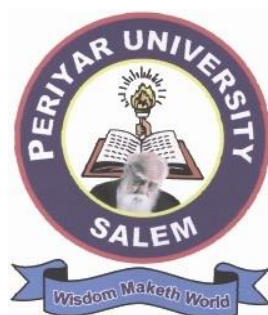


**Master of Philosophy  
in  
Psychology**

**DETAILED SYLLABUS  
FROM 2018-2019 BATCH**



**DEPARTMENT OF PSYCHOLOGY  
PERIYAR UNIVERSITY  
SALEM, TAMILNADU**

**DEGREE OF MASTER OF PHILOSOPHY (M.Phil.)**

**IN PSYCHOLOGY - REGULATIONS**

(Effective from the Academic year 2018-2019)

**FULL -TIME**

**1. OBJECTIVE OF THE PROGRAMME**

The core objectives of the programme is to acquaint the student with the knowledge of Scientific investigation of psychological phenomena; to expose him/her to various research methods; to promote critical and systematic thinking and to explore modern areas in the field of Psychology.

**Programme Outcome:**

**PO1: To make foundation for the research and understand the concepts in their respective area of research**

**PO2: To help the researcher to differentiate the variables that they wish to undertake the research**

**PO3: To make researcher in reviewing the previous research studies and to arrive at new area of research**

**PO4: To gain knowledge and apply the concepts in their area of research**

**2. ELIGIBILITY**

Candidates who have qualified in the post graduate degree in Psychology of this University or any other University recognized by the syndicate as equivalent thereto shall be eligible to register for the Degree of Master of Philosophy (M.Phil.) in Psychology and undergo the prescribed course of study in an approved institution or department of this University.

Candidates who have qualified their postgraduate degree on or after **1<sup>st</sup> January, 1991** shall be required to have obtained a **minimum of 55%** of marks in post graduate degree in Psychology to become eligible to register for the Degree of Master of Philosophy and undergo the prescribed course of study in an approved institution or department of this University

For the candidates belonging to SC/ST community and those who have qualified for the Master's degree before 01.01.1991 the minimum eligibility marks shall be 50% in their Master's degree

**3. DURATION:**

The duration of M.Phil. Course shall extend over a period of one year form the commencement of the course

**4. SCHEME OF EXAMINATION:**

**Part-I Written examination:** Paper I, II, &III

The examination of papers I, II, & III shall be held at the end of the year. The duration for each paper shall be **3 hours carrying a maximum of 100 marks**

### **Part-II Dissertation:**

The exact title of the Dissertation shall be intimated within one month after the completion of the written examination. Candidates shall submit the Dissertation to the University through the **Supervisor and the Head** at the end of the year from the commencement of the course which shall be valued by internal examiner (supervisor) and one external examiner appointed by the University form a panel of four names sent by the Supervisor through the Director at the time of submitting the dissertation.

The dissertation will be evaluated by the internal and external for 200 marks (150 marks for Dissertation and 50 marks for Viva Voce)

Submission or resubmission of the Dissertation will be allowed twice a year.

### **5. PASSING MINIMUM**

A candidate shall be declared to have passed Part-I of the examination, if he/she secures **not less than 50%** of the marks in each paper including Paper-III.

A candidate shall be declared to have passed Part-II of the examination if his/her dissertation is awarded at least 50% marks

All other candidates shall be declared to have failed in the examination.

### **6. SCHEME OF EVALUATION**

#### **Internal Assessment (25 Marks)**

#### **External Examination (75 Marks)**

SECTION A ----  $5 \times 5 = 25$  (Either or Type/ One Either or Type Question from Each Unit)

SECTION B ----  $5 \times 10 = 50$  (Either or Type/ One Either or Type Question from Each Unit)

### **7. RESTRICTION IN NUMBER CHANCES**

No candidate shall be permitted to reappear for the written examination in any paper in more than **two occasions** or to resubmit a **Dissertation more than once**. Candidates shall have to qualify for the degree passing all the written papers and dissertation within a **period of three years from the date of commencement of the course**.

### **8. CONFERMENT OF DEGREE**

No candidate shall be eligible for conferment of the M.Phil. degree unless he/she is declared to have passed both the parts of the examination as per the regulations.

### **9. ELIGIBILITY FOR RESEARCH SUPERVIORS CONDUCTING THE M.Phil. PROGRAMME**

No Teacher shall be recognized as a Supervisor unless he/she possesses a Ph.D degree or two years of PG teaching experience after qualifying for M.Phil degree

Only the post graduate departments of affiliated colleges and departments of the University will be recognized for conducting the M.Phil course; provided however, the Syndicate shall have the power to decide any other institutions of the higher Learning/research within the University area for conducting the M.Phil. Course on Merits.

**10. RESTRICTION IN NUMBER OF CHANCES:**

No candidates shall be permitted to reappear for the written examination in any paper on more than **two occasions** or to resubmit a Dissertation **more than once**. Candidates shall have to qualify for the degree passing all the written papers and dissertation within a period of four years from the date of commencement of the course.

**M.Phil. PSYCHOLOGY COURSE OUTLINE**

Course	Code	Credits	Hrs /week	Exam duration (Hrs)	MARKS			
					Internal	External	Total	
Sem I	Research Methodology	18RPSY01	5	5	3	25	75	100
	Foundations of Human Behaviour	18RPSY02	5	5	3	25	75	100
	Guide paper *		5	5	3	25	75	100
	Human Resource Development	19RPSYE01						
	Organizational Behaviour	19RPSYE02						
	Organizational Change and Development	19RPSYE03						
	Cognitive Psychology	19RPSYE04						
	Positive Psychology	19RPSYE05						
	Counselling Psychology	19RPSYE06						
	Health Psychology	19RPSYE07						
	Cyber Psychology	19RPSYE08						
	Environmental Psychology	19RPSYE09						
	Gerontology	19RPSYE10						
Sem II	Dissertation and Viva-Voce		10			150 ** 50 ***	200	
TOTAL			25	15			500	

\* **Student can select any one of the TEN research area papers that's is relevant to their area of study**

\*\* **External examiner valuation**

\*\*\* **Viva voce by the external and internal**

## **Paper-I: RESEARCH METHODOLOGY - 18RPSY01**

### **OBJECTIVES:**

- To orient students to the different stages of research
- To give insight into the various research methods
- To identify and apply appropriate research tools
- To acquire the skill of reporting the research
- To employ various statistical techniques including software for psychological research

### **UNIT I: RESEARCH- MEANING, NATURE AND CONCEPTS**

Science is a way of thinking – Common method of acquiring Knowledge – Emerging modern Science – the Science of Psychology. Objectives – Types – Significance of Psychological Research Methods – Research Process – Criteria for good Research – Sources of research problems. Sources of question – Refining Question or Research – Types of variables in Research – Validity and Threats to Validity – Research ethics – Ethical guide for human research – Ethical principles in Research with Animals. Sampling: Meaning, Nature and Types - Sampling distribution – Sampling error.

### **UNIT II: RESEARCH DESIGNS**

Meaning and Purpose of Research design – Criteria of Research Design – Basic Principles of Experimental Design - Some important types of research design – Between and within group design – Comparison of with in group design – Pre experimental design – true experimental design – Quasi experimental design – Ex – post Facto design. Laboratory Experiment – Field experiments – Survey Research. Procedures of Single subject Experiment research – Basic Design – Strategies in Data Collection – Evaluating Data – Advantages and disadvantages.

### **UNIT III: UNIVARIANT AND MULTIVARIANT ANALYSIS**

Multiple regression and correlation - logistic regression - factor analysis - cluster analysis - discriminant function analysis - path analysis – MANOVA - Canonical correlation – Multidimensional scaling.

### **UNIT IV: THE PROCESS OF QUALITATIVE RESEARCH**

Historical back ground of qualitative research- Different traditions in qualitative research: Grounded theory, phenomenological tradition, ethnographic, auto ethnography tradition and Narrative approach. Contemporary issues and debates in the philosophy of qualitative inquiry.

Conceptualization of problem in qualitative research, the logic of qualitative research process: induction and abduction, Conceptual Mapping, Sampling in qualitative research, Practice of theoretical sampling. Issues of depth and theoretical saturation of data, Negative cases in data, Designing qualitative research

### **UNIT V: DATA COLLECTION AND ANALYSIS IN QUALITATIVE RESEARCH**

Data collection methods in different traditions: Participant observation, interviewing, focus groups, life history and oral history, documents, diaries, photographs, films and videos, conversation, texts and case studies.

Data analysis: Qualitative Content analysis. Thematic analysis: Analytical induction model, thematic network model. Phenomenological analysis: Traditions in interpretative phenomenological analysis. Narrative analysis: Thematic, structural and performative narrative analysis. Discourse and conversational analysis.

## TEXT BOOKS

- Coolican, H. (2017). *Research Methods and Statistics in Psychology*. New York: Psychology Press.
- Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. London: Sage Publications.

## REFERENCES

- Bryman, A (Ed.) (2007). *Sage Benchmarks in Social Science Research Methods*. Vol. I, Vol. II, Vol. III, and Vol. IV. New Delhi: Sage Publications.
- Graziand A.M & Raulin M.L (1989). *Research Methods – A Process of Inquiry*. New York: Karper & Row Publishers.
- Kerlinger, F. N. (1966): *Foundations of Behavioural Research*. (Third Edition). Bangalore: Prism Books Pvt. Ltd.
- Kothari, C. R. (1998): *Research Methodology – Methods & Technique* (22<sup>nd</sup> Reprint) Wishwa Prakashan - New Delhi.
- Shaughnessy J.J., & Zecheister, E.B. (1997). *Research Method in Psychology*. (4<sup>th</sup> Edition). New York Mc. Graw Hill. Inc.
- Singh A.K (1997). *Testes Measurement and Research Methods in Behavioral Science*. Patna: Bharathi Bhavan.

## Course Outcome:

On the successful completion of the course, students will be able to.

CO No	Co Statement	Knowledge level
CO1	Understand the concepts of the research	K2
CO2	Interpret, design and conduct basic psychological research and apply appropriate research design	K4, K6, K3
CO3	Gain knowledge and apply appropriate research tools to analyze the results of the data	K4, K3
CO4	Insight into qualitative research methods	K2
CO5	Gain knowledge in analysis of data using quantitative techniques	K5

## Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4
CO1	S	S	S	S
CO2	S	S	S	S
CO3	S	S	S	S
CO4	S	S	S	S
CO5	S	S	S	S

## **Paper-II FOUNDATIONS OF HUMAN BEHAVIOUR - 18RPSY02**

### **Objectives:**

- To enable the student to understand the Foundations of Human Behaviour
- To make them understand the recent advancements in the Study of Human Behaviour
- To sensitize the student on Motivational, Emotional and Other aspects of Human Behaviour

### **UNIT I: FOUNDATIONS OF HUMAN BEHAVIOURS**

Historical antecedents of Psychology and trends in the 21st century - Psychology and scientific method - Psychology in relation to other social sciences and natural sciences- Application of Psychology to societal problems.

*Development of Human Behaviour:* Growth and development- Principles of development- Role of genetic and environmental factors in determining human behaviour- Influence of cultural factors in socialization- Life span development - Characteristics, development tasks, promoting psychological well-being across major stages of the life span.

### **UNIT II: MEANING MEAKING**

*Sensation:* Concepts of threshold: Absolute and difference thresholds- Signal-detection and vigilance- Factors of attention. *Perception:* Biological factors in perception- Perceptual organization- Space and depth perception- size estimation and perceptual readiness- the plasticity of perception- Extrasensory perception- Culture and perception- Subliminal perception.

*Learning:* Behaviourists- Gestaltalist and Information processing models- the Processes of extinction- Discrimination and Generalization- Programmed learning- Probability learning- Self-instructional learning- types and the schedules of reinforcement- Escape, avoidance and punishment, modeling and social learning.

### **UNIT III: COGNITIVE PROCESSES**

*Memory:* Encoding and remembering- Short term memory- Long term memory- Sensory memory- Iconic memory- Echoic memory- the Multistore model- Levels of processing- Organization and Mnemonic techniques to improve memory- *Theories of Forgetting:* Decay- Interference and retrieval failure- Metamemory- Amnesia.

*Thinking and Problem Solving:* Piaget's theory of cognitive development- Concept formation processes- Information processing- Reasoning and problem solving- Facilitating and hindering factors in problem solving- *Methods of problem solving:* Creative thinking and fostering creativity- Factors influencing decision making and judgment- Recent trends.

*Intelligence and Aptitude:* Concept of intelligence and aptitude - Nature and theories of Intelligence – Spearman- Thurstone- Guilford Vernon- Sternberg and J.P.Das- Emotional Intelligence- Social intelligence- Measurement of Intelligence and Aptitudes- Concept of IQ- Measurement of Multiple Intelligence- Fluid Intelligence and crystallized intelligence.

*Language and Communication:* Human Language – Properties- Structure and Linguistic Hierarchy- Language Acquisition-Predisposition- Critical Period

Hypothesis- Theories of Language Development - Skinner and Chomsky- Process and Types of Communication.

#### **UNIT IV: BEHAVIOURAL PROCESSES**

*Motivation and Emotion:* Psychological and physiological basis of motivation and emotion- Measurement of motivation and emotion- Effects of motivation and emotion on behaviour- Extrinsic and intrinsic motivation- Factors influencing intrinsic motivation- Emotional competence and the related issues.

*Attitudes, Values and Interests:* Components of attitudes- Formation and Maintenance of Attitudes- Measurement of Attitudes- Values and Interests- Theories of Attitude Change- Strategies for Fostering Values- Formation of Stereotypes and Prejudices; Changing others behaviour- Theories of Attribution- Recent trends.

*Personality:* Concept of personality- *Theories of personality:* Psychoanalytical – Sociocultural- Interpersonal- Developmental- Humanistic- Behaviouristic- Trait and type approaches- *Measurement of Personality:* Projective tests - Pencil-paper test- the Indian Approach to Personality- Training for Personality Development- Latest approaches like big 5 factor theory- the Notion of self in different traditions.

#### **UNIT V: CONTEMPORARY PSYCHOLOGY**

*Cyber Psychology:* Computer Application in the Psychological Laboratory and Psychological Testing- Artificial Intelligence- Psych cybernetics- Study of Consciousness - Sleep - Wake Schedules- Dreams -Stimulus Deprivation- Meditation- Hypnotic/drug induced states- Extrasensory Perception- Intercessory perception Simulation studies.

*Psychological well-being and Mental Disorders:* Concept of health-ill health- Positive health and Well-being- Causal factors in Mental Disorders: (Anxiety disorders, mood disorders, schizophrenia and delusional disorders; personality disorders, substance abuse disorders) - Factors influencing positive health, well-being, life style and quality of life; Happiness disposition.

*Therapeutic Approaches in Psychology:* Psychodynamic therapies-Behaviour therapies- Client centered therapy- Cognitive therapies- Indigenous therapies (Yoga, Meditation)-Bio-feedback therapy- Prevention and Rehabilitation of the Mentally Ill- Fostering mental health.

*Community Psychology:* Concept of community psychology- Use of small groups in social action- Arousing community consciousness and action for handling social problems- Group decision making and leadership for social change- Effective strategies for social change.

#### **TEXT BOOKS**

Cacioppo, J., & Freberg, L. (2018). *Discovering psychology: The science of mind*. Cengage Learning.

Robert A. Baron & Girishwar Misra. (2014). *Psychology* (Indian subcontinent edition /5<sup>th</sup> Ed.) Pearson Education Limited.

#### **REFERENCES**

Carole Wade & Carole Tavris (2012). *Invitation to psychology* (5<sup>th</sup> Ed.). Pearson/Prentice Hall.



Gregory J Feist & Erika L. Rosenberg (2012). Psychology: Perspective and Connections (2<sup>nd</sup> Ed.). McGraw-Hill.

Hilgard, E.R. (1999). *Introduction to Psychology* (6th Edition). New Delhi: Oxford and IBH Publishing Co, Pvt Ltd.

Hockenbury, D. H., & Hockenbury, S. E. (2011). *Discovering psychology* (5<sup>th</sup> Ed.). Worth Publishers.

Kalat, J. W. (2016). *Introduction to psychology*. Nelson Education.

Mangal, S.K. (1999). *General psychology*. New Delhi: Surjeeth Publications.

Morgan C.T, King, R.A., Weisy, J.R, Scooper, J. (1993). *Introduction to Psychology*. New Delhi: Tata Mc-Graw Hill Publishing Company.

Robert A. Baron (2001). *Psychology*. New Delhi: Prentice Hall of India.

Robert S. Feldman. (2012). *Psychology and your Life*. TATA McGraw-Hill.

### Course Outcome:

On the successful completion of the course, students will be able to.

CO No	Co Statement	Knowledge level
<b>CO1</b>	Understand and gain knowledge in human behavior development	<b>K2</b>
<b>CO2</b>	Insight into the concepts of sensation and perception	<b>K3</b>
<b>CO3</b>	Gain knowledge in the cognitive process such as memory, thinking, intelligence, communication, etc	<b>K1</b>
<b>CO4</b>	Analyze the behavioral process such as motivation, emotion, attitude, values, etc	<b>K4</b>
<b>CO5</b>	Gain knowledge in aspects of contemporary Psychology and its its impact on human behavior	<b>K1</b>

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4
CO1	S	S	M	S
CO2	S	S	M	S
CO3	S	S	M	S
CO4	S	S	M	S
CO5	S	S	M	S

**MASTER OF PHILOSOPHY (M.Phil.) IN PSYCHOLOGY  
- REGULATIONS FOR PAPER - III**

(Effective from the Academic year 2019-2020)

**There are Ten (10) Area Papers available in Psychology. Students have to choose any ONE paper in accordance with their area of research. The title of the papers are provided below:**

- 1. Human Resource Development - 19RPSYE01**
- 2. Organizational Behaviour - 19RPSYE02**
- 3. Organizational Change and Development - 19RPSYE03**
- 4. Cognitive Psychology - 19RPSYE04**
- 5. Positive Psychology - 19RPSYE05**
- 6. Counselling Psychology - 19RPSYE06**
- 7. Health Psychology - 19RPSYE07**
- 8. Cyber Psychology - 19RPSYE08**
- 9. Environmental Psychology - 19RPSYE09**
- 10. Gerontology - 19RPSYE10**

## **Paper - III**

### **1. HUMAN RESOURCE DEVELOPMENT (19RPSYE01)**

#### **OBJECTIVES:**

- To make aware of the concepts, techniques and practices of human resource development
- To understand the evolution and functions of HRD
- To identify the content, process and the outcomes of HRD applications
- To evaluate and understand diversity issues and their impact on organizations

#### **UNIT - I INTRODUCTION**

Nature and Concept - Definition - Theoretical foundations - Importance and benefits - Principles - Functions - Approaches - Essentials of Good HRD system - Roles and Responsibilities of HRD manager - Ethical dimension and issues - Recent scenario of HRD in India - Designing and Developing Strategies

#### **UNIT - II TRAINING AND DEVELOPMENT**

Training: Concept - Definition - Features - Paradigms - Process - Planning, Designing and evaluating - Types and Methods - Responsibility - General Model for training intervention

Development: Concept of Management development - Definition of Management development - Principles - Strategies to Support - Identification of Needs - Designing Management development programs - General Model of Management development - Recent Scenario of training and development

#### **UNIT - III EMPLOYEE DEVELOPMENT**

Career Planning: Nature and Concept - Definition - Characteristics - Importance and Benefits - Career Development: Nature and Concept - Definition - Characteristics - Importance - Principles - Theories - Career Strategy: Nature and Concept - Process - Performance Appraisal: Concept - Definition - Model - Elements - Purpose - Designing Performance appraisal - Methods - Types - Benefits - Performance appraisal in future organisation

#### **UNIT - IV HRD APPLICATIONS**

Employee Coaching: Concept - Definition - Types - Process - Effective coaching Techniques - Employee Counselling: Concept - Definition - Employee Counselling Skills - Theoretical Approaches - Techniques/Types - Counselling Process - Ethical Dimension of Counselling - Mentoring: Concept - Definition - Principles - Dynamics - Role and Responsibilities of Mentor - Types - Process - Importance of Coaching and Mentoring - The difference Between Coaching and Mentoring

#### **UNIT - V STRATEGIC HUMAN RESOURCE DEVELOPMENT**

Concept - Definition - Business Strategy and Human Resource Development - Characteristics of Strategic Human Resource Development - Strategic Human Resource Development System - Process - Essential Characteristics of Effective Strategic Human Resource Development.

## REFERENCES

- Deb, T. (2015). Human Resource Development - Theory & Practice, Ane Books Pvt Ltd, New Delhi.
- Blank, E.W. (1982). Handbook for Developing Competency Based Training Programmes, Prentice-Hall, New Jersey.
- Haldar U K. (2009). Human Resource Management, Oxford University Press.

### Course Outcome:

On the successful completion of the course, students will be able to.

CO No	Co Statement	Knowledge level
<b>CO1</b>	Understand the concepts, techniques and practices of HRD	<b>K2</b>
<b>CO2</b>	Gain knowledge in the training and development of employees	<b>K2</b>
<b>CO3</b>	Understand the process of performance appraisal and career development	<b>K2, K3</b>
<b>CO4</b>	Analyze the various concepts of HRD application and its outcomes	<b>K4</b>
<b>CO5</b>	Apply the HRD strategies in business	<b>K3</b>

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4
CO1	S	S	M	S
CO2	S	S	M	S
CO3	S	M	M	S
CO4	S	M	M	S
CO5	S	S	M	S

**Paper-III**  
**2. ORGANIZATIONAL BEHAVIOUR - (19RPSYE02)**

**OBJECTIVES:**

- To familiarize students about the factors that contribute to achieving organizational effectiveness, at the individual, group and structural level.
- To understand and learn the nature, importance, benefits organizational behaviour.

**UNIT I: ORGANIZATIONAL BEHAVIOUR**

Definition. Models of OB; autocratic, custodial, supportive, collegial and system. Historical evolution of OB. What managers do? Contributing disciplines to OB. Challenges and Opportunities. Implications for managers.

**UNIT II: THE INDIVIDUAL IN WORKPLACE**

Foundations of Individual behaviour. Diversity. Attitudes and Job satisfaction. Emotions and Moods. Personality and values. Perception and individual decision making. Motivation concepts and applications. Case studies and exercises

**UNIT III: THE GROUP BEHAVIOUR AND COMMUNICATION IN WORKPLACE**

Foundations of Group behaviour. Group development and properties, Group Decision making. Understanding work teams – Difference between Groups and Teams. Communication: Process, Direction, Formal and informal, Modes, choices and Persuasive and barriers of communication. Organizational culture. Case studies and exercises

**UNIT IV: LEADERSHIP AND ORGANIZATIONAL STRUCTURE**

Leadership: Basic approaches and contemporary issues. Models of Leadership - Power and politics. Conflict – reasons for conflict and negotiation and other conflict resolution strategies. Power and politics. Conflict and negotiation. Foundations of Organization structure. Need - Types of structures- Work design and structure.

**UNIT V: ORGANIZATIONAL CHANGE**

Organizational Change – Forces for Change. Managing planned change. Resistance to change. Approaches to managing Organizational change, Contemporary change issues. Organizational Development. Introduction to Training and Development – Concept, Need and the Process. Case studies and exercises

**REFERENCES**

- Robbins, P. S., Judge, A. T and Vohra, N. (2017). Organizational Behaviour (16<sup>th</sup> edition). Noida: Pearson India Education Services Pvt. Ltd.
- Aswathappa.K. (2018). Organizational Behavior. New Delhi: Himalaya Publishing House.
- Luthans, F. (2011). Organizational behaviour: An Evidence Based Approach. (12<sup>th</sup> edition). New Delhi: McGraw Hill Publishing Company Ltd.

**Course Outcome:**

On the successful completion of the course, students will be able to.

<b>CO No</b>	<b>Co Statement</b>	<b>Knowledge level</b>
<b>CO1</b>	Able to understand the behavioral aspects of organizations and its dynamics in functioning	<b>K2</b>
<b>CO2</b>	Able to understand the individual's psychological characteristics and its influence on the organizational functioning	<b>K2, K3</b>
<b>CO3</b>	Competent to understand the organization in terms of groups and teams and the dynamics arising out of its functioning	<b>K2</b>
<b>CO4</b>	Able to understand the importance of leadership styles and organizational structure on the organizational effectiveness	<b>K2</b>
<b>CO5</b>	Capable to understand the reasons for organizational change and ways of implementing for organizational effectiveness	<b>K2, K5</b>

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4
CO1	S	S	M	S
CO2	S	S	M	S
CO3	S	S	M	S
CO4	S	S	M	S
CO5	S	S	M	S

### **Paper-III**

## **3. ORGANIZATIONAL CHANGE AND DEVELOPMENT - (19RPSYE03)**

### **OBJECTIVES:**

- To familiarize students about the factors that contributes to achieving organizational effectiveness through organizational change strategies.
- To learn theoretical foundations of organizational development
- To understand the nature, importance, benefits and methods of organizational change and development.

### **UNIT I: INTRODUCTION**

Organizational change: aim, importance, present business environment, change levers, forces of change. Types of changes – Theories of Changes - Resistance to change: What and Why Reasons for resistance at individual, organizational level. Resistance due to emotional reasons, Value of resistance, ways of managing resistance to change.

What is OD? Recent trends – Objectives - OD activities - Values, Beliefs and Assumption of OD, Process of OD. Organizational Diagnosis – Role and responsibility at various levels during process of Organizational diagnosis – Process and stages of Organizational diagnosis – Levels of organizational diagnosis – Level of organizational diagnosis.

### **UNIT II: OD INTERVENTION AND THE HUMAN PROCESS OF OD**

OD intervention: meaning and criteria of effective interventions, the purpose for interventions, types of interventions. Role of change leaders and change agents for managing change: Role of change leader in changing business environment – what makes a person successful change leader – competencies of OC leader – change agent.

Human process intervention: Team building- Performance management -Role of communication in managing change - Management of power, politics and conflicts during the process of change -Managing Stress during Organizational Change

### **UNIT III: TECHNO-STRUCTURE INTERVENTION**

Organizational Structure and Change: Introduction- The basic elements and characteristics -reasons for redesigning organizational structure - types of organizational structure - advantages and disadvantages- boundary less organization-learning organizations.

Change Through quality Management Techniques: Introduction: historical background and evaluation of quality movement-meaning of quality-contribution of quality management concepts for achieving business excellence –TQM: its history-philosophy-basic principles of TQM-quality awards and their impact on the growth of an organization.

### **UNIT IV: STRATEGIC INTERVENTION**

Organizational Growth Through Mergers and Acquisition: Introduction- Global trend of M&A-M&A in India- purpose and type of M&A- Acquisition- difference between merger and acquisition- motives of M&A-M&A strategy and process-reasons for success and failure of M&A-what is due diligence? Summary

Change Management and Organizational Culture: Introduction- what is organizational culture and the factors influencing it? Work culture and its type- advantages of positive organizational work culture-ways of developing an appropriate organizational work culture-strategy for managing cultural diversity.

### **UNIT V: RECENT TRENDS IN ORGANIZATIONAL DEVELOPMENT**

Organizational Health Survey: Introduction- Purpose of survey feedback-aim of OHS- designing of questionnaire for the survey- importance of OHS for growth of an organization.

Knowledge Management: Introduction- objectives- characteristics - need and importance- types -process of implementing -guiding principles for planning of knowledge management-reasons for success and failure -problems related to management of knowledge. Role of Organizational Development in Future Business Environment.

### **REFERENCES**

- Raina, R. (2019). Change Management and Organizational Development. (1<sup>st</sup> Edition). New Delhi: Sage Publications.
- Anderson, D.L. (2011). Organizational Development: The Process of Leading Organizational Change. New Delhi. Sage Publication.
- Sing, K. (2005). Organizational Change and Development. New Delhi: Excel Books.

### **Course Outcome:**

On the successful completion of the course, students will be able to.

<b>CO No</b>	<b>Co Statement</b>	<b>Knowledge level</b>
<b>CO1</b>	Capable to understand what bring change in organization and relevant theories and procedures to diagnose the need for change	<b>K2</b>
<b>CO2</b>	Able to understand the various interventional strategies related to human process in organization	<b>K2, K3</b>
<b>CO3</b>	Competent to understand and implement technological and structural interventions for organizational effectiveness	<b>K2, K3</b>
<b>CO4</b>	Able to understand organizational change and growth through mergers and acquisitions	<b>K2</b>
<b>CO5</b>	Able to understand various process of recent origin, implementation for organizational development	<b>K2, K3</b>

### Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4
CO1	S	S	M	S
CO2	S	S	M	S
CO3	S	S	M	S
CO4	S	S	M	S
CO5	S	S	M	S



### Paper-III

## 4. COGNITIVE PSYCHOLOGY - (19RPSYE04)

### OBJECTIVES:

- Analyze, evaluate, and compare major theories in cognitive psychology and relate new experimental results to these theories.
- Critically evaluate the quality of cognitive research and formulate logical arguments on the basis of theoretical or empirical analyses.
- Understand research methods in cognitive psychology, the strengths and weaknesses of these methods, and how these methods are being integrated with neuroscience to further our understanding of how the mind and brain function.
- Explain some of the broader implications of cognitive research for society

### UNIT-I: COGNITIVE PSYCHOLOGY& COGNITIVE NEUROSCIENCE

Cognitive Psychology: Studying the Mind- Abandoning the Study of the Mind- The Rebirth of the Study of the Mind-The Evolution of Cognitive Psychology.

**Cognitive Neuroscience:** Levels of Analysis- Neurons: Basic Principles- Neural Representation and Cognition-Localized Representation-Distributed Representation-Neural Networks.

### UNIT-II: PERCEPTION & ATTENTION

**Perception:** The Nature of Perception - Difficulty in Designing a Perceiving Machine -Information for Human Perception-Conceptions of Object Perception-Neurons and Knowledge about the Environment-Perception and Action: Behavior-Perception and Action: Physiology

**Attention:** Attention as Information Processing-Processing Capacity and Perceptual Load-Directing Attention by Scanning a Scene-Outcomes of Attention-Divided Attention-Distractions-Attention and Experiencing a Coherent World

### UNIT-III: MEMORY

**Short-Term and Working Memory:** The Modal Model of Memory-Sensory Memory-Short-Term Memory: Storage-Working Memory: Manipulating Information-Working Memory and the Brain.

**Long-Term Memory: Structure:** Comparing Short-Term and Long-Term Memory Processes-Episodic and Semantic Memory-Procedural Memory, Priming, and Conditioning.

**LTM: Encoding, Retrieval, and Consolidation:** Encoding: Getting Information into Long-Term Memory-Effective Studying-Retrieval: Getting Information Out of Memory-Consolidation: Establishing Memories-Reconsolidation: The Dynamics of Memory.

**Everyday Memory and Memory Errors:** Autobiographical Memory-Memory for “Exceptional” Events-The Constructive Nature of Memory-The Misinformation Effect-Creating Memories for Events in People’s Lives.

### UNIT-IV: CONCEPTUAL KNOWLEDGE & VISUAL IMAGERY

**Conceptual Knowledge:** Basic Properties of Concepts and Categories: Placing Objects into Categories-Network Models of Categorization: Representing Relationships Among Categories: Semantic Networks- Representation of Concepts in the Brain: Four Proposals About How Concepts Are Represented in the Brain.

**Visual Imagery:** Imagery in the History of Psychology- Imagery and Perception- Imagery and the Brain- Using Imagery to Improve Memory.

**UNIT-V: LANGUAGE, PROBLEM SOLVING, CREATIVITY, JUDGMENT, DECISIONS, AND REASONING**

**Language:** Language- Understanding Words- Understanding Ambiguous Words- Understanding Sentences- Understanding Text and Stories- Having Conversations.

**Problem Solving & Creativity:** Problem- The Gestalt Approach- The Information-Processing Approach- Using Analogies to Solve Problems- Experts' Problem Solving- Creative Problem Solving-Creativity and the Brain.

**Judgment, Decisions, and Reasoning:** Inductive Reasoning- Deductive Reasoning- Decision Making.

**REFERENCE**

Goldstein, B. (2019). *Cognitive Psychology: Connecting Mind, Research and Everyday Experience*, 5th Edition. Wadsworth Cengage Learning.

Sternberg, R. J., & Sternberg, K. (2016). *Cognitive psychology*. Nelson Education.

Galotti, K. M. (2017). *Cognitive psychology in and out of the laboratory*. Sage Publications.

**Journal Articles**

Acar, O. A., & van den Ende, J. (2016). Knowledge Distance, Cognitive-Search Processes, and Creativity: The Making of Winning Solutions in Science Contests. *Psychological Science*, 27(5), 692–699.  
<https://doi.org/10.1177/0956797616634665>

Akhtar, S., Justice, L. V., Morrison, C. M., & Conway, M. A. (2018). Fictional First Memories. *Psychological Science*, 095679761877883.  
<https://doi.org/10.1177/0956797618778831>

Witt, J. K., Tenhundfeld, N. L., & Tymoski, M. J. (2018). Is There a Chastity Belt on Perception? *Psychological Science*, 29(1), 139– 146.  
<https://doi.org/10.1177/0956797617730892>.

**Course Outcome:**

On the successful completion of the course, students will be able to.

<b>CO No</b>	<b>Co Statement</b>	<b>Knowledge level</b>
<b>CO1</b>	Understand the various levels of analysis in cognitive Psychology	<b>K2, K4</b>
<b>CO2</b>	Formulate the research process in perception and attention	<b>K3</b>
<b>CO3</b>	Conceptualize models of memory	<b>K2</b>
<b>CO4</b>	Develop the knowledge of conceptual and visual imagery`	<b>K5</b>
<b>CO5</b>	Understand the cognitive processes behind language and other higher mental processes	<b>K2, K6</b>

## Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4
CO1	S	S	M	S
CO2	S	S	M	S
CO3	S	S	M	S
CO4	S	S	M	S
CO5	S	S	M	S

**Paper-III**  
**5. POSITIVE PSYCHOLOGY - (19RPSYE05)**

**OBJECTIVES:**

- To orient scholars on the perspectives of Positive Psychology
- To enable the scholars know the implications of Positive Psychology
- To give an insight into the positive therapies

**UNIT I PERSPECTIVES OF POSITIVE PSYCHOLOGY**

**Eastern and Western Perspectives:** Athenian and Judeo-Christian traditions – Eastern influences – Western influences – Ways to positive outcomes – Classification and measures of strengths and positive outcomes.

Developing strengths and living in cultural context – Living well at every stage of life: Resilience in childhood – Positive youth development – Life tasks in adulthood – Successful aging.

**UNIT II POSITIVE EMOTIONAL STATES**

Happiness: Positive and negative affectivity – Measuring happiness – Effects of happiness – Causes of happiness – Circumstances and happiness – Evolutionary perspective on obstacles to happiness. Emotion-focused coping – Emotional intelligence – Socio-emotional selectivity – Emotional story telling

Positive traits: Trait theories of personality and personal strengths – Values in action – Implications

**UNIT III POSITIVE COGNITIVE STATES**

Self-efficacy: Childhood antecedents – Neurobiology of self-efficacy – Scales – Self-efficacy and life – Collective self-efficacy. Optimism – Dispositional optimism – Optimistic explanatory style – Development – Attributional retraining - Hope: Childhood antecedents – Neurobiology of hope – Scales – Predictions – Implications.

Mindfulness: Benefits. Flow: Self-determination theory and intrinsic motivation – Metamotivational states and reversal theory – Implications.

**UNIT IV PROSOCIAL BEHAVIOUR AND POSITIVE RELATIONSHIPS**

Altruism: Egotism motive – Forms of egotism. Empathy: Altruism hypothesis – Genetic and neural foundations of empathy – Cultivating altruism. Gratitude: Cultivating gratitude. Forgiveness: Cultivating forgiveness – Measurement – Evolutionary and neurobiological bases – Implications.

Positive relationships: Infant attachment – Adult attachment security – Love: Passionate and companionate aspects – Triangular theory – Self-expansion theory – Flourishing relationships – Capitalizing on positive events – Neurobiology of interpersonal connection.

**UNIT V POSITIVE ENVIRONMENT AND POSITIVE PSYCHOLOGICAL THERAPY**

Positive schooling – Components. Gainful employment – Measurement – Having or being a good boss – Strength-based approach to work – Capital at work – Hope – Dark side – Making job better.

Positive psychological therapy: Positive psychotherapy – Fordyce's happiness programme – Fava's Wellbeing therapy – Frisch's quality of life therapy – Person-

centered approaches – Post-traumatic growth-based therapy – Solution-focused therapy – Positive family therapy – Strength based therapies – Effectiveness of interventions – Implications.

## REFERENCES

- Carr, A. (2011). Positive Psychology: The Science of Happiness and Human Strengths. 2<sup>nd</sup> ed. London: Routledge.
- Snyder, C. R., Lopez, S.J. and Pedrotti, J. T. (2011). Positive Psychology: The Scientific and Practical Exploration of Human Strengths. 2<sup>nd</sup> ed. New Delhi: Sage Publications.
- Alex Linley P. and Stephen Joseph (2004). Positive Psychology in Practice. John Wiley & Sons, Inc.
- Taylor, S. E., & Sherman, D. K. (2004). Positive psychology and Health Psychology: A Fruitful Liaison. In Positive psychology in practice, 305-319.
- DiMatteo, M., & Leslie R. Martin (2010). Health Psychology (LPE). New Delhi: Pearson Education India.
- Steve R. Baumgardner & Marie K. Crothers (2009). Positive Psychology (LPE). New Delhi: Pearson Education India.

## Course Outcome:

On the successful completion of the course, students will be able to.

CO No	Co Statement	Knowledge level
<b>CO1</b>	Understand the perspectives of positive Psychology	<b>K2</b>
<b>CO2</b>	Analyze the implications of positive Psychology	<b>K4</b>
<b>CO3</b>	Understand and apply positive Psychology therapy	<b>K2, K3</b>
<b>CO4</b>	Understand the implications of positive relations	<b>K3</b>
<b>CO5</b>	Understand and apply the positive emotional states	<b>K2, K3</b>

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4
CO1	S	S	M	S
CO2	S	S	M	S
CO3	S	S	M	S
CO4	S	S	M	S
CO5	S	S	M	S

**Paper-III**  
**6. COUNSELLING PSYCHOLOGY - (19RPSYE06)**

**OBJECTIVES:**

- To orient students about the importance of Guidance and Counselling
- To understand the nature of dynamics of various counselling approaches
- To understand and learn the various counselling and therapeutic strategies

**UNIT I: BASIC ISSUES IN COUSELING PRACTICE**

**The counsellor:** counsellor as a therapeutic person – Personal characteristic of effective counsellors – Personal therapy for counsellor – The role of values in counselling - The role of values in therapeutic course - Acquiring competencies in multicultural counselling – Incorporating culture in counselling practice – Issues faced by the beginners.

**Ethical issues in counselling practice:** Ethical decision making – Steps in making decision – Rights of informed consent – Dimensions of confidentiality – Ethical issues in multicultural perspectives – Ethical issues in assessment process – Ethical aspects of evidence based practice – Managing multiple relationship in counselling practice – Becoming an ethical counsellor.

**UNIT II: PSYCHODYNAMIC APPROACHES**

**Psychoanalytic therapy-** Key concepts: View of human nature - structure of personality – Consciousness and Unconsciousness –Anxiety – Ego defense mechanism – Development of personality. The Therapeutic process: Therapeutic goals – Role of therapists and clients' experience. Therapeutic techniques and procedures: Maintaining the analytic framework – Free association – Interpretation – Dream analysis – Analysis and Interpretation of resistance and transference.

**Adlerian Therapy** - Key concepts: Views of human nature – Subjective perception of reality – Unity and Patterns of human personality – Social interest and community feeling – Birth order and siblings relationships. The therapeutic process: Goals – Role of therapists – Client's experience. Techniques: Establishing the relationship – Explore the individual's psychological dynamics – Encourage self-understanding and insights – Reorientation and reeducation – Areas of applications

**UNIT III: EXPERIENTIALAND RELATIONSHIP – ORIENTED THERAPIES**

**Existential Therapy** – Key concepts: The capacity for self-awareness – Freedom and responsibility – Striving for identity and relationship to others – The search for meaning – Anxiety as a condition of living – Awareness of death and non-being. The therapeutic process: Goals, role of client and therapists. Techniques: Phases of existential counselling - Clients' appropriate for Existential counselling – Applications to brief therapy. Person-centred Therapy- Four periods of developmental approach – Existentialism and humanism – Maslow's contribution to humanistic psychology. Key concepts – Therapeutic process – Therapeutic techniques and procedures.

**Gestalt therapy** – Key concepts – View of human nature – Principles of Gestalt therapy – The 'here' and 'now' – Unfinished business – Contact and resistance – Energy and Energy blocks. Therapeutic process: Goals, role and function of therapists. Techniques: The experiment in Gestalt therapy – Preparing clients for Gestalt experiments – The role of confrontation. Gestalt therapy interventions: Top

dog under dog – Empty chair technique – making the rounds – Reversal and Rehearsal exercise – Exaggeration exercise – Staying with the feeling – Dream work.

#### **UNIT IV: COGNITIVE BEHAVIOURAL APPROACHES**

**Behaviour Therapy** – Key concepts: View of human nature – Basic characteristics and assumptions. Techniques and procedures: Applied behavioural analysis – Operant conditioning techniques – Classical conditioning techniques – In vivo exposure and flooding – Eye moment desensitization and reprocessing – Social skill training.

**Cognitive Behaviour Therapy (CBT)** – (a) Rational Emotive Behaviour Therapy (REBT) – View of human nature – View of emotional disturbances – The ABC framework – Therapeutic techniques: Cognitive methods – Emotive techniques – Behaviour techniques. (b) Beck's cognitive therapy – Basic principles of cognitive therapy – Differences between cognitive therapy and REBT – Applications of cognitive therapy: Cognitive techniques – Treatment of depression – Stress inoculation training.

#### **UNIT V: SYSTEMS AND POSTMODERN APPROACHES**

**Feminist Therapy** – History and development – View of human nature – Feminist perspective on personality development – Principles of Feminist therapy. Therapeutic techniques: Role of assessment and diagnosis – Techniques and strategies – Role of men in Feminist therapy. Family systems therapy – The family systems perspectives – Differences between systematic and individual approaches – Adlerian feminist therapy – Human validation process model – Experiential family therapy – Structural strategic feminist therapy: Forming a relationship – Conducting an assessment – Hypothesizing and shared meaning – Facilitating change.

**Postmodern approaches:** Introduction to social constructivism – Solution Focused Brief Therapy (SFBT) – Narrative therapies – Expressive therapies.

#### **REFERENCES**

- Gerald Corey (2016). *Theory and practice of counselling and psychotherapy*. New Delhi: Cengage Learning India Private Limited.
- John Sommers - Flanagan., & Rita Sommers - Flanagan. (2015). *Counseling and Psychotherapy Theories in Context and Practice: Skills, Strategies, and Techniques*. New Jersey: John Wiley & Sons.
- Jack Martin., Jeff Sugarman., & Kathleen L. Slaney (Eds.). (2015). *Handbook of Theoretical and Philosophical Psychology: Methods, Approaches, and New Directions for Social Sciences*. New York: John Wiley & Sons, Ltd.
- Wills, F. (2008). *Skills in Cognitive Behavior Counselling and Psychotherapy*. New Delhi : Sage Publications.

**Course Outcome:**

On the successful completion of the course, students will be able to.

<b>CO No</b>	<b>Co Statement</b>	<b>Knowledge level</b>
<b>C01</b>	Know the basics in counseling Psychology	<b>K1</b>
<b>C02</b>	Understand and apply psychodynamic therapies	<b>K2, K3</b>
<b>C03</b>	Understand and apply existential and relationship oriented therapies	<b>K2, K3</b>
<b>C04</b>	Understand and apply behavioral therapies	<b>K2, K3</b>
<b>C05</b>	Understand and apply feministic and post-modern therapies	<b>K2, K3</b>

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4
C01	S	S	M	S
C02	S	S	M	S
C03	S	S	M	S
C04	S	S	M	S
C05	S	S	M	S



**Paper-III**  
**7. HEALTH PSYCHOLOGY - (19RPSYE07)**

**OBJECTIVES:**

- To orient students to the concepts of Health Behaviour and Experience
- To give insight into changing behaviour for better health
- To make them understand psychological process behind illness
- To acquire the skill of coping with illness
- To employ various positive psychological techniques for good mental and physical health

**UNIT I: HEALTH PSYCHOLOGY IN CONTEXT**

Health Psychology – Meaning, nature and definition – Health as need satisfaction – Need for health psychology – A framework for health psychology. The macro-social environment and health: Population growth – Increased life expectancy – Gender and ethnicity. Social inequalities, social justice and health: Social determinants of health, Social inequality and health – Class, race and gender and health inequalities – Social capital – Social justice and health.

Culture and health: Health belief system – Western and non-western – Changing culture and health – Culturally competent health care systems. Research methods in health psychology: Action research – Between groups designs – Case studies – Cross sectional studies – Diary techniques – Observation – Discourse analysis – Ethnographic studies – Grounded theory analysis – Descriptive methods.

**UNIT II: HEALTH BEHAVIOR AND EXPERIENCE**

Theories, models and interventions applied to sexual health: Incidence and prevalence of STIS, HIV and AIDS – Individual level theories and models: Health belief model, protection motivation theory, theory of planned behavior, information motivation behavior skills model, stages of change model, social cognitive theory. Food eating and environment: Eating and obesity – Contemporary studies – Ecological model – Environmental influences on food choices – Role of advertisement in food promotion – Content and flavor of foods.

Alcohol drinking: Alcohol consumption – Risks and dangers – Alcohol dependence – Theories on alcohol dependence – Prevention and treatment of alcohol problems.

Tobacco and smoking: Brief history – prevalence and distribution – Health effects of smoking – Theories of smoking – Smoking cessation and its approaches.

**UNIT III: HEALTH PROMOTION AND DISEASE PREVENTION**

Health communication: Communication theory – Health care professional-patient communication – Social marketing – Message framing – E-health – Advantages and disadvantages of e-communication. Stress and coping: Perspectives on stress – Psychoneuroimmunology – Post Traumatic Stress Disorder – Coping methods – Stress and illness: Coronary heart Disease – Cancer – Infectious diseases – Stress among patients of viral infections.

Screening and immunization: Risk and risk control – Screening for various diseases and psychological consequences – Genetic screening – Ethical issues in genetic screening – Immunization – Psychological models of immunization – Immunization among children. Health literacy: Meaning and nature – Levels of domains of health literacy – Measuring health literacy – Skills and tasks relevant to health promotion –

Promoting health literacy – Advocating literacy for all – Issues related to dissemination of health information.

#### **UNIT IV: ILLNESS EXPERIENCE AND HEALTH CARE**

Theoretical perspectives for representing illness: Cognitive approaches – Illness perception – Phenomenological approaches – Illness narration – Discursive approaches – Illness discourse – Foucauldian discourse analysis – Social approaches – Media representation. Illness and personality: Freud, hysteria and medically unexplained symptoms – Psychosomatic medicine and organic illness – Psychological states and physical illness – Type A personality, hostility, and Coronary Heart Disease (CHD) – Anxiety, depression, negative affect and CHD. Future studies on personality and illness: depression and cancer – Conscientiousness and longevity – Sense of coherence, locus of control and self-efficacy.

Medicine taking – Adherence and resistance: Adherence – Character, extent – Factors of non-adherence: Patient characteristics – Disease characteristics – Treatment factors – Interpersonal factors – Social and organizational setting. Alternatives to adherence: Modern medicine – Role of the physicians. Lived experience of chronic illness: Self-regulation – Fear of medication – Identity control. Resistance to medicine taking: Social support – Medical errors – Medical silence. Patient empowerment: Desire for control – Critical approach to empowerment.

#### **UNIT V: PAIN MANAGEMENT AND HEALTH CARE FOR CHRONIC DISEASES**

Pain: Meaning and nature – Theories of pain – Neural correlates of pain – Psychological aspects of pain: Cognition, self-efficacy, perceived control, conditioning, secondary gain, personality and mood. Pain management strategies: behavioral and cognitive strategies – Imagery – Cognitive Behavior Therapy – Pharmacological strategies – Physical strategies – Multidisciplinary pain management. Cancer and chronic diseases: Cancer – Meaning – Risk factors and interventions for cancer – Living with cancer – Adaptation to cancer – Caring for someone with cancer. Coronary Heart Disease (CHD): Meaning and types – Interventions for CHD – Living with CHD – Adaptation to CHD – Caring for someone with CHD. HIV/AIDS: Prevalence of HIV/AIDS – Risk factors for HIV/AIDS – Interventions for HIV/AIDS – Living with HIV/AIDS – Adaptation to HIV/AIDS – Caring for someone with HIV/AIDS.

Community approaches: Community psychology – Liberation psychology – Community health psychology: Dimensions of community – Community participation. Community health action: Promoting health behavior change – Social well-being – Community approaches to combating health inequalities. Critiques of community level theories and models – Arts and community actions. Future directions to health psychology: Critical health psychology – Health in a global context.

#### **REFERENCES**

- Marks, D. F., Murray, M., Evans, B., & Vida Estacio, E. (2015). *Health psychology: Theory, research and practice* (4th ed.). Thousand Oaks, CA, US: Sage Publications, Inc.
- Lyons, A. C., & Chamberlain, K. (2006). *Health Psychology: A Critical Introduction*. Cambridge: Cambridge University Press.
- Shelly E. Taylor (2008). *Health Psychology* (6<sup>th</sup> Ed.). New Delhi: Tata McGraw-Hill.
- David F. Marks, Michael Murray, Brain EvansEmee Vida Estacio (2011). *Health Psychology: Theory, Research and Practice*. Thousand Oaks, CA, US: Sage Publications, Inc.

**Course Outcome:**

On the successful completion of the course, students will be able to.

<b>CO No</b>	<b>Co Statement</b>	<b>Knowledge level</b>
<b>CO1</b>	Gain knowledge in the concepts of health behavior and social and cultural issues related to health	<b>K1, K5</b>
<b>CO2</b>	Gain insights in changing behavior for better health	<b>K1, K4</b>
<b>CO3</b>	Understand the mind-body relations to the illness	<b>K2</b>
<b>CO4</b>	Apply positive Psychology techniques for good mental and physical health	<b>K3</b>
<b>CO5</b>	Gain knowledge about pain management for chronic diseases	<b>K1, K3</b>

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4
CO1	S	S	M	S
CO2	S	S	M	S
CO3	S	S	M	S
CO4	S	S	M	S
CO5	S	S	M	S

**Paper-III**  
**8. CYBER PSYCHOLOGY - (19RPSYE08)**

**Objectives:**

- Apply psychological theory, methods and research findings to cyber psychology.
- Evaluate current problems, debates, and insights in cyber psychology.

**UNIT-I: THE BASIC PSYCHOLOGICAL QUALITIES OF CYBERSPACE**

Cyberspace as a psychological space - basic psychological features of cyberspace- Networks as "mind" and "self"-Presence. The online disinhibition effect -Psychology of avatars and graphical space- Cyberspace as dream world-Two Paths of Virtual Reality-The black hole of cyberspace  
Online lingo-Internet demographics -Cyberspace humor -Coping with spam -Social Psychology of Cyberspace: Self and community in the age of Internet.

**UNIT-II: INDIVIDUAL IN CYBERSPACE**

Identity management in cyberspace -Personality types in cyberspace-Unique roles in cyberspace-Transference to computers and cyberspace-Addiction to computers and cyberspace Regressive behavior in cyberspace-Online gender-switching-Adolescents in cyberspace-Wizards: The heart of an online community-On being a "god"-Y2K and apocalyptic thinking- Integrating online and offline living. An online psycho-educational program – Media transitions – Computer and Cyberspace addiction.

**UNIT-III: RELATIONSHIPS IN CYBERSPACE**

In-person versus cyberspace relationships-Transient and long term online relationships-The psychology of text relationships -Hypotheses about online text relationships-E-mail communication and relationships – Transference among people online – How to resolve conflict online – Cyberspace romances – Subtlety in multimedia chat. Assistive and augmentive technologies - Media: games, entertainment, and education - The future: the ultimate human-computer interface

**UNIT-IV: GROUP DYNAMICS IN CYBERSPACE**

Social psychology of online groups-Developmental stages of mailing lists-Making virtual communities work-Early history of an online community-Wizards: The heart of an online community-Therapy and support groups in cyberspace-Unique groups in cyberspace-Text Talk: Communicating with typed text chat-A decision-making method for e-mail groups-Extending a work group into cyberspace - Using discussion boards in teaching-Group games using avatars-Geezer Brigade: Studying an online group-Managing deviant behavior in online groups – Online photo-sharing communities (flickr).

**UNIT-V: RESEARCH METHODS AND COMPUTER THERAPIES IN CYBER PSYCHOLOGY**

Publishing online - Case studies of digital life forms - One of Us: Participant observation research - Steps in studying an online group - Ethics in cyberspace

research - Studying full cyberspace immersion - Computer mediated Therapy, Towards cyber psychology – theory and methods - Theoretical approaches: models and metaphors; Research: modes and methods; Sensory-motor interfaces: input and output; Learning and memory, transfer and interference; Cognitive psychology: thinking and problem solving; Interpersonal relations. Abnormal behavior and cyber therapies.

**REFERENCES**

Kent L. Norman (2008). Cyber psychology, An Introduction to Human-Computer Interaction. , University of Maryland, College Park.  
Towards Cyber Psychology: Mind, Cognitions and Society in the Internet Age  
Amsterdam, IOS Press, © 2001, 2002, 2003

**Web Referecnes**

- <http://www-usr.rider.edu/~suler/psycyber/psycyber.html>
- <http://www.units.muohio.edu/psybersite/cyberspace/syllabus00.shtml>
- <http://www.cybertherapy.info/pages/cyber.htm>

**Course Outcome:**

On the successful completion of the course, students will be able to.

<b>CO No</b>	<b>Co Statement</b>	<b>Knowledge level</b>
<b>CO1</b>	understand the basic Psychological qualities of online environment	<b>K2</b>
<b>CO2</b>	become sensitive to manage relationship issues in the online environment	<b>K3</b>
<b>CO3</b>	enable them to manage relationship issues related online	<b>K3</b>
<b>CO4</b>	enable students to manage online group processes	<b>K3, K4</b>
<b>CO5</b>	sensitize the students the method of inquiry and virtual therapy in Cyber Psychology	<b>K3</b>

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4
CO1	S	S	M	S
CO2	S	S	M	S
CO3	S	S	M	S
CO4	S	S	M	S
CO5	S	S	M	S

**Paper-III**  
**9. ENVIRONMENTAL PSYCHOLOGY - (19RPSYE09)**

**OBJECTIVES:**

- To study environment-behavior relations, in which environments are considered to be intrinsic to the development and maintenance of a sense of self
- To learn psychological mechanisms underlying the environmental impact
- To identify psychological barriers to pro-environmental actions
- To create and implement behavioral interventions to promote healthy environment

**UNIT I: INTRODUCTION**

Environmental psychology - Need for the study of Environmental Psychology - Nature and meaning of Environmental Psychology, Characteristics of Environmental Psychology, A brief overview of the theories of Environment - Behaviour relationship

**UNIT II: ENVIRONMENTAL STRESSORS AND EFFECTS**

Environmental Stresses: Natural Disaster - characteristics of Natural Disasters, Effects of natural disasters, Technological Catastrophe; Noise - defining, measuring & perceiving noise, Important noise variables, sources of noise, physiological effects of Noise on performance, noise and social behaviour; summary of Noise effects on behaviour, commuting-impedance.

**UNIT III: ENVIRONMENT AND BEHAVIOUR**

Effects of High density on Humans Methodologies used to study high density in humans, Feeling the Effects of density, its consequences for affect, arousal and illness; Effects of density on social behaviour - effects of high density on task performance; conceptualizations of density effects on humans Eliminating the causes and effects of crowding - A look into the Future.

**UNIT IV: THEORIES ON ENVIRONMENTAL BEHAVIOUR**

Environmental Behaviour Theories: Introduction. Theory of Planned Behaviour. Protection Motivation theory. The Norm Activation Model. The Value-Belief Norm Theory of Environmentalism – Goal-Framing Theory.

**UNIT V: ENVIRONMENTAL PROTECTION**

Changing Behaviour to save the Environment: Environmental Psychology and saving the environment - Environmental education: Approaches to specific environmental problems - Littering, Saving Energy at home, Energy conservation and transportation; Vandalism, curbing environmentally destructive acts: An assessment of the present and the future Visits to centers/organizations related to environmental issues like pollution, energy conservation.

## REFERENCES

- Fisher, J.D., Bell, P A. and Ban, A. (1984). Environmental Psychology, 2nd edition, New York: bolt, Rinehart and Winston.
- Pajeons, J D. (1977). Environment and Behaviour, Massachusetts, Addi and Westey Publishing Co.
- Bell, PA., Fisher, J.D. & Loomis, RJ. (1978). Environmental Psychology, Philadelphia: W.E. Saunders Co.
- Steg, S& Groot, J. I. M. (2019). Environmental Psychology: An Introduction (2nd Edition), UK. Wiley.

### Course Outcome:

On the successful completion of the course, students will be able to.

CO No	Co Statement	Knowledge level
<b>CO1</b>	Understand the concepts of environment – behavior relationship	<b>K2, K5</b>
<b>CO2</b>	Identify and manage psychological barriers to emotional actions	<b>K2, K3</b>
<b>CO3</b>	Implement behavioral interventions to promote healthy environment	<b>K3</b>
<b>CO4</b>	Gain knowledge in relation to environmental behavior based on certain theories and application of the same in life	<b>K2, K3</b>
<b>CO5</b>	Understand and analyze the effects of environmental stress	<b>K2, K4</b>

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4
CO1	S	S	M	S
CO2	S	S	M	S
CO3	S	S	M	S
CO4	S	S	M	S
CO5	S	S	M	S

**Paper-III**  
**10. GERONTOLOGY - (19RPSYE10)**

**OBJECTIVES:**

- To give an insight on the theories of aging
- To understand the physiological and psychological aspects of aging
- To orient on the need for care of the elderly
- To know the policies and programmes for the aged

**UNIT-I GERONTOLOGY AND AGING PROCESS**

Emergence and Scope of Gerontology: Historical Perspective and Current status of Elderly - Concept of Ageing - *Ageing Process*: Biological and Physiological aspects of Aging - Psychological and Sociological aspects of Aging.

Theories of Aging: *Social theories*: Social-Role theory of aging - Social Stratification theory of aging - Indian theory of Ashram Dharma's. *Psychosocial theories*: Buhler and Jung's theory of aging - Levinson's seasons of life theory - Disengagement theory of aging - socio Emotional selectivity theory of aging - Continuity theory of aging - Havighurst Activity theory of aging. *Biological theories*: Genetic cellular theory - Non Genetic cellular theory- Physiological system process theory.

**UNIT-II PSYCHOLOGICAL ASPECTS OF AGEING**

Philosophy - Development & scope of geriatrics in India - Understanding ageing scenario - Factors responsible for ageing - Events taking place during the ageing process -Physical changes, Quality of life and Longevity, and Person-Environment interactions - Methods in aging studies.

Ageing and Brain: Neuroscience and Neuro plasticity -Attention processes - Types of Memory, Intelligence, and Social cognition - Changes in Personality with Age - Psychological and Cognitive disorders - Relationships throughout the Lifespan - Death and Dying, End of life care.

**UNIT-III PHYSIOLOGICAL AND PSYCHOLOGICAL PROBLEMS OF ELDERLY**

Physiological condition of old age in contexts: Life style - Socio Economic condition - Gender - Old age from an Old age perspective - Old age from Society's perspective -Life expectancy in India and Abroad - Sensory Problem: Vision and Eye Diseases - Hearing loss -Problem in Movement and Balance - Parkinson's Disease- Alcohol Abuse - Sexual Activity -Heart Diseases - Arthritis - Diabetes -Changes in nervous system - Immune system.

Psychological problems: Symptoms of Mental illness in old age - Stress- Different forms of Stressors in old age - Depression, Alzheimer's and Dementia -Confusions due to Multiple Medications - Loneliness - Panic Disorder -Anxiety- Fear of Dying - Fear of Crime -Fear of Falling. Reduced Mental and Cognitive Ability - Insomnia - Substance Abuse -Suicidal Tendency. Psychosocial issues: Violence - Neglect-Abuse- Crimes- Empty nest syndrome.



#### **UNIT- IV CARE AND WELFARE NEEDS OF THE OLD AGE**

Needs: Physical Needs - Healthcare Needs -Psychological - Social and Economic Needs - Retirement- Singleness - Adjustment

Care: Elderly care and Management- Knowledge and Skills essential for old age care Planning – Assessment-Reviewing Financial - Legal and Medical issues – Referrals – Advocacy -Schemes available for Effective Rehabilitation of Elderly -Geriatric Counseling and Guidance (Factors Contributing to the Emergence of Counseling, Introduction to Basic Principles of Counseling, Effective approaches in counseling, Basic counseling techniques, Confidentiality, Process and Skills of addiction counseling, Therapeutic relationship with the client, Goal setting) - Relaxation Therapies.

#### **UNIT-V POLICIES AND PROGRAMMES FOR AGED**

Areas of concern for ageing: Health and Nutrition - Protection of Elderly Consumers - Housing and Environment - Family -Social Welfare - Income security and Employment – Education -Recommendations for Implementation. International Programmes: International Federation on Aging - United Nation's Principles for Older Persons - WHO and Old age - International day of older persons.

National Programme for the health care of the elderly (NPHCE): *Activities at National Level*: Vision, Objectives and Expected outcome. Packages of services - Sub Centre, Primary Health Centre, Community Health Centre. Selection of States and Districts, Information, Education and Communication, Support to Regional Geriatric Centers, Training, Monitoring Evaluation and Research. *Activities at State Programme for the Health Care of the Elderly*: Community Awareness, Planning Monitoring and Supervision, Training of Human Resources, Financial Management.

#### **REFERENCES:**

- Robert, T. Woods. (2005). *Psychological problems of ageing*. British library publication.
- Malcom, L. Johnson. (2005) *The Cambridge Handbook of Age and Ageing*. Cambridge University. New York.
- Shelley, E. Tailor. (2014). *Health psychology*, (9<sup>th</sup> edition). McGraw Hill-Humanities/Social Sciences. USA.
- Narendar, K. Maltani. (2007). *Principles of geriatric physiotherapy*. Jaypee Brothers publication, New Delhi.

**Course Outcome:**

On the successful completion of the course, students will be able to.

<b>CO No</b>	<b>Co Statement</b>	<b>Knowledge level</b>
<b>CO1</b>	Gain insight in the theories of aging	<b>K2</b>
<b>CO2</b>	Understand psycho-physiological aspects of aging	<b>K2</b>
<b>CO3</b>	Insight into the need to care the elderly	<b>K2, K6</b>
<b>CO4</b>	Gain knowledge in the policies and programs for aged and apply the same	<b>K2, K3</b>

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4
CO1	S	S	M	S
CO2	S	S	M	S
CO3	S	S	M	S
CO4	S	S	M	S
CO5	S	S	M	S