in the socialization process: Anticipatory Socialization, Presocializing Institutions, Resocialization, Reality shock, Mentoring. The Careers of Women and Men.
- 2.2 Decision Making in Organization:
Nature of Decision Making: An Analytical Model, Types of Organizational Decisions, Factors Affecting Decisions in Organizations: Group Think, Cultural Differences in Decision making. Models Explaining Individual Decision Making Process, Imperfection in Individual Decisions. Techniques for improving the Effectiveness of Decisions: Individual Techniques and Group Techniques.
- 2.3 Organizational Culture: Organizational Culture & Core Characteristics, Organizational Culture & Climate Debate, Types of Organizational Cultures, Emergence of Organizational Culture, Tools for Transmitting Culture.

UNIT-III

- 3.1 Institution Building:
Meaning of Institution Building, Characteristics, Factors Influencing Institution Building, Institution Building Process, Dimensions of Institution Building. Self Renewal and Innovation. Role of Managers in Institution Building.
- 3.2 Leadership:
Basic Assumptions underlying Leadership theory and research, Modal orientations in Leadership paradigms, Limitations of the model orientations. Emerging Frontiers in Leadership research.

- 3.3 Ethical Dimensions of Leadership Influence Processes:
The Transactional and Transformational Influence process, Ethical Implications, Preparing for Ethical Leadership, Influence of Culture on Leadership Effectiveness.

UNIT-IV

- 4.1 Organizational Power:
Difference between Social Influence, Power and Politics, Individual Power; Personal Power, Use of Power, Resource-Dependency Model of Power, Strategic Contingencies Model. Power Dynamics in Indian Organizations.
- 4.2 Organizational Politics:
Meaning, Types of Political Games, Causes of Political Action and Organizational Politics, Ethics of Organizational Politics, Assessing the Ethics of Political Behaviour.
- 4.3 Organizational Change:
Nature of the Change Process, Types of Organizational Change: Degree of Change, Timing of Change, Reaction to Change, Strategic Planning for Organizational Change, Organizational Barriers to Change, Implementing Change.

TEXT BOOKS RECOMMENDED

Greenberg, J., Robert, A. & Baron A. (2000). *Behavior in Organization* (7th edition). New Jersey: Prentice Hall.

Kanungo, R.N., & Mendonca, M. (1994). *Work Motivation: Models for developing Countries*. New Delhi: Sage.

Kanungo, R.N., & Mendonca, M. (1996). *The Ethical Dimensions of Leadership*. California: Sage.

FURTHER SUGGESTED READINGS

Chakraborty, S.K. (1985). *Human Response in Organizations: Towards the Indian Ethos*. Calcutta: Vivekanand Nidhi.

Chakraborty, S.K. (1987). *Managerial Effectiveness and Quality of Work Life: Indian Insights*. New Delhi: Tata McGraw-Hill.

Chakraborty, S.K. (1995). *Ethics in Management*. New Delhi: Oxford.

Jaeger, A.M., & Kanungo, R.N. (Eds.), (1990). *Management in Developing Countries*. London: Routledge.

Khandwalla, P.N. (Ed.) (1988). *Social Development: A New Role for the Organizational Sciences*. New Delhi: Sage.

Schein, E.H. (1987). *Organizational Culture and Leadership*. New York: John Wiley.

Sinha, D., & Kao, H.S.R. (Eds.) (1980). *Social Values and Development*. New Delhi: Sage.

Sinha, J.B.P. (1990). *Work Culture in the Indian Context*. New Delhi: Sage.

Staw, B.M. (1995). *Psychological Dimension of Organizational Behavior*. New Jersey: Prentice Hall.

NET SURFING REQUIRED:

Students are highly encouraged to find out the relevant material through NET surfing.

NOTE FOR PAPER SETTING:

The question paper will contain two questions from each unit (total eight questions) and the candidates will be required to answer one question from each unit (total questions to be attempted will be four). **Each question will carry 20 marks. The total weightage will be 20x4=80.**

COMMON CORE COURSE FOR BOTH SPECIALIZATIONS

COURSE NO: PSY 550 TITLE: COMMUNITY PSYCHOLOGY

CREDITS: 4

Duration of Examination: 2 Hours 30 Minutes

MAXIMUM MARKS: 100

a) Semester Examination: 80

b) Sessional Assessment : 20

Syllabus for the examinations to be held in May 2011, May 2012, and May 2013.

***Eligibility to appear in exam: 75% Attendance in all papers.**

COURSE OBJECTIVES

The course is designed to provide an in-depth and critical study of Community Psychology. It includes the nature and goals of community psychology. Interventions within a community framework, community-based programs, and current applied issues in community psychology are covered.

COURSE TOPICS

UNIT- 1

- 1.1 Introduction to Community Psychology: Brief Historical Background; Philosophy of Community Psychology.
- 1.2 Goals of Community Psychology, Community Psychology Today.
- 1.3 Social Change: Importance, Reasons and Types of Social Change, Creating and Sustaining Social Change.

UNIT-II

- 2.1 Community Mental Health: Brief History of Mental Disorders; Epidemiology of Mental Disorders; Deinstitutionalization; Common Alternatives to Institutionalization
- 2.2 Social and Human Services in the Community.
- 2.3 Specific Social Issues and Social Services in the Community: Child Maltreatment; The Elderly; The Homeless: Scope of the Issue, Causes and Prevention Programmes.

UNIT-III

- 3.1 The Traditional Justice System: Criminal Justice Processes; Crime and Criminals; The Prisons; Victims and the Fear of Being Victimized.
- 3.2 Enforcement Agencies; Preventive Measures: Predicting At-Risk Behavior; Prevention with At-Risk Individuals; Designing the Environment to Prevent the Crime; Reducing the Fear of Crime; Citizen Involvement in Police Matters.
- 3.3 Secondary Prevention: Early Intervention Efforts; Parental Training; Reducing Recidivism in Juvenile Delinquents; Early Assistance for Victims; Tertiary Programs: After-the-Fact Interventions for Chronic Justice System Problems.

UNIT-IV

- 4.1 Community Health and Prevention: Tobacco and Alcohol: Extent of the Problem, Community Psychology Approach.
- 4.2 Human Immunodeficiency Virus (HIV) and AIDS: Extent of the Problem; Complexities and Controversies; Possible Solutions; Community Psychology Based Approach.
- 4.3 The Future of Community Psychology: Recent Social and Political Agendas Affecting Community Psychology. General Recommendations about Social Change for the Coming Years. Promoting the Values and Goals of Community Psychology. Action Research, Diversity Issues.

TEXT BOOKS RECOMMENDED

Duffy, K.G. & Wong, F.Y. (2000). *Community Psychology*. Boston: Allyn & Bacon.

Korchin, S.J. (1988). *Modern Clinical Psychology*. Delhi: CBS Publication.

FURTHER SUGGESTED READINGS

Levine, M., & Perkins, D.V. (1987). *Principles of Community Psychology: Perspectives and Applications*. NY: Oxford University Press.

Shanmugam, T.E. (1988). *Community Psychology*. Madras: Utsav Shanmugam.

NET SURFING REQUIRED:

Students are highly encouraged to find out the relevant material through NET surfing.

NOTE FOR PAPER SETTING:

The question paper will contain two questions from each unit (total eight questions) and the candidates will be required to answer one question from each unit (total questions to be attempted will be four). **Each question will carry 20 marks. The total weightage will be 20x4=80.**

OPTIONAL COURSE

COURSE NO: PSY 558 TITLE: COUNSELING AND PSYCHOTHERAPEUTIC TECHNIQUES

CREDITS: 4

Duration of Examination: 2 Hours 30 Minutes

MAXIMUM MARKS: 100

a) Semester Examination: 80

b) Sessional Assessment : 20

Syllabus for the examinations to be held in May 2008, May 2009, and May 2010.

***Eligibility to appear in exam: 75% Attendance in all papers**

COURSE OBJECTIVES

The course is designed to provide an in-depth study of Counseling and Psychotherapeutic Techniques. It includes the detailed study of concepts, goals and ethical issues in Counseling and Psychotherapy; Individual Therapies: Client-Centred Therapy, Techniques of Behavioural Therapy, Cognitive Behaviour Therapy, and Group and Family Therapies.

COURSE TOPICS

UNIT- 1 Psychological Interventions

- 1.1 Concept, Definition, Nature and Scope of Counseling and Psychotherapeutic Techniques.
- 1.2 Goals and Effectiveness of Psychotherapies and Counseling.
- 1.3 Ethical Issues in Counseling and Psychotherapies.

UNIT-II Individual Therapies

- 2.1 Psychodynamic Psychotherapy: Key Concepts and Application. Psychoanalytic Alternatives.
- 2.2 Client-Centered Therapy and Humanistic-Existential Movement.
- 2.3 Origins of Behavioural Approach: Definition, History and Traditional Techniques of Behavioural Therapy: Systematic Desensitization, Flooding Therapy, Implosive Therapy, Aversion Therapy, and Negative Practice.

UNIT-III Cognitive Behaviour Therapy

- 3.1 History, Current Status and Goals of Cognitive Behaviour Therapy.
- 3.2 Approaches to Cognitive Behaviour Therapy: Beck, Ellis, and Meichenbaum.
- 3.3 Application: General Anxiety Disorder, Depression, Schizophrenia, and Obsessive-Compulsive Disorder.

UNIT-IV Group and family Therapy.

- 4.1 Historical Perspectives, Current Status and the Nature of Group Therapy.
- 4.2 Approaches to Group Therapy.
- 4.3 The Development of Family Therapy, The Concept of Communication: Forms and Methods, and Conjoint Family Therapy.

NOTE FOR PAPER SETTING:

The question paper will contain two questions from each unit (total eight questions) and the candidates will be required to answer one question from each unit (total questions to be attempted will be four). **Each question will carry 20 marks. The total weightage will be 20x4=80.**

BOOKS RECOMMENDED

Corey, G. (2000). *Theory and Practice of Group Counseling*. Pacific Grove, Calif: Brooks/Cole.

Corey, G. (1996). *Theory and Practice of Counseling and Psychotherapy*. Pacific Grove, Calif: Brooks/Cole.

Feltham, P. (1999). *Controversies in Psychotherapy and Counseling*. New York: Sage.

Gilliland, A. & James, C. (1998). *Theories and Strategies in Counseling and Psychotherapy*. Boston: Allyn & Bacon.

Korchin, S.J. (1988). *Modern Clinical Psychology*. New Delhi: CBS Publications.

Trull, T.J. & Phares, E.J. (2001). *Clinical Psychology*. Belmont, CA: Wadsworth.

Wolber, J.R. (1977). *The Techniques of Psychotherapy*. New York: Grune and Stratton.

Wolman, B.B. (1976). *The Therapist's Handbook: Treatment Methods of Mental Disorders*. New York: Von Nostrand Reinhold & Co.

OPTIONAL COURSE

**COURSE NO: PSY 560 TITLE: PSYCHOLOGY OF HUMAN RESOURCE
MANAGEMENT**

CREDITS: 4

Duration of Examination: 2 Hours 30 Minutes

MAXIMUM MARKS: 100

- a) Semester Examination: 80
- b) Sessional Assessment : 20

Syllabus for the examinations to be held in May 2011, May 2012, and May 2013.

***Eligibility to appear in exam: 75% Attendance in all papers**

COURSE OBJECTIVES

This course aims at understanding the behaviours of individuals along with other organizational assets and familiarise them with the skills, techniques and implications of human resource management.

COURSE TOPICS

UNIT- 1

- 1.1 Human Resource Management: Meaning, Features of HRM, Objectives, Component of HRM, Functions of HRM.
- 1.2 Challenges and Human Resource Management: Going Global, New Technology, Managing Change, Managing Talent, Responding to the Market, Containing Costs.
- 1.3 Social Issues in HRM: Demographic and Employee concerns; Demographic and Cultural Changes. Responsibilities of Human Resource Manager.

UNIT-II

- 2.1 Human Resource Management Activities: HR Planning and Analysis, Staffing, HR Development, Pay Benefit, Compensation Benefits, Health, safety and Security, Employee and Labour/Management Relations.
- 2.2 Recruitment Processes: Definition, Recruitment Methods, Internal Recruitment, External Recruitment, Evaluating the Recruitment Process.
- 2.3 Needs Assessment for Training: Organization analysis, Task analysis, Person analysis. Designing the training program: Instructional Objectives, Trainee Readiness and Motivation, Principles of Learning, Characteristics of Instructors.

UNIT-III

- 3.1 Training Methods for Non-managerial Employees: On the job training, Apprenticeship training, Cooperative training, Internship and Governmental training, Classroom Instructions, Programmed instructions, Audio-visual Methods, E-learning, Simulation Method. Training methods for Management division: On job experiences, Seminars and Conferences, Case studies, Management Games, Role Playing, Behavioural modelling.
- 3.2 Performance Appraisal: Aims and uses of Performance Appraisal, Appraisal Methods, Appraising Performance: Problems and Issues.
- 3.3 Employee Safety: Purpose, Supervisor's Role in safety, Causes of Accidents and Their Prevention.

UNIT-IV

- 4.1 Employee Health: Alcoholism at Work, Smoking at Work, AIDS and Other Life-Threatening Illnesses, Job Stress, Burnout.
- 4.2 Human Resource Development and Careers: HR Development Today, Changes in Career Development, Developing Capabilities, Life-long Learning .
- 4.3 Careers: Organization-Centred Vs Individual-Centred Career Planning, How People Choose Careers, General Career Progression, Retirement; Career Planning and Individual Issues; Career Plateaus, Dual Career Paths for Technical and Professional Workers, Dual Career Couples, Moonlighting as a Career Strategy.

TEXT BOOKS RECOMMENDED

Dessler, G. (1994). *Human Resource Management*. (6/e). NJ: Prentice-Hall International.

Snell, S. & Bohlander, G. (2007). *Human Resource Management*. New Delhi: Thomson Wadsworth.

FURTHER SUGGESTED READINGS

Bass, R.M. & Drenth, J.D. (1987). *Organizational Psychology*. New York: Sage.

Mathis, R.L. & Jackson, J.H. (2000). *Human Resource Management*.(9/e). New York: South-Western College Publishing Co.

Rao, T.V., Verma, K.K. and Khandelwal, A.K. & Abraham. (1989). *Alternative Approaches Strategies of Human Resource Development*. Jaipur: Rawat Publication.

NET SURFING REQUIRED:

Students are highly encouraged to find out the relevant material through NET surfing.

NOTE FOR PAPER SETTING:

The question paper will contain two questions from each unit (total eight questions) and the candidates will be required to answer one question from each unit (total questions to be attempted will be four). **Each question will carry 20 marks. The total weightage will be 20x4=80.**

OPTIONAL COURSE

COURSE NO: PSY 559 TITLE: COUNSELING AND PSYCHOTHERAPEUTIC PROCESS.

CREDITS: 4

Duration of Examination: 2 Hours 30 Minutes

MAXIMUM MARKS: 100

a) Semester Examination: 80

b) Sessional Assessment : 20

Syllabus for the examinations to be held in May 2011, May 2012, and May 2013.

***Eligibility to appear in exam: 75% Attendance in all papers**

COURSE OBJECTIVES

The course is designed to provide an in-depth study of Counselling and Psychotherapeutic Processes. It includes the detailed study of concepts, goals and ethical issues in Counselling and Psychotherapy; Counseling Strategies and Techniques, & Adopting the Counselling Process to Specific Populations.

COURSE TOPICS

UNIT- 1 Fundamentals of Counseling/ Psychotherapy

- 1.1 Fundamentals of the Counselling Process:
Perspectives on Effective Counselling, Fundamental Precepts of Effective Counselling, Characteristics of Effective Counsellors.
- 1.2 Understanding Counselling as a Process:
Definition of Counselling, Outcome Goals of Counselling, Process Goals in Counselling, Stages of the Counselling Process.
- 1.3 Counselling Relationship:
Building the Counselling Relationship and Facilitating Initial Disclosure, Inviting Communication and Building the Counselling Relationship: The Counsellor's Non-verbal Messages, The Counsellor's Verbal Encouragement to Disclose. The core Conditions of Counselling: Empathy, Positive Regard, Genuineness, Concreteness, Counsellor's Actions that Impede Communication.

UNIT-II Methods and Ethics in Counseling

- 2.1 In-Depth Exploration:
Goals and Methods of In-depth Exploration, Advanced Empathy, Immediacy, Confrontation, Interpretation & Role Playing.
- 2.2 Commitment to Action & Termination:
The Process of Goal Setting, Design & Implementation of Action Plans, Termination.
- 2.3 Ethics in Counselling:
Codes of Professional Ethics, Ethical Principles, Ethical Theory, The Relationship between Ethics and the Law, Common Ethical Violations by Mental Health Professionals.

UNIT-III Counselling Strategies and Techniques

- 3.1 Assessment and Diagnosis in Counselling:
Components of Effective Diagnosis. Place of Assessment in Counselling Process: Risk & Opportunities, Intake Interviews, Mistakes Counsellors make in Assessment Process. Structuring, Leading and Questioning Techniques Structuring: Leading, the Use of Questions in Counselling.
- 3.2 Working With Ambivalent, Indifferent & Oppositional Clients:
Hesitant Clients, Understanding Clients, Reluctance & Resistance, The Counsellor's Emotions Towards the Ambivalent, Indifferent, or Oppositional Client, Why Work With Unmotivated and Oppositional Clients? Working With Client's Reluctance.

- 3.3 Major Theories of Counseling:
Person-Centered Counseling, Gestalt Counseling, Psychoanalytic Counseling, Cognitive Counseling, Trait Factor Counseling, Behavioral Counseling.

UNIT-IV Adopting the Counselling Process to Specific Populations

- 4.1 Working With Clients in Crisis:
Purpose of Crisis Intervention, Stressful Events that may Precipitate Crisis, Steps in Crisis Intervention.
- 4.2 Issues of Human Diversity in Counselling:
Considerations in Counselling Culturally Diverse Clients, Counselling Women & Girls, Counselling Men and Boys, Counselling Gay, Lesbians, Bisexual Clients.
- 4.3 Working with Children, Their Parents & Older Adults:
How Children Differ from Adults, Communicating, Assessment, Augmenting and Socialization Process, Working With Parents. Working With Older Adults: Characteristics of Older Adults as Clients, Experiences and Counselling Agendas of Older Adults, Counselling Procedures with Older Adults, Working With families of Older Clients.

TEXT BOOKS RECOMMENDED

Welfel, E.R. & Patterson, L.E. (2005). *The Counseling Process: A Multi-theoretical Integrative Approach* (6th edition). Pacific Grove: Brooks/Cole. (1st Indian Edition).

FURTHER SUGGESTED READINGS

Capuzzi, D. & Gross, D.R. (1997). *Introduction to Counseling Profession* (2nd edition). Boston: Allyn and Bacon Publishing Company.

Corey, G. (1996). *Theory and Practice of Counseling and Psychotherapy*. Pacific Grove, Calif: Brooks/Cole.

Ivey, A.E., Ivey, M.B. & Simek-Morgan, L. (1997). *Counseling and Psychotherapy: A Multicultural Perspective* (4th edition). Boston: Allyn & Bacon.

Hackney, H.L. & Cormier, L.S. (1996). *The Professional Counselor: A Process Guide to Helping* (3rd edition). Boston: Allyn & Bacon.

Korchin, S.J. (1988). *Modern Clinical Psychology*. New Delhi: CBS Publications.

Milner, P. & Palmer, S. (2001). Counselling (Vol 2). London: Sage Publication.

NET SURFING REQUIRED:

Students are highly encouraged to find out the relevant material through NET surfing.

NOTE FOR PAPER SETTING:

The question paper will contain two questions from each unit (total eight questions) and the candidates will be required to answer one question from each unit (total questions to be attempted will be four). **Each question will carry 20 marks. The total weightage will be $20 \times 4 = 80$.**