

**MANONMANIAM SUNDARANAR UNIVERSITY  
TIRUNELVELI  
TAMIL NADU INDIA**



**M.Sc. Degree Course in Counselling Psychology**

(Five years Integrated)

**Choice Based Credit System (CBCS)**

**REVISED SYLLABUS**

**FROM THE ACADEMIC YEAR 2012 - 2013**

**MANONMANIAM SUNDARANAR UNIVERSITY**  
**TIRUNELVELI**  
**TAMIL NADU INDIA**

**M.Sc. Degree Course in Counselling Psychology**  
**(Five years Integrated)**  
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**FROM THE ACADEMIC YEAR 2012 - 2013**

**Scheme, Regulations and Syllabus**

**TITLE OF THE COURSE**

M.Sc. Degree course in Counselling Psychology (Five Years Integrated Course)

**ELIGIBILITY FOR ADMISSION**

Candidates seeking admission to the first year of the integrated M.Sc. Counselling Psychology course shall be required to have passed Higher Secondary Examination conducted by Government of Tamil Nadu or an examination accepted as equivalent thereto by the syndicate.

**DURATION OF THE COURSE**

The course is for five academic years. The five academic years will be divided into ten semesters with two semesters per year.

**STRUCTURE OF THE COURSE**

If a candidate is unable to continue this course after the six semesters, he/she will be awarded B.Sc. (Psychology) provided he/she has passed in all subjects including VI semester subjects.

The candidate's performance in each theory/practical subjects will be evaluated by a combination of continuous internal assessment and University examinations.

**PASSING REQUIREMENTS**

**B.Sc. (Psychology)**

The minimum pass is 35% in the internal as well as external assessment for theory papers. For all other external and overall components, the passing minimum is 40%

**M.Sc. (Counselling Psychology)**

The minimum pass is 50% for M.Sc. A candidate will be declared to have passed in any paper (including practical, Case studies & viva-voce) of study if he/she secures not less than 50% marks in both the Internal Assessment (Continuous Assessment) and the University Examinations. Also he/she should have passed in all the papers till and including semester X.

## CLASSIFICATION OF SUCCESSFUL CANDIDATES

MARKS	CLASS
75% and Above	<b>First Class with Distinction</b>
Between 60% and 74%	<b>First Class</b>
Between 50% and 59 %	<b>Second Class</b>

Only those candidates who have passed in all the papers including the practicals and project works/ Case studies in the first appearance are considered for ranking.

## PROCEDURE IN THE EVENT OF FAILURE

- If a candidate fails in a particular subject (other than project work) he/she may appear for the university examination in that subject in subsequent semesters and obtain pass marks.
- In the event of failure in project work, the candidates will register for project work and redo the project work in a subsequent semester and submit the dissertation afresh for evaluation. The internal assessment marks will be freshly allotted in this case.

## GENERAL CONDITIONS

With the concurrence of the head of the department, a candidate may be permitted to work Whole time/Part time in the School/Colleges or Hospitals or organisations, for the individual project work or Case studies during the VI and X semesters. In such cases, the work of the candidate will be supervised by a member faculty in the College/University.

## GRADING SYSTEM

The term grading system indicates a seven (7) Points Scale of evaluation of the performance of students in terms of marks obtained in the CIA and External Examination, grade points and letter grade.

### SEVEN POINT SCALE (As per UGC notification 1998)

GRADE	GRADE POINT	PERCENTAGE EQUIVALENT
<b>'O' = Outstanding</b>	5.50 – 6.00	75 – 100
<b>'A' = Very Good</b>	4.50 – 5.49	65 – 74
<b>'B' = Good</b>	3.50 – 4.49	55 – 64
<b>'C' = Average</b>	3.00 – 3.49	50 – 54
<b>'D' = Below Average</b>	1.50 – 2.99	35 – 49
<b>'E' = Poor</b>	0.50 – 1.49	25 – 34
<b>'F' = Fail</b>	0.00 – 0.49	0 – 24

## PATTERN OF QUESTION PAPER (THEORY)

Internal-25

External-75

### MODEL Question-FORMAT

Time:Three Hours

Max. Marks: 75

- For all theory papers other than Non-Major Elective shall be as follows:

Section	Type of question	Marks
Part A	Multiple Choice Questions: Four questions from each unit (5 x 4 = 20 Questions)	1 x 20 = 20
Part B	Internal Choice Questions: One Question from each Unit (5 x 1 = 5 Questions)	4 x 5 = 20
Part C	Internal Choice Questions: One Question from each Unit (5 x 1 = Questions)	7 x 5 = 35
<b>Total</b>		<b>75</b>

- For all Non-Major Elective papers shall be as follows:

Section	Type of question	Marks
Part A	Short answer questions (one or two liner): Four questions from each unit (5 x 4 = 20 Questions)	2 x 20 = 40
Part B	Internal Choice Questions (one or two paragraph answers): One Question from each Unit (5 x 1 = 5 Questions)	7 x 5 = 35
<b>Total</b>		<b>75</b>

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**ABSTRACT OF THE SYLLABUS FOR B.Sc LEVEL**

**Revised Structure**

**SEMESTER I**

<b>Components</b>	<b>Title of the paper</b>	<b>Teaching hrs/week</b>	<b>Credits</b>	<b>Max. Marks</b>
<b>Part I: Language</b>	Tamil/ Other Languages	6	3	100
<b>Part II: Language</b>	English	6	3	100
<b>Part III: Core Subjects</b>	Basic Psychology – I	4	4	100
	Social Psychology – I	4	4	100
	Core Practical: An Introduction to Experimental Psychology	2	Nil	--
	Allied: Principles of Sociology	4	4	100
	Allied Practical: Attitudes & Opinion Survey	2	Nil	
<b>Part IV</b>	Environmental Studies	2	2	100
Total (6 Courses)		<b>30</b>	<b>20</b>	<b>600</b>

## SEMESTER II

Components	Title of the paper	Teaching hrs/week	Credits	Max. Marks
<b>Part I: Language</b>	Tamil/Other Languages	6	3	100
<b>Part II: Language</b>	English	6	3	100
<b>Part III: Core Subjects</b>	Core: Basic Psychology – II	4	4	100
	Core: Social Psychology – II	4	4	100
	Core Practical : Experimental Psychology – I	2	2	100
	Allied: Psychology & Computer Applications	4	4	100
	Allied Practical: Introduction to Ms Office	2	2	100
<b>Part IV</b>	Value Based Education	2	2	100
Total (8 Courses)		<b>30</b>	<b>24</b>	<b>800</b>

## SEMESTER III

Components	Title of the paper	Teaching hrs/week	Credits	Max. Marks
<b>Part I: Language</b>	Tamil/Other Languages	6	3	100
<b>Part II: Language</b>	English	6	3	100
<b>Part III: Core Subjects</b>	Life Span Psychology – I	4	4	100
	Core Practical: Development of Models and Artifacts	2	Nil	--
	Allied: Psychological Statistics - I	4	4	100
	Allied Practical: Data Processing	2	Nil	--
<b>Part IV</b>	Skill Based Subject: Social Skill Development	4	4	100
	Non Major Elective: Psychology of Social Problems	2	2	100
Total (6 Courses)		<b>30</b>	<b>20</b>	<b>600</b>

## SEMESTER IV

Components	Title of the paper	Teaching hrs/week	Credits	Max. Marks
<b>Part I: Language</b>	Tamil/Other Languages	6	3	100
<b>Part II: Language</b>	English	6	3	100
<b>Part III: Core Subjects</b>	Life Span Psychology - II	4	4	100
	Core Practical: Experimental Psychology – II	2	2	100
	Allied: Psychological Statistics – II	4	4	100
	Allied Practical: Practical Application of Statistics in Psychology	2	2	100
<b>Part IV</b>	Skill Based Subject: Self Esteem Enhancement	4	4	100
	Non Major Elective: Human Rights	2	3	100
<b>Part V</b>	Extension Activity			--
Total (8 (+ 1) Courses)		<b>30</b>	<b>25</b>	<b>800</b>

## SEMESTER V

Components	Title of the paper	Teaching hrs/week	Credits	Max. Marks
<b>Part III: Core Subjects</b>	Bio Psychology	4	4	100
	Psychopathology - I	4	4	100
	Core Practical: Multi Axial Assessment	3	Nil	--
	Core Practical: Mental Status Examination	3	Nil	--
	Major Elective: Positive Psychology	5	5	100
	Major Elective: Organisational Behavior	5	5	100
	Elective Practical: Case Study Analysis	2	Nil	--
<b>Part IV</b>	Skill Based Subject: Time Management	4	4	100
Total (5 Courses)		<b>30</b>	<b>22</b>	<b>500</b>

## SEMESTER VI

Components	Title of the paper	Teaching hrs/week	Credits	Max. Marks
Part III: Core Subjects	Guidance & Counselling Psychology	6	4	100
	Psychopathology II	6	4	100
	Indian Psychology	5	4	100
	Major Elective: Training & Development	5	5	100
	Project Internship	6	8	100
	Project Report & Viva Voce	2	4	100
Total (6 courses)		<b>30</b>	<b>29</b>	<b>600</b>

Total Number of Courses: 46 (34 Theory + 11 Practical + 1 Project)

Total Number of hours: 180

Total Number of Credits: 140

### OVERALL DISTRIBUTION OF MARKS FOR B.SC. Level

Part	Title of the papers	No. of Papers	Marks for each paper	Total Marks	Marks for I Class	Marks for II Class
<b>Part - I</b>	Language	4	100	400	240	200
<b>Part - II</b>	English	4	100	400	240	200
<b>Part - III</b>	Core (Theory & Practicals)	13	100	1300	780	650
	Allied (Theory & Practicals)	6	100	600	360	300
	Electives (Major & Non-Major)	5	100	500	300	250
	Project	2	100	200	120	100
<b>Part IV</b>	Skill Based subjects	3	100	300	180	150
	Environmental Studies	1	100	100	60	50
	Value based Education	1	100	100	60	50
<b>Total</b>		<b>44</b>	<b>800</b>	<b>4400</b>	<b>1680</b>	<b>1400</b>



# Abstract of the Syllabus for M.Sc level

## SEMESTER VII

Components	Title of the paper	Teaching hrs/week	Credits	Max. Marks
<b>Core Subjects</b>	Theories of Personality	6	5	100
	Cognitive Psychology	6	5	100
	Research Methodology	6	5	100
<b>Elective</b>	Culture & Psychology	6	5	100
<b>Practicals</b>	Essentials of Psychological Assessments	6	Nil	--
<b>Total (4 courses)</b>		<b>30</b>	<b>20</b>	<b>400</b>

## SEMESTER VIII

Components	Title of the paper	Teaching hrs/week	Credits	Max. Marks
<b>Core Subjects</b>	Counselling Process	6	4	100
	Psychodiagnostics	6	4	100
	Health Psychology	6	4	100
<b>Elective</b>	Behaviour Modification	6	5	100
<b>Practicals</b>	Psychological Assessment I	3	4	100
	Psychological Assessment II	3	4	100
<b>Total (6 courses)</b>		<b>30</b>	<b>25</b>	<b>600</b>

## SEMESTER IX

Components	Title of the paper	Teaching hrs/week	Credits	Max. Marks
<b>Core Subjects</b>	Marital & Family Counselling	6	4	100
	Educational Counselling	6	4	100
	Workplace Counselling	6	4	100
<b>Elective</b>	Group Counselling Process	6	5	100
<b>Practical</b>	Neuropsychological Assessments	3	Nil	--
	Non Cognitive Assessments	3	Nil	--
<b>Total (4 courses)</b>		<b>30</b>	<b>20</b>	<b>400</b>

## SEMESTER X

Components	Title of the paper	Teaching hrs/week	Credits	Max. Marks
<b>Core Subjects</b>	Dissertation	18	12	300
<b>Elective</b>	Psychotherapeutics	6	5	100
<b>Practical</b>	Field Based Internship	6	8	200
<b>Total (6 courses)</b>		<b>30</b>	<b>25</b>	<b>600</b>

Total Number of Courses: 20

Total Number of hours: 120

Total Number of Credits: 90

## OVERALL DISTRIBUTION OF MARKS FOR B.SC. Level

Part	No. of Papers	Marks for each paper	Total Marks	Marks for I Class	Marks for II Class
<b>Core Subjects</b>	9	100	900	540	450
<b>Elective Subjects</b>	4	100	400	240	200
<b>Practical</b>	2	100	200	120	100
<b>Dissertation</b>	1	300	300	180	150
<b>Project / Internship</b>	1	200	200	120	100
<b>Total</b>	<b>17</b>	<b>800</b>	<b>2000</b>	<b>1200</b>	<b>1000</b>

Notes:

1. Each paper carries an internal component
2. Distribution of Marks:
  - For Theory - External : Internal Assessment is 75:25
  - For Practical - External : Internal Assessment is 60:40
3. Pass minimum in each paper (both internal and external)
  - UG - 35 marks
  - PG - 50 marks
4. Regarding the **Internal Assessment**, the 25 marks is allocated in the following manner:

Components	UG	PG
Average of the best two tests from three compulsory tests	20 Marks	15 Marks
Assignment	5 Marks	4 Marks
Seminar	--	6 Marks
<b>Total</b>	<b>25 Marks</b>	<b>25 Marks</b>

Each test is of one hour duration

5. For all the theory and practical subjects, the duration of University examination shall be 3 hours.
6. For the conduct of University Examination in Practical subjects, the University will appoint two examiners (one internal and one external examiner). The Examiners appointed by the University for Conduct of practicals will set the Question paper for the practical examination.

7. Two experiments for practicals may be given at random to each student of which one will be conducted. For the second one they will write only plan and procedure. The group data, which are common to all students in the batch, will be supplied by the examiner.
8. For practical examination marks shall be allotted as follows:

- **Internal Assessment**

○ Record Work	:	20 marks
○ Experimental work	:	10 marks
○ Model Test	:	10 marks
<b>Total</b>	:	<b>40 marks</b>

- **External Assessment :**

<b>Sections</b>	<b>Description</b>	<b>Marks</b>
<b>Part A</b>	Theory (Answer 10 out of 12 question) 10 X 2	<b>20 Marks</b>
<b>Part B</b>	Writing plan & procedure Conduction	<b>20 Marks</b>
<b>Part C</b>	Analysis, interpretation and discussion of group results Viva	<b>20 Marks</b>
<b>Total</b>		<b>60 Marks</b>

9. **Project Work / Internship for UG**

<b>Components</b>	<b>Marks</b>
Project Report	60
Viva - voce	40
<b>Total</b>	<b>100</b>

- Students must undergo internship for 30 days during the 6<sup>th</sup> semester on an institution where there is formal training on counselling / psychological intervention is offered.
- The students should be working under the supervision of a qualified Psychologist / Counselor.
- A minimum of 20 days attendance is compulsory or a minimum of 100 hours, whichever is longer.

- d) Based on the Internship training, the student must submit a clinical case study report that will include a minimum of 5 case studies or a Project report in case of organisational / industrial setting.
- e) Project report should not exceed 100 pages
- f) Project report evaluation will be done centrally and viva – voce will be conducted by both the External examiner and the guide

**10. Dissertation for PG:**

- Students are required to submit a thesis at the end of the Second Year. The thesis shall embody the record of original investigation under the guidance of a supervisor.

<b>Components</b>	<b>Marks</b>
Thesis	200
Comprehensive Viva – voce	100
<b>Total</b>	<b>300</b>

- 11. Allied subjects will be either from the same department or from the other departments
- 12. Skill based courses may be either from the major department or from the allied related department
- 13. For rank purpose marks scored in Part III (Major and Allied) alone will be taken.
- 14. In the case of Environmental studies & Value Based Education, out of the 2 hours, one hour may be teaching and one hour may be field work related to the subject areas.
- 15. In Part V, Extension activities, NCC, NSS, Red Cross, and Youth Welfare will be taken into account for one credit. This shall not be included for the percentage of marks. The name of the activity should be mentioned in the Mark sheet at the end of the IV semester. Attendance is compulsory for each activity and separate certificate will be issued from the University.
- 16. Percentage of marks for Part I, Part II, Part III and Part IV should be printed on the Mark sheet.
- 17. Options to be given to the students in the selection of Non-Major Elective

**MANONMANIAM SUNDARANAR UNIVERSITY**  
**Syllabus**  
**M.Sc. Degree Course in Counselling Psychology**  
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**SEMESTER – I**

**PART I: TAMIL / Other Languages**

*Same as Syllabus followed by Manonmaniam Sundaranar University for UG courses*

**PART II: ENGLISH**

*Same as Syllabus followed by Manonmaniam Sundaranar University for UG courses*

**PART III: CORE SUBJECTS**

**Basic Psychology – I**

**Credits : 4**

**Max. Marks : 100**

**Objective:**

- To make students understand the basic concepts in Psychology in historical outline
- It will also aim to teach the students the various principles of Psychology
- It will also focus in various areas of Psychology

**UNIT 1: INTRODUCTION**

What is psychology? Why study psychology? Psychology as a science - Methods of Psychology- Experimental method, Systematic Observation, Case Study method, Survey method; Early Schools of Psychology; Modern Perspectives.

**UNIT 2: BIOLOGICAL BASES OF BEHAVIOUR**

Brain and its functions – Principles of Heredity – Endocrine system and its functions

**UNIT 3: SENSORY PROCESSES**

Some general properties of Senses: Visual sense – Auditory sense – Other senses

**UNIT 4: ATTENTION & PERCEPTION**

Selective attention; physiological correlates of attention; Internal influences on perception- learning – set - motivation & emotion - cognitive styles; External influences on perception- figure and ground separation – movement – organization – illusion;

Internal- external interactions: Constancy -Depth Perception- Binocular & Monocular Perception; Perceptual defense & Perceptual vigilance; Sensory deprivation -Sensory bombardment; ESP - Social Perception.

### **UNIT 5: ALTERED STATES OF CONSCIOUSNESS**

Consciousness; Stages of sleep; dreams; meditation; hypnosis.

#### **Reference:**

1. Morgan, C.T. and King, R.A (1994) Introduction to Psychology, Tata McGraw Hill Co, Ltd, New Delhi.
2. Robert A. Baron (2002), Psychology, 5<sup>th</sup> Edition, Prentice Hall, India.
3. Michael W. Passer, Ronald E. Smith (2007), Psychology: The science of mind and Behavior, 3<sup>rd</sup> Edition Tata McGraw-Hill Edition.
4. Robert S. Feldman (2004) Understanding Psychology 6<sup>th</sup> Edition Tata McGraw – Hill.

### **Social Psychology - I**

**Credits : 4**

**Max. Marks : 100**

#### **Objectives:**

- To help students understand how individual behavior is influenced by social and cultural contexts.
- To enable students to develop an understanding of dyads, groups and organization.
- To understand the unique features of the Indian socio-cultural context.
- To understand how social problems can be analysed in terms of various social psychological theories.

### **UNIT 1: THE FIELD OF SOCIAL PSYCHOLOGY**

Social Psychology is Scientific in Nature – Social Psychology and Social Behavior of Individuals- Social Psychology seeks to understand the causes of Social Behavior and Social Thought - Current and Future Trends.

### **UNIT 2: SOCIAL PERCEPTION: PERCEIVING AND UNDERSTANDING OTHERS**

Nonverbal Communication: The Basic Channels – Recognizing Deception: The Role of Nonverbal Cues; Attribution: Understanding the Causes of Others' Behavior: Theories of Attribution- Some Basic Sources of Error - Applications of Attribution Theory: Insights and Interventions

### **UNIT 3: SOCIAL COGNITION: THINKING ABOUT THE SOCIAL WORLD**

Schemas: Mental Frameworks for Organizing and Using Social Information: The Impact of Schemas on Social Cognition: Attention, Encoding, Retrieval – The Self – Confirming Nature of Schemas: When – and Why – Beliefs Shape Reality; Heuristics and Automatic Processing: How We Reduce Our Effort in Social Cognition: Representativeness – Availability – Anchoring and Adjustment- Automatic Processing in Social Thought: Saving Effort – Controlled Vs. Automatic Processing in Evaluating the Social World: Evidence from Social Neuroscience; Potential Sources of Error in Social Cognition– The Influence of Affect on Cognition - The Influence of Cognition on Affect.

#### **UNIT – 4: ATTITUDES: EVALUATING THE SOCIAL WORLD**

Attitudes formation: Classical Conditioning– Instrumental Conditioning – Observational Learning- Role of Social Comparison; Attitude Functions: Knowledge, Identity, Self Esteem, Ego-Defensive, Impression Motivation Function of Attitudes; Link Between Attitudes and Behavior: Situational Constraints that Affect Attitude - Role of Personal Experience- Persuasion and Resistance to persuasion; Cognitive Dissonance: Dissonance and Attitude Change: The Effects of Induced or Forced Compliance.

#### **UNIT – 5: INTERPERSONAL ATTRACTION: MEETING, LIKING BECOMING ACQUAINTED**

Internal and External Determinants of Attraction-Interactive Determinants of Attraction  
Impression Formation:Implicit Personality Theories– Cognitive Perspective – Impression Management: The Fine art of Looking Good

#### **References :**

##### **Text Books**

1. Baron,R.A., & Byrne, D. Social Psychology ( 9th ed). Delhi : Pearson education,2000.
2. Myers, D.G. Social Psychology. New Delhi : Tata McGraw Hill,2005.

#### **Core Practical : An Introduction to Experimental Psychology**

**Credits: Nil**

**Max. Marks : Nil**

**Objective:** To introduce students on the importance of experiments in understanding psychological processes

##### **UNIT 1:**

What is experimental psychology? Historical origins of Experimental Psychology.  
Fundamental of Experimental Psychology.

##### **UNIT 2:**

Introspection, Observations and suggestions.

##### **UNIT 3:**

Principles of Conditioning.

##### **UNIT 4:**

Laws of Learning

##### **UNIT 5:**

Principles of Gestalt

#### **Reference**

1. Garrett E. Henry. Great Experiments in Psychology. New Delhi: Surjeet Publications.



## Allied : Principles of Sociology

**Credits : 4**

**Max. Marks : 100**

**Objectives:** This introductory paper is intended to acquaint the students with Sociology as a social science and the distinctiveness of its approach among the social sciences.

### **Unit 1: THE NATURE OF SOCIOLOGY**

Nature, Scope and Importance of Sociology – Sociology and other Social Sciences.

### **Unit 2: INDIVIDUAL AND SOCIETY**

Society: Characteristics, Theories concerning Origin of Society – Reciprocal relationship between individual and Society; Socialisation: Importance – Theories – Agencies of Socialisation; Culture: Characteristics, Types and Functions.

**Unit III: SOCIAL PROCESSES AND SOCIAL CONTROL** Social Processes : Co-operation, Competition, Conflict, Accommodation and Assimilation; Social Control: Purpose of Social Control, Kinds of Social Control – Means of Social Control.

### **Unit IV: SOCIAL INSTITUTIONS**

Institution and Association – Marriage and Family.

### **Unit V: SOCIAL CHANGE**

Factors of Social Change – Theories of Social Change – Patterns of Social Change.

### **Books for Reference**

1. Bottomore, T.B. 1972. Sociology: A guide to problems and literature. Bombay: George Allen and Unwin (India)
2. Harlambos, M. 1998. Sociology : Themes and perspectives. New Delhi : Oxford University Press.
3. Inkeles, Alex. 1987. What is Sociology ? New Delhi : Prentice – Hall of India.
4. Jayaram, N. 1998. Introductory Sociology. Madras: Macmillan India.
5. Johnson, Harry M. 1995. Sociology: A systematic introduction. New Delhi: Allied Publishers.
6. Rao, Shankar, C.N. 1991, Sociology, New Delhi: S.Chand and Company Ltd.
7. Schaefer, Richard T. and Robert P. Lamn. 1999. Sociology. New Delhi: Tata – McGraw Hill

**Allied Practical: Attitudes & Opinion Survey**

**Credits: Nil**

**Max. Marks: Nil**

**Unit 1:**

Scientific method – logic in social sciences – Objectivity and subjectivity in Social Sciences

**Unit 2:**

What is attitude? What is opinion? Characteristics of Attitude - fundamental Attitude Errors – Opinion Bias

**Unit 3:**

Rating Scales

**Unit 4:**

Opinion Surveys

**Unit 5:**

Sociogram

**ENVIRONMENTAL STUDIES**

**Credits : 2**

**Max. Marks : 100**

**UNIT 1: THE MULTI DISCIPLINARY NATURE OF ENVIRONMENTAL STUDIES**

Definition, Scope and importance

Natural resources and associated problems:

- a) Forest resource: Use and over – exploitation, deforestation, timber extraction, dams and their effects on forests and tribal people.
- b) Water resources: Use and over-utilisation of surface and ground water, floods, drought, dams – benefits and problems, water conservation and watershed management.
- c) Mineral resources: Use and exploitation, environmental effects.
- d) Food resources: World food problems, changes, effects of modern agriculture, fertiliser – pesticide problems.
- e) Energy resources: Growing energy needs, renewable and non – renewable energy sources, alternate energy sources.
- f) Land resources: Land as a resource, land degradation, man-induced landslides, soil erosion and desertification.

**UNIT 2. ECOSYSTEMS**

- a) Forest Ecosystem
- b) Grassland Ecosystem
- c) Desert Ecosystem
- d) Aquatic Ecosystem (Ponds, rivers, oceans, estuaries)
- e) Energy flow in the ecosystem

- f) Ecological succession
- g) Food chains, food webs and ecological pyramids.

### **UNIT 3. BIODIVERSITY AND ITS CONSERVATION**

Introduction – Definition: Genetic, species and ecosystem diversity.

Biographical classification of India

Values of Biodiversity

Biodiversity at global, national and local levels

India as a mega – diversity nation

Hot-Spots of biodiversity

Threats to biodiversity

Endangered and endemic species of India

Conservation of Biodiversity: In-situ and Ex-situ conservation of biodiversity.

### **UNIT 4. ENVIRONMENTAL POLLUTION**

Definition – causes, effects and control measures of

- a) Air Pollution
- b) Water Pollution
- c) Soil Pollution
- d) Marine Pollution
- e) Noise Pollution
- f) Thermal Pollution

Solid Waste Management

Disaster Management: Floods, earthquake, cyclone and landslides.

### **UNIT 5. SOCIAL ISSUES AND THE ENVIRONMENT**

Climate change, global warming, acid rain, ozone depletion.

Wasteland reclamation

Consumerism and waste products, use and through plastics

Air (Prevention and Control of Pollution) Act

Water (Prevention and Control of Pollution) Act

Wildlife Protection Act

Population Explosion – Family Welfare Programme

Human Rights

### **References:**

1. G.S. Vijayalakshmi, A.G. Murugesan and N. Sukumaran. 2006. Basics of Environmental Science, Manonmaniam Sundaranar University Publication, Tirunelveli, pp. 160
2. Agarwal. K.C. 2001. Environmental Biology, Nidi Publications Limited, Bikaner.
3. A.K. De, 1999. Environmental Chemistry, Wiley Eastern Limited, India.
4. Jadhav, H. and Bhosale, V.M. 1995. Environmental Protection and Laws, Himalaya Publishing House, Delhi. Pp.284.
5. Odum, E.P. 1971. Fundamentals of Ecology, W.B. Saunders Co, USA. Pp. 574.

## SEMESTER –II

### BASIC PSYCHOLOGY –II

**Credits : 4**

**Max. Marks : 100**

#### **UNIT 1 : THEORIES OF LEARNING**

Classical conditioning – significance of classical conditioning; instrumental conditioning- significance of instrumental conditioning; reinforcement- nature, schedules, parameters; cognitive learning- latent learning, insight, imitation; individualized learning- computer assisted learning, learning programmes.

#### **UNIT 2 :MEMORY & THINKING**

**Memory processes:** Theories about memory – a general memory function; information – processing theories- sensory register, short term memory, rehearsal; long term memory; levels of processing theory; long term memory – organization, TOT, semantic and episodic memory, encoding and storing long term memories; role of organization, role of imagery, role of constructive processes; retrieval from long term memory.

**Forgetting:** interference, retrieval problems motivated forgetting, amnesia- psychological Amnesia, biological Amnesia; improving your memory – improving study methods.

**Thinking and language:** The thinking process- concepts, problem solving, decision-making, creative thinking; language communication.

#### **UNIT 3 : INTELLIGENCE**

**Nature of Intelligence:** The Psychometric Approach: The Structure of Intellect – Factor Analysis – The g factor: Intelligence as General Mental Capacity – Intelligence As Specific Mental Abilities – Crystallised and Fluid Intelligence – Carroll’s Three-Stratum Model: A Modern Synthesis – Cognitive Process Approaches: The Nature of Intelligent Thinking – Broader Conceptions of Intelligences: Beyond Mental Competencies: Gardner’s Multiple Intelligences – Emotional Intelligence

#### **UNIT 4 : MOTIVATION & EMOTION**

Motives as interferences, explanation and predictor, some theories of motivation, biological motivation, social motives- motives to know and to be effective, frustration and conflicts of motives; defense mechanism.

Expression & perception of emotion; the physiology of emotion and stress, some theories of emotion.

#### **UNIT 5 : PERSONALITY**

What is Personality? Type and Trait approach ; Psychodynamic, Behaviouristic and Humanistic (Maslow and Rogers) approaches.

#### **Reference:**

1. Morgan, C.T.and King, R.A (1994) Introduction to Psychology, Tata McGraw Hill Co, Ltd, New Delhi.
2. Robert A. Baron (2002), Psychology, 5<sup>th</sup> Edition, Prentice Hall, India.

3. Michael W. Passer and Ronald E. Smith (2007). *Psychology: The Science of Mind and Behavior*, 3<sup>rd</sup> Ed., Tata McGraw-Hill Edition, New Delhi, India.
4. Robert S. Feldman (2004) *Understanding Psychology* 6<sup>th</sup> Edition Tata McGraw – Hill.
5. Baron (2005) *Psychology*, New Delhi, Pearson Education Press
- Ciccarelli, S. & Meyer, G. E. (2006). *Psychology*. New Delhi: Pearson Education
6. Zimbardo, P. G. and Weber, A. L. (1997). *Psychology*. N.Y.: Pearson. edition,
7. *Psychology for Living* – Eastwood Atwater, V edition, Prentice Hall of India Pvt. Ltd.

## **SOCIAL PSYCHOLOGY –II**

**Credits : 4**

**Max. Marks : 100**

### **UNIT 1: Groups And Individuals**

The Benefits and Costs of Joining-Social Facilitation– Social Loafing:– Deindividuation Cooperation and conflict: Nature, Causes and Effects – Resolving Conflicts  
**Decision making in groups-** Decision Making Process-Potential Dangers of Group Decision Making: Groupthink, Biased Processing and Restricted Sharing of Information  
**Leadership:** Basic Dimensions of Leader Behavior – Transactional and Transformational Leaders: Different Approaches, Different Effects.

### **UNIT 2: Social Influence: Changing Others' Behavior**

**Conformity** Social Pressure – Factors Affecting -Resisting Pressures to Conform.  
**Compliance:** Underlying Principles – Ingratiation, Foot-in-the-Door and the Lowball tactics The Door-in-the-Face and the That's-Not-All Techniques –: Playing Hard to Get and the Fast-Approaching-Deadling Technique  
**Obedience to Authority:** Obedience in the Laboratory – Destructing Obedience-Resisting its Effects

### **UNIT 3. Self And Prejudice**

**The Self As Target Of Prejudice:** Emotional Consequences: Performance Deficits – Behavioral Consequences: Stereotype Threat  
**Prejudice and Discrimination: Feelings and Action Towards Social Groups:** The Origins of Prejudice: Contrasting Perspectives – Discrimination: Prejudice in Action – Consequences of Exposure to Others' Prejudice  
**Why Prejudice is Not Inevitable: Techniques for Countering its Effects:** On Learning Not to Hate – The Potential Benefits of Contact – Recategorisation: Changing the Boundaries – The Benefits of Guilt for Prejudice Reduction

### **UNIT 4. Prosocial Behavior**

**Theoretical Perspectives on Aggression:** The role of Biological Factors: Drive Theories: The Motive to Harm Others – Modern Theories of Aggression: The Social Learning Perspective and the General Aggression Model- Situational Factors that Enhance or Inhibit

Helping – Emotions and Prosocial Behavior – Empathy and Other Personality Dispositions Associated with Helping

**UNIT 5 : Human Aggression:** Social, Cultural, Personal, Situational causes of aggression- Prevention and Control of Aggression-

**References:**

1. Baron,R.A., & Byrne, D. Social Psychology ( 9th ed). Delhi :Pearson education,2000.
2. Myers, D.G. Social Psychology. New Delhi : Tata McGraw Hill,2000

**CORE PRACTICAL 1 : EXPERIMENTAL PSYCHOLOGY – 1**

**Credit s: 2**

**Max. Marks : 100**

**Attention, Perception & Psychophysics**

**Attention**

1. Sustained and Focused attention
2. Division of attention
3. Effect of distraction
4. Reaction time

**Sensation and Perception**

5. Gestalt principles of perception
6. Effect of unfilled and filled intervals on time perception
7. Mapping Retinal color zones
8. Stroop effect
9. Muller – Lyer Illusion
10. Size – weight illusion.

**Psychophysics**

11. Scaling a set of stimuli using paired comparison and / or rank order
12. DL for length using method of average error
13. Weber’s law-method of constant stimuli
14. Absolute limen for sensory stimuli
15. Signal Detection

The department should select any 10 from this list, making sure that at least two are selected from each area

**Allied: Psychology & Computer Applications**

**Credits: 2**

**Max. Marks: 100**

**UNIT 1: ISSUES & PERSPECTIVES IN MODERN CONTEMPORARY PSYCHOLOGY:**

Computer application in the Psychological laboratory and Psychological testing; Artificial Intelligence

**UNIT 2: PSYCHOCYBERNETICS:**

Study of Consciousness – sleep-wake schedules; dreams, stimulus deprivation, meditation, hypnotic/drug induced states; ESP; Inter Sensory Perception Stimulus studies

**UNIT 3: APPLICATION OF PSYCHOLOGY IN INFORMATION TECHNOLOGY**

The present scenario of Information Technology and the role of Psychologists; Selection and training of psychology professionals to work in the field of IT; Distance learning through IT; Entrepreneurship through e-commerce; Multilevel Marketing; Psychological consequences of recent developments in IT

**UNIT 4: APPLICATION OF PSYCHOLOGY IN MASS MEDIA**

Mass media boom and the role of psychologists – psychology professionals working in the field of mass media – impact of TV and fostering value through IT and mass media

**UNIT 5: PSYCHOLOGICAL ANALYSIS THROUGH SPSS**

Introduction to SPSS – Transforming data – frequencies – descriptive and inferential analysis

**Allied Practical: Introduction to Ms Office****Credits: 2****Max. Marks: 100****OBJECTIVE:** To provide students with a basic knowledge of Microsoft Office applications**UNIT 1 :**

Introduction to computers: Introduction – Characteristics of Computers – Evolution of Computers – Generation of Computers – Classification of Computers – Application of Computers. Windows 2000 introduction to os- meaning and purpose- types of os. Functions of os windows 2000 and its specialty.

**UNIT 2 :**

Task bar and its functions- Desktop and its properties. Common accessories and applications.

**UNIT 3 :**

Ms Office tools: MS Word and its applications.

**UNIT 4 :**

Ms Office tools : Excel and its applications.

**UNIT 5 :**

Ms Office tool : MS PowerPoint and its applications.

## VALUE BASED EDUCATION

**Credits : 2**

**Max. Marks : 100**

### **UNIT 1: SOCIAL JUSTICE**

Definition. Need. Parameters of Social Justice. Factors causing Social injustice caste and Gender

### **HUMAN RIGHTS**

Concept of Human Rights. UN Conventions on Human Rights. Human Rights under Indian Constitution

### **UNIT 2: WOMEN AND CHILD RIGHTS**

Areas of Women and Child Rights. Indicators of Women Empowerment. Women and Environment.

### **UNIT 3: COMMUNAL HARMONY**

Concept of communalism. Religion and its place in public domain. Separation of religion from politics. Role of institutions and NGOs in creating awareness about Communal Harmony

### **UNIT 4 SOCIAL PROBLEMS**

Causes and magnitude of alcoholism and drug addiction. Prevention and care. Awareness programmes

### **UNIT 5 GLOBALISATION AND CONSUMER MOVEMENT**

Globalisation: Meaning. Emergence. Benefits and disadvantages of Market Economy

### **CONSUMER MOVEMENT**

Objectives. Acts. Rights of consumers. Role of Consumer Councils. Grievances and Redressal Mechanisms.

### **REFERENCES:**

1. Karunanithi, G., ed. Social Values: Issues and Implications. Tirunelveli. MS Publication Division, 2002.
2. KuberAmbedkar. A critical study. New Delhi. People's publishing House, 1973.
3. Mishra, Pramod, ed. Human Rights in South Asia. Delhi. Kalpay Publications, 2000.
4. R.K Narasimham, Human rights and social justice. New delhi: Common wealth publication.
5. Sanajaoba, Naorem. . Human Rights: Principles. Practices and Abuses. New Delhi: Omsons publication,1994



6. Shyamlal and Saxena, K S Ambedkar and Nation Bulidingjaipur: Rawat publication, 1998

Reference: books for Women and Child Rights, Women Empowerment and Women and Environment(unit II)

1. Desai, Neera and Krishnarajmaitheyi. Women and society in India. Delhi: Ajantha publication,1987
2. Gopalan, Sarala. "Women's Empowerment. Paradigm shift from welfare to Empowerment". Social welfare 43(5) August 1996,pp.32-33
3. India. Towards equality: status of women in India. New Delhi,1974
4. karunanithi G ed. Social Values: issues and implication. Tirunelveli: M S university publication,2002
5. Misrs, A Chipkomovement:Uttarkhand Women bid to save forest Welath. New Delhi: people's action,1978
6. Pillai, J K Women and Empowerment: NEW Delhi :Gyan publishing House,1995
7. sahay, sahama. Women and Empowerment Approaches and Strategies. New Delhi: discovery publishing House, 1998
8. siva, vandana(trans. BY Poovalakinnanbarkal). VyiroduUlava Chennai; Poovalakin nanbarkal,2000

Reference books for communal Harmony (UnitIII)

Chandra, biban. Communallism in modern India New Delhi.Vikas publishing House private Limited 1984.

Gopal , sarvapallietal. Anatomy of a confrontation. New Delhi: Viking publication House

Reference books for Alcoholism and drug addiction(unitIV)

1. modan, G R Indian Social problems Vol.1, New Delhi, Allied publishers, 1985.

Reference books for globalization:(unit V)

1. chandrasekaran, C P "Globalization and Its Impact ' In forntline(1999-2002)
2. vaidyanathan, A. Indian Economy and After independence. New Delhi: orient Longman

Reference books for consumer movement(unit V)

1. Saha, Tuharkanti Law of Tort and Consumer justice. New Delhi : kanishka publisher 2001
2. vardhan R Yashod. Consumerism and consumer protection Laws. Madras: Legal Education and AID society,1994
3. District collector, consumer rights and consumer protection Act-An Introduction. N agarcoil: KK.District Consumer protection center, 1999(Tamil book).

### **SEMESTER-III**

## **Life Span Psychology- 1**

**Credits : 4**

**Max. Marks :100**

### **UNIT 1 :INTRODUCTION**

Meaning of developmental changes – significant facts about development – the life span – difficulties in studying life span – development – the life span – developmental tasks during the life span – happiness and unhappiness during the life span.

### **Unit – II: INFANCY**

Beginning of life & infancy: conception - periods & prenatal development – hazards during prenatal period – understanding birth complications – characteristics of infancy – developmental tasks – physical developmental – physiological functions – muscle control – speech development play – development of understanding – mental development – personality development – Piaget’s Cognitive developmental stages – hazards & happiness.

### **UNIT III BABYHOOD**

Babyhood: Characteristics- developmental tasks – physical development – physiological functions – muscle control – speech development- interest in play – development of understanding – mental development – personality development – hazards and happiness

### **UNIT –IV EARLY CHILDHOOD**

Early childhood: Characteristics – developmental tasks – physical development – skills – speech development – emotional development – socialization – play – moral development – family relationships – personality development – hazards and happiness.

### **UNIT V: LATE CHILDHOOD**

Late childhood: Characteristics – developmental tasks – physical growth – skills – speech development – emotional expressions – social behaviour – play interests – moral attitudes and interests – personality changes – hazards and happiness.

### **REFERENCE BOOKS:**

1. Hurlock E.B. (1997): Developmental Psychology (4<sup>th</sup>ed), New Delhi, Tata McGraw Hill.
2. Thompson, George G. (1981): Child Psychology (2<sup>nd</sup>ed) Delhi: Surjeet Publications.
3. Berk L.E. (2005) Child Development, (2<sup>nd</sup> Ed.), New Delhi: Pearson Education.
4. Shaffer R.H. Child Psychology M.A. Blackwell publishing, 2004.
5. Papalia D.E &Old & S.W. Human Development. New Delhi. Tata McGraw Hill Kogakusha, 1978.

## **Psychological Statistics-I**

**Credits : 4**

**Max. Marks: 100**

**OBJECTIVES:**

- To enable the student
- To know the meaning of statistics and sources to collect the statistical data.
- To know the ways of classifying and tabulating data and transferring them into diagrams and graphs.
- To understand the averages applied in psychological data.
- To understand the dispersions applied in the psychological data.

**UNIT 1: INTRODUCTION**

Meaning and definition of statistics – origin, growth and characteristics – applications in psychology and limitations. Collection of primary data: direct personal interview – indirect oral interview – questionnaire method – information from local correspondents. Collection of secondary data: published sources – unpublished sources.

**UNIT 2 :CLASSIFICATION AND TABULATION**

Objectives – types of classification – geographical – chronological – qualitative – quantitative – formation of continuous frequency distribution – uses of tabulation – parts of a table – types of tables – simple and complex tables – general purpose and special purpose tables.

**UNIT 3: DIAGRAMATIC AND GRAPHIC REPRESENTATION**

General rules for constructing diagrams and graphs – uses of diagrams and graphs. Bar diagram – pie diagram – pictogram – cartogram. Line graph – frequency curve – frequency polygon – histogram – Ogives or cumulative frequency curves – limitations of diagrams and graphs.

**UNIT 4: MEASURES OF CENTRAL TENDENCY**

Concepts of averages – requisites of a good average – the mean, median and mode – concept explanation – merits and demerits – combined mean – numerical computations (simple problems only).

**UNIT 5: MEASURES OF VARIABILITY**

Concept of dispersion – measures of dispersion – range –quartile deviation – standard deviation – mean deviation – combined standard deviation – concept explanation – numerical computations (simple problems only).

**REFERENCES:**

1. Howell, D.C. (2002): Statistical Methods of Psychology. 5<sup>th</sup> edition. Australia, Duxbury Publishers.
2. Minium, E.W., King B.M. and Bear, G. statistical Reasoning in psychology and Education. .N.Y: John wiley& Sons, end 2001.
3. Gravetter F.J. and Wallnay L.B. Essentials of statistics for the Behavioral sciences N.Y. West Publishing com., 1995.
4. Garrett, H.E. (1979): Statistics in Psychology and Education, 9<sup>th</sup> Indian Reprint, Bombay, vakils, feffer and Simons Pvt. Ltd.

5. Gupta, S.P. (2006): Statistical Methods, New Delhi: Sultan Chand and Sons.

### **SKILL BASED SUBJECT: 1 SOCIAL SKILLS DEVELOPMENT**

**Credits: 4**

**Max. Marks : 100**

**UNIT-1:**

What is Social skills?, Characteristics of Social Skills, Different types of Social Skills.

**UNIT-2:**

Components and uses of Social Skills Training, Assessment of Social Skills.

**UNIT-3**

Basic Skills – Having a conversation, Asking permission, Getting the teacher’s attention.

**UNIT-4**

Advance Skills – Making a good choice, Focusing on yourself, Solving problems, POP/SODAS methods. (POP – Problem Option Plan. SODAS – Situation Option Disadvantage Advantage Solution).

**UNIT-5**

Techniques of Improving Social Skills – Assertive Training, Interpersonal Skills, Group Discussion, Sociometry.

**Reference:**

1. Allan S. Bellack& Michel Hersen, Research and Practice in Social Skills Training, Springer, 1979.
2. V. D. Swaminathan& K. V. Kaliappan, Psychology for Effective Living – Behaviour Modification, Guidance, Counselling and Yoga, 1<sup>st</sup> edition, The Madras Psychology Society, Chennai, 1997.

### **NON MAJOR ELECTIVE : PSYCHOLOGY OF SOCIAL PROBLEMS**

**Credits : 2**

**Max. Marks : 100**

**Unit I:**

Media Influences on Social Behaviour:Depiction of violence and aggression; nudity and pornography; surrogate advertisements; pro-social behaviour – role of persuasion and cognitive dissonance.

**Unit II:**

Gender and Sexuality: Theories of gender identity development; cultural construction of feminine and masculine identity in India; gender differences and discrimination; socio-legal issues of transgender and homosexuals.

**Unit III:**

Group Conflicts: Psychological underpinnings - stereotypes, prejudices and discrimination; racism, communalism and terrorism; socio - economic and personality dynamics; primary and secondary victims.

**Unit IV:** Suicides: Psychological perspectives on suicidal behaviour; neurobiological basis of suicidal ideation; risk factor assessment and prediction; suicide in India; suicide in Pondicherry - A case study.

**Unit V:** Psychology and Sustainable Future: Earth's carrying capacity and sustainable lifestyle; materialism and consumerism; post-materialist attitudes and behaviour; globalisation and its impact on human behaviour.

**References**

1. Anthony Gale and Antony J. Chapman (1987). *Psychology and Social Problems : An Introduction to Applied Psychology*, John Wiley and Sons
2. John W. Berry., Mishra R.C. and Tripathi., R.C. (2003). *Psychology in Human and Social development*, Sage Publications
3. Baron, R.A., Branscombe, N.R., Byrne, D. and Bhardwaj, G. (2009). *Social Psychology* (12<sup>th</sup> Edition). Pearson Publications.
4. Saundra K. Ciccarelli and Glen E. Meyer. (2008). *Psychology*, Sage Publications
5. David G. Myers (2007). *Social Psychology* (8<sup>th</sup> edition). New Delhi: Tata-McGraw Hill
6. Alexander. R. (2010). *Human Behaviour in the Social Environment: A macro, National and International Perspective*, Sage Publications
7. Mayer, P., Bradley, C., Steen, D., Ziaian, T. (2011). *Suicide and Society in India*, Routledge/ASAA South Asian Publications Series
8. Kumar, U and Mandal, M.K. (2010). *Suicidal Behaviour: Assessment of people at Risk*, Sage Publications India Pvt. Ltd.

## Life Span Psychology – II

Credits :4

Max. Marks :100

**OBJECTIVES:** To enable the students to study / learn.

- The meaning of developmental changes and their goal from puberty to old age.
- The significant facts about developmental changes,
- The developmental tasks.
- The conditions affecting the length of the lifespan, ;and the obstacles in studying the lifespan,
- The way about how the obstacles may be overcome and happiness and unhappiness experienced during the stages.

### **UNIT 1: PUBERTY**

Characteristics – Criteria – Causes – Age – Growth spurt – Body changes – Effects of puberty changes – Hazards & Happiness.

### **UNIT 2: ADOLESCENCE**

Characteristics – Developmental tasks – Physical change – Storm and Stress – Social change – Interest – Morality – Sex interest and Behaviour – Family relationships – Personality change – Hazards & Happiness.

### **UNIT 3: EARLY ADULTHOOD**

Characteristics – Developmental tasks – Changes in interest – Social interest – Sex role adjustments – Vocational adjustments – Marital Adjustments – Adjustment to parenthood – Hazards of vocational and Marital adjustments – Success of Adjustment to adulthood.

### **UNIT 4: MIDDLE AGE**

Characteristics – Developmental tasks – Adjustment to physical change and mental changes – Social Adjustment – Vocational Adjustment – to changed family patterns – Being single – loss of a spouse – Adjustment – to changed family patterns – Being single – loss of a spouse – Adjustment to approaching old.

### **UNIT 5: OLD AGE**

Characteristics – Developmental tasks – Adjustment to physical changes – Change in motor and mental abilities. Changes in interests – Vocational Adjustment – Retirement – Changes in family life – loss of a spouse – Living arrangement for elderly hazards.

### **REFERENCES:**

1. Hurlock E.B. (1997): Developmental Psychology (IV Edn.,) New Delhi, Tata c Graw Hill.
2. Santrock, J.W. Adolescence, New Delhi. McGraw Hill, 2003.

**CORE PRACTICAL : EXPERIMENTAL PSYCHOLOGY – II**

**Credits : 2**

**Max. Marks:100**

### **Learning, Memory and thinking**

#### **Learning**

1. Habit interference
2. Bilateral Transfer
3. Massed vs. spaced learning
4. Conditioned reflex
5. Schedules of reinforcement
6. Paired Associate learning
7. Skill learning – mirror drawing / mazes

#### **Memory**

8. Effect of meaning on retention
9. Effect of Cueing / priming on recall
10. Effect of Chunking on recall
11. Effect of schema on memory
12. Levels of processing

#### **Thinking**

13. Concept formation
14. Syllogistic reasoning
15. Creativity
16. Effect of set on problem solving – formation of set; shift of set

The department should select any 10 from this list, making sure that at least two are selected from each area

### **Psychological Statistics - II**

**Credits : 4**

**Max. Marks :100**

#### **OBJECTIVES: To enable the student**

- To know the various sampling procedures.
- To understand the theoretical aspects of probability
- To know the publication of statistical procedures in tests of significance.
- To understand the concept of reliability and validity

#### **UNIT 1: SAMPLING**

Concept of population – sample – census – the requisites of sample. Random sampling methods – non – random sampling methods – sampling errors – non – sampling errors.

#### **UNIT 2: PROBABILITY AND THEORETICAL DISTRIBUTIONS**

Meaning of probability – addition and multiplication theorems on probability (without proof) – properties of binomial – Poisson and normal distributions – Skewness – moments and kurtosis (theory only).

### **UNIT 3: CORRELATION AND REGRESSION**

Meaning of correlation – types of correlation – numerical computations of product – moment and Rank order correlation (simple problems only).

### **UNIT 4: TESTS OF SIGNIFICANCE**

Meaning of hypothesis – types of hypothesis – significance of mean – small sample t– test – large sample t-test (critical ratio) – Chi Square – one way analysis of variance (simple problems only) – meaning of standard error – errors in statistical decision – type I and type II errors.

### **UNIT 5: RELIABILITY AND VALIDITY**

Meaning of reliability – methods of determining reliability (theory only).

Meaning of validity – types of validity (theory only)

### **REFERENCES:**

1. Howell, D.C. (2002): Statistical Methods for Psychology, 5<sup>th</sup> edition. Australia, Duxbury Publishers.
2. Garrett, H.E. (1979): Statistics in Psychology and Education, 9<sup>th</sup> Indian Reprint, Bombay, vakils, Feffer and Simons Pvt. Ltd.
3. Gupta, S.P. (2006): Statistical Methods, New Delhi: Sultan Chand and Sons.

## **SKILL BASED SUBJECT : SELF ESTEEM ENHANCEMENT**

**Credits: 4**

**Max. Marks : 100**

### **UNIT1:**

Concept and Development of Self Esteem: Definition of self esteem, Traits of high self esteem and low self esteem, Maintaining and nurturing self esteem, Relationship between self- belief and self esteem.

### **UNIT 2:**

**Analyzing self, emotions, behaviour:** Assessment of emotions and behaviour – Ability to express emotions clearly, The doormat syndrome, Assertive vs. aggressive behaviour. Increasing self-awareness – Recognizing your uniqueness, Self motives, Self illusions. Developing and improving personal healthy relationships. Impact of negative self affect.

### **Unit 3:**

**Selves in the greater social context:** Biopsychosocial model of self esteem.

Self esteem and self talk techniques.

**Unit4: External attributes to self esteem**



Family dynamics and its impact on self esteem.

Social/school/college environment and its role in development of self esteem.

**UNIT 5:**

Developing Self Esteem Enhancement programs and Modules

**Reference:**

- 1) [www.uoregon.edu/~mevans/Life skillssylwinoo.html](http://www.uoregon.edu/~mevans/Life%20skills%20winoo.html)-5k
- 2) The self esteem work book: An interactive approach to changing your life.  
Lynda Field. Element. Queensland: 1995.
- 3) <http://www.users.muohio.edu/mcconnar/psy730-self.html>

## **Biopsychology**

**Credits : 4**

**Max. Marks : 100**

### **UNIT 1 : BIOLOGICAL FOUNDATION OF BEHAVIOUR**

Introduction : Meaning of Biological Psychology- Viewpoints to explore Biology of Behaviour – Approaches that relate brain and behaviour – level of analysis.

### **UNIT 2 : NEUROPSYCHOLOGY**

Electrical signals – transmission process – circuits – gross – Electrical Activity ; Chemical Bases of Behaviour – Neurotransmitters ; Hormones and the Brain –Way & leg which hormones act – Hormones and Behaviour.

### **UNIT 3 : THE SENSORY MOTOR SYSTEM**

The Sensory Motor system: Three principles of sensory motor association cortex – Secondary motor cortex – Primary motor cortex – cerebellum and basal ganglia – descending motor pathways – sensory-motor spinal circuits – central sensory-motor programs

Motor control and plasticity: The behavioral view – The control systems view – The Neuroscience View – Movement Control – Extrapyrarnidal systems – Disruption of Movement – Tracing a choice response

### **UNIT 4 : REGULATION AND BEHAVIOR**

#### **Biological Rhythms,Sleep and Dreaming**

Biological Rhythms:Daily Rhythms in Animals-Circadian Clock-circannual Rhythms in Animals. Sleeping and Waking:Stages of Sleep -Evolution of Sleep-Sleep patterns across Lifespan-Underlying Structure of Sleep-Biological functions of sleep-Normal systems Underlying Sleep.

Sexual Behavior: Stages of Reproductive Behavior – Regulation of Reproductive Behavior – Role of Pheromones – Diversity of Human Sexual Behavior.

The Two sexes: Fetal Hormones and the Development of Reproductive organs - Beneficial Mutations of sexual reproduction – Reproductive strategies of male and females – basic types of mating systems – sexual selection;

Sexual Differentiation: Determination of sex – Sex Differences - Defining Gender – role of Gonadal hormones – Social influence on Sexual Differentiation

#### **Hormones and Sex**

Neuro-endocrine system: Glands – Hormones – Gonads – Sex Steroids – Hormones of the Pituitary Gland – Female Gonadal Hormone levels are cyclic; Male gonadal hormone levels are steady – Neural Control of the Pituitary Gland – Control of the Control of the Anterior and Posterior Pituitary by the hypothalamus; Discovery of Hypothalamic Releasing Hormones – Regulation of Hormone Levels

## **UNIT 5 : COGNITIVE NEUROSCIENCE**

### **Lateralization, Language and the Split Brain:**

Cerebral Lateralization of Function: Aphasia, Apraxia and Left Hemisphere Damage – Functional Brain Imaging – Speech Laterality and Handedness – Sex differences in Brain Lateralization

**Split Brain:** Groundbreaking experiment of Myers & Sperry – Evidence that the Hemisphere of split – brain patients function independently – Cross-cueing – learning two things at once – the Z lens

**Differences between Left and Right Hemispheres:** Slight Biases vs All - or - none Hemisphere Differences – Some examples of Lateralization of Function - Anatomical Asymmetries of the Brain

**Cortical localization of Language:** Wernicke-Gerhwind Model – Effects of damage to various areas of cortex on language related abilities – Electrical stimulation of cortex and Localization of language;

**Cognitive Neuroscience approach to language** – Functional Brain Imaging and Language - Damasio's PET study of Naming

### **Reference:**

1. Neil R. Carlson (2007), Foundations of Physiological Psychology, 6<sup>th</sup> Edition Published by Dorling Kindersley (India) Pvt. Ltd., licensees of Pearson Education in south Asia.

2. Rosenzweig, M.A., Marc Breedlove, S& Watson, N.V. Biological Psychology. MA: Sinauer Associates, Inc, 2005.

3. Wagner, H & Silber, K. Physiological Psychology. NY: BIOS Scientific Publishers, 2004.

## **MAJOR ELECTIVE : ORGANISATIONAL BEHAVIOUR**

**Credits : 5**

**Max. Marks : 100**

### **Unit 1: Introduction**

Historical Context of organizational behaviour- contributions of Taylor, Weber, Fayol- Definitions of OB; challenges, scopes and opportunities for OB-Open system approach, human Relation perspectives, socio-technical approach; developing an OB model responsive to Indian realities.

### **Unit 2: The Individual in the Organisation**

**Personality: Definitions and measurement-major personality attributes affecting OB  
Personality testing at work- matching personality and job.personality and culture -  
Reasons why personality tests may not predict work behaviour.**

Values, attitudes and job satisfaction.Importance of values,sources of values and its indoctrination.attitudes:sources,types and measurement of attitudes; skills involved in changing attitudes.

The individual in the Organization: motivation, concept and early theories of motivation: Need hierarchy theory-Theory x and y- Two -factor theory, Equity theories - Value theories- Reinforcement theories - Expectancy theories -Improving motivation of employees: MBO, Behaviourmodification,Employee involvement programs

**Unit 3.Group Dynamics**

Meaning of group - Group development - Formal and informal groups - Teamwork- Group diversity - Individuals, Teams and occupational success - Diversity and discrimination at work..

**Communication in Organisations:** Communication model. Barriers and sources of distortion;direction and network of communication and decision-making,

**Decision - Making:** Individual versus group decision making - Brainstorming- Techniques to improve decision making.

**Leadership:** Nature and types -theories of leadership. Leadership and power: Bases of power and power in action, skills involved in managing politicking.

**Unit 4: Conflict negotiation and stress in organizations**

Nature, sources and techniques of meaning conflict in organizations. Negotiation strategies. Work stress: sources and techniques in managing stress, skill involved in managing stress, conflict and negotiation.

**Unit 5.Orgaqnisation change and development**

Nature, forces and approaches to change management. Organizational development,OD intervention techniques. Cultural issues in change and development. Skills in managing change.

**Reference:**

- 1.Fred Luthans(1998) Organizational Behavior. 9<sup>th</sup> Edition. McGraw Hill, New York.
2. Robbins (2005). Organizational Behavior. 11<sup>th</sup>Edition.Prentice Hall India.
3. Keith Davis(2002) Organizational Behavior. Human Behavior at work; 11<sup>th</sup> Edition, McGraw Hill, New Delhi.
4. Griffin & Moorhead( 2000) Organizational Behavior, 5<sup>th</sup> Edition, A.I.T.B.S publications, New Delhi.

## **SKILL BASED SUBJECT : TIME MANAGEMENT**

**Credits : 4**

**Max. Marks : 100**

### **UNIT -I**

INTRODUCTION: What is time management and its importance. Goal setting, Goal alignment, Sorting out your goals

### **UNIT - II**

The urgent versus-important dilemma, From goals to tasks .

### **UNIT -III: TIME MANAGEMENT STYLES:**

Four time styles, How to work with others, which is the best style.

### **UNIT-IV: MANAGING TIME:**

Handle demands, Schedule of events, Control time, Manage self, Practice the art of delegation, Get with it –out source.

### **UNIT -V**

Developing Time Management programs and Modules

### **REFERENCE:**

1. NagasudhaRavinuthala (2005)-The art of time management, ICFAI books, ICFAI university press.
2. Robert W.Bly (2005) – 101 ways to make every second count, Jaico publishing house.
3. Harvard business essentials (2005) – Time management, Harvard business school press, Boston

## SEMESTER- VI

### GUIDANCE & COUNSELLING PSYCHOLOGY

**Credits : 4**

**Max. Marks : 100**

**Unit I:**

Definition, process and goals; Conceptual clarification of related terms-Guidance & Counselling, Advice & Counselling, Educational & Counselling, Direction & Counselling; Instruction & Counselling. The effective counselor skill – characteristics & attitudes; need for counseling.

**Unit II:**

Counseling approaches and practices – Directive, non directive, Existential, Eclectic.

**Unit III:**

Counseling Interview – Nature and significant features, setting and types of counseling interview, Organisation & Development and guidelines.

**Unit IV:** Tools & Techniques used in counseling and guidance- Testing & non testing devices, tools and techniques for environmental Information; Tools used in Assisting Individuals towards self discovery – Some Guidelines

**Unit – V: Ethics in Counselling:** Codes of professional Ethics, Ethical Principles and Theory, Ethics and Law, Common Ethical Violations by Mental Health Professionals

#### **REFERENCES**

1. Patterson, L.E. and Welfel, E.R. (2000) The Counseling Process, New Zealand, Wadsworth and Thomson Learning.
2. Gibson & Mitchell (2003). Introduction to Counseling and Guidance. 6<sup>th</sup> Edition. Pearson Education.
3. Maggie Reid (2004), Counseling in different settings, The reality of practice, New York, MacMillan Publications.
4. Margaret.H. (2002), 2<sup>nd</sup> Edition, A Practical Approach to counselling, Harlow, Pearson Education.
5. Jones, Nelson (2005). Practical counseling and Helping Skills, 5<sup>th</sup> Edition, London: Sage Publications.
6. Rao, S. Narayanan (1992). Counseling And Guidance. 2<sup>nd</sup> ed., Tata McGraw-Hill Publishing Co. Ltd.
7. Dave, Indu (1992). Basic Essentials of Counselling
8. Shertzer & Stone (1974). Foundations of Counselling.
9. Parischa, Prem (1976). Guidance and Counselling in Indian Education.
10. Robert L. Gibson and Marianne H. Mitchell, (2006) Introduction to Counseling and Guidance, New Delhi, Prentice Hall of India Private Limited.

## **MAJOR ELECTIVE : TRAINING & DEVELOPMENT**

**Credits : 5**

**Max. Marks : 100**

### **Unit I:**

Training and Assessment of Needs: Definition - Importance of training in different settings- Training as a profession- Training Needs Analysis- Types of Training- Training design- steps involved in training

### **Unit II:**

Training Methods: Non-experiential Training Techniques: Lecture method, Audio Visual assisted method, Programmed Instruction and Computer Assisted Instruction method: Suitability, advantages and limitations.

### **UNIT III:**

Experiential Training Techniques: Experiential Learning approaches; Simulation- In-basket Technique- Case- Study Method- Role- Playing- Behavior Modeling Training; T-Groups- Group Discussion; Educational Games; Training with psychological instruments: suitability, advantages and limitations.

### **Unit IV:**

Technical Training Systems: On- the- job and off- the- job technical training- Training approaches to improve Productivity and quality- TQM, Quality Circles, KAIZEN.

### **Unit V:**

Training and Developing Managers: Management Development: The nature of the Managerial job- Knowledge and Skills requirements of managers- Management Development Programs and Techniques; Career Planning and Development.

### **References**

1. Camp, Blanchard & Huszycz (1986). Toward a more Organizationally Effective Training Strategy & Practice. New Jersey. Prentice Hall.
2. Goldstein (2001). Training in Organizations. 4<sup>th</sup> edition. Thomson & Wadsworth.
3. Landale (2006). Advanced Techniques for Training and Development. Infinity Books.
4. French & Bell (1989). Organization Development. Behavioral Science Interventions for Organization Improvement. 3<sup>rd</sup> edition. Prentice Hall.
5. Aswathappa (2005). Organizational Behavior. Text, cases, games. Mumbai. Himalaya Publishing House.
6. Tripathi (2003). Organizational Development & Human Resource Development. New Delhi. Sultan Chand & Sons.
7. Andreas & Faulkner (1996). NLP. The new technology of achievement. London. Nicholas Brealey Publishing.
8. Muchinsky (2006). Psychology Applied to Work. 8<sup>th</sup> edition. Thomson Wadsworth.

## SEMESTER – VII

### THEORIES OF PERSONALITY

Credits : 5

Max. Marks : 100

**Objective:** To enable the students to understand the various theoretical approaches to personality

#### **Unit I: Personality Theory and Personality Assessment**

Essential Components of Personality Theory. Criteria for evaluating personality theories. Interview Technique. Self-Report Inventories: Single Trait Test, Multidimensional Tests. Projective Techniques

#### **Unit- II: Psychodynamic Theories of Personality:**

Sigmund Freud, Adler, Carl Jung, Horney, Sullivan, Fromm, Erikson.

#### **Unit- II: Trait and Type Approaches to Personality:**

Cattell, Eysenck, Allport, Five factor model.

#### **Unit-III: Learning and Cognitive Approaches to Personality:**

Pavlov, Skinner, Hull, Dollard and Miller, Bandura, Mischel, Kelly, Rotter and Witkins.

#### **Unit-IV:**

Need Theories: McClelland, Atkinson, Murray.

Humanistic Theories: Rogers, Maslow.

#### **Unit-V: New Frontiers in Personality Research**

Basic assumptions in retrospect - Evaluation of personality theories - Future direction in personality psychology- Genetic influence; Person by situation interaction- Eclecticism & Integral Psychology; Current reflections and preoccupations in Personality research. Unresolved Problems in Personality. Pointers for future personality studies.

#### **References:**

1. Schultz (1994). Theories of Personality 5<sup>th</sup> edition Brooks/ Cole Pub Co.
2. Allen (1997 ) Personality Theories, Development, Growth & Diversity. 2<sup>nd</sup> edition. Allyn& Bacon
3. Pervin (1970 ) Personality Theory & Research. 7<sup>th</sup> Edition. John Wiley Publication
4. Friedman (2003) Personality: Classic Theories and Modern Research. 2<sup>nd</sup> Edition: Pearson Education.



## SEMESTER – VIII

### PSYCHODIAGNOSTICS

Credits : 4

Max. Marks : 100

#### Unit-I Introduction

Meaning of psychodiagnostics-Milestones in the history of psychodiagnostics-Objectives of psychodiagnostics-Differential diagnosis- Advances in classification and nomenclature-DSM and ICD criteria-The major diagnostic categories-Evaluation of the multiaxial approach-Advantages and disadvantages of classification

#### Unit -II Clinical observation and Clinical Interview

Observation in the psychosocial field and Sociopsychological diagnosis-Introspective data and participant observation-Methodological problems in observation-History of interview method as a clinical tool-Freud's dynamic interview technique-Neuropsychological interview technique-Dyadic(VS) larger unit interviewing

#### Unit III Diagnostic use of Tests of Intelligence

The Stanford-Binet era-Wechsler's tests-Varieties of tests of intelligence-Scatter analysis and det index-Qualitative analysis of responses and the diagnostic operation.

#### Unit IV Personality Testing

**Projective methods:** The Rorschach ink blot method-Thematic Apperception Test  
Other important projective tests

**Personality inventories:** Personality and the inventory- objective method-face valid items, subtle items and validity-Development of MMPI- Factor universe of Cattell and Eysenck

#### Unit V Application OfPsychodiagnostics Across Various Segments

Diagnostic methods in pediatric, juvenile, climacteric and geriatric disorders. Application in Psychodiagnostics in cardiology and orthopaedics-Assessment during presurgical and post surgical phases-Clinical case report.

#### References:

1. Wolman, B.B.(Ed.) (1965) Handbook of Clinical Psychology. New York: Mc-Graw Hill company.
2. Wenar. C and Kerig.P(2000) Developmental Psychology. 4<sup>th</sup> edition. Boston: Mc-Graw Hill.
3. American Psychiatric Association (2000) Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) (4<sup>th</sup> Edition textual revisions) Washington, D.C. American Psychiatric Association.
4. Sarason, I.G. and Sarason, B.R. (2002) Abnormal Psychology. 10<sup>th</sup> edition. New Delhi: Pearson Education A

## BEHAVIOR MODIFICATION

Credits : 5

Max. Marks : 100

**Objective:** To make the students aware of the basic concepts of Behaviour Modification and some methods of bringing about Behaviour change

### **Unit I Introduction**

What is Behavior Modification? Learning, Biological & Cognitive Foundations, Behavioral Assessment, Analysis and Formulation.

### ***UNIT-II: Operant Conditioning Techniques:***

Basic paradigm- Schedules of Reinforcement- Token Economy- Shaping- Chaining- Premack's Principle.

### ***UNIT-III:***

Relaxation Techniques- Jacobson's Progressive Muscular Relaxation, Autogenic Training. Systematic Desensitization: Basic Principles- Construction of Hierarchy- Scene presentation- Theory of desensitization.

### ***UNIT- IV: Cognitive Behavior Modification***

Meichenbaum's Self- Instruction Training, Beck's Model- Rational Emotive Therapy of Ellis.

### ***UNIT-V: Clinical Applications of Behavior Therapy:***

In anxiety disorders, Psychoactive Substance Use Disorders- Sexual Disorders- Psychotic Disorders- Personality Disorders- Childhood Disorders- Biofeedback principles and clinical applications.

### **References:**

1. Jones, Nelson (2005). Practical counseling and Helping Skills, 5<sup>th</sup> Edition, London: Sage Publications.
2. Woolfe, R, Dryden W, Strawbridge. S (2003). Handbook of Counseling Psychology, 2<sup>nd</sup> Edition, London: Sage Publications.
3. Sundel&Sundel (1990). Behavior change in the Human Services, 4<sup>th</sup> edition, Thousand Oaks: Sage Publications.
4. Feldman et al., Theoretical and Experimental Bases of the Behavior Therapy. Wiley, London.
5. Kenneth, R.G. Williams and Williams. Clinical Biofeedback. Baltimore.
6. Houten Ron Van (1993). Behavior Analysis and Treatment. Plenum Press New York.

## SEMESTER – IX

### GROUP COUNSELLING PROCESS

Credits : 5

Max. Marks : 100

#### **Unit 1 :Introduction:**

Group Counselling: need & importance - The Group Leader as a Person, Special problems & issues, Group Leadership Skills, Becoming an effective Multicultural Group Counselor

#### **Unit 2 :Early and Later Stages in the Development of a Group**

Stage 1 : Pre-group issues – Formation of the Group  
Stage 2 : Initial Stage – Orientation and Exploration  
Stage 3 : Transition Stage – Dealing with Resistance  
Stage 4 : Working Stage – Cohesion and Productivity  
Stage 5 : Final Stage – Consolidation and Termination  
Stage 6 : Post-group issues – Follow-up and Evaluation

#### **Unit 3 : Psychodrama**

Moreno's View of his Approach, Basic components of the Psycho-dramatic Method, Stages of the Psycho-dramatic Process - Techniques of Psycho-drama: Self Presentation, Role Reversal - Double, Soliloquy - Mirror Technique - The Magic Shop - Future Projection, Replay, Role training

#### **Unit 4 : Behavioral Group Therapy :**

Key Concepts, Role and Functions of Group Leader, Stages of a Behavior Therapy Group, Applications and Techniques, Evaluation of Behavior Group Therapy

#### **Unit 5 : Ethical and Professional Issues in Group Practice :**

The Rights of Group Participants, Issues of Psychological Risks in Groups, Ethics of Group Leader's Actions, The impact of the leader's values on the groups, Uses and Misuses of group Techniques

#### **Books :**

1. Theory and Practice of Group Counseling. By Gerald Corey 5<sup>th</sup> Ed. (2000) Brooks / Cole
2. Counseling Psychology. By Charles J. Gelso& Bruce R. Fretz Prism pub. (1995)
3. Introduction to therapeutic Counseling (4<sup>th</sup> Ed), Jeffrey A Kottler and Robert W. Brown (2000) Brooks / Cole pub