

M.Sc. PSYCHOLOGY SYLLABUS

2018-2019 Onwards

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), COIMBATORE-18
DEPARTMENT OF PSYCHOLOGY
M.Sc. PSYCHOLOGY
SCHEME OF EXAMINATIONS (2018 – 2019 ONWARDS)

Sem	Part	Subject Code	Paper	Title of the Paper	Instruction Hrs	Marks				Total Min.	No. of Credits
						CA	SE	Total	SE Passing Min.		
I	A	18MPS11C	I	History of Psychology	6	25	75	100	38	50	5
	A	18MPS12C	II	Cognitive Psychology	6	25	75	100	38	50	5
	A	18MPS13C	III	Personality Theories	6	25	75	100	38	50	5
	A	18MPS14C	IV	Research Methodology	6	25	75	100	38	50	5
	B	18MPS15E	Elective I	Educational Psychology	4	25	75	100	38	50	3
					28					23	
II	A	18MPS21C	I	Organizational Behaviour	6	25	75	100	38	50	5
	A	18MPS22C	II	Psychopathology	6	25	75	100	38	50	5
	A	18MPS23C	III	Psychometry and Statistics	6	25	75	100	38	50	5
	A	18MPS24P	Practical I	Experimental Psychology-I	6	40	60	100	30	50	4
	B	18MPS25E	Elective II	Cyber Psychology	4	25	75	100	38	50	3
					28					22	
III	A	18MPS31C	I	Environmental Psychology	6	25	75	100	38	50	5
	A	18MPS32C	II	Organizational Development	6	25	75	100	38	50	5
	A	18MPS33C	III	Neuropsychology	6	25	75	100	38	50	5
	A	18MPS34P	Practical I	Experimental Psychology-II	6	40	60	100	30	50	4
	B	18MPS35E	Elective II	Rehabilitation Psychology	4	25	75	100	38	50	3
					28					22	
IV	A	18MPS41C	I	Applied Counselling Psychology	6	25	75	100	38	50	5
	A	18MPS42C	II	Human Resource Management	6	25	75	100	38	50	5
	A	18MPS43C	III	Psychotherapeutics	6	25	75	100	38	50	5
	A	18MPS44V	Project	Project and Viva-voce	6						5
	B	18MPS45E	Elective II	Sports Psychology	4	25	75	100	38	50	3
						28					23

Sub Code	Title of the Paper	Hrs (wk)	Internal (CA) Marks	External Marks	Total Marks	Ext- Min.	Total Pass Mark	Credits
Semester – III								
18MPS31C	Core: Paper I-Environmental Psychology	6	25	75	100	38	50	5
18MPS32C	Core: Paper II-Organizational Development	6	25	75	100	38	50	5
18MPS33C	Core: Paper III-Neuropsychology	6	25	75	100	38	50	5
18MPS34P	Core Practical II- Experimental Psychology-II	6	40	60	100	30	50	4
18MPS35E	Elective III: Rehabilitation Psychology	4	25	75	100	38	50	3
Semester – IV								
18MPS41C	Core: Paper I-Applied Counselling Psychology	6	25	75	100	38	50	5
18MPS42C	Core: Paper II-Human Resource Management	6	25	75	100	38	50	5
18MPS43C	Core: Paper III-Psychotherapeutics	6	25	75	100	38	50	5
18MPS44V	Project and Viva-voce	6	80	20	100	40	50	5
18MPS45E	Elective IV: Sports Psychology	4	25	75	100	38	50	3
Total Credits								90

Core -Includes core theory, practical and electives

Includes 25/40 Continuous Internal Assessment Marks for Theory and Practical papers respectively

Project evaluation done by both Internal and External examiners for 80 Marks

Semester	Paper No.	Part	Subject Code	w.e.f.
I	I	A	18MPS11C	2018-2019 onwards

SEMESTER I
PAPER I
HISTORY OF PSYCHOLOGY

Objectives:

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

UNIT – I : INTRODUCTION

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

UNIT – II : SENSATION AND PERCEPTION

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

UNIT – III : COGNITION AND LEARNING

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

UNIT – IV : INTELLIGENCE

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

UNIT – V : EMOTION

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

REFERENCES

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

Semester	Paper No.	Part	Subject Code	w.e.f.
I	II	A	18MPS12C	2018-2019 onwards

SEMESTER-I

PAPER-II

COGNITIVE PSYCHOLOGY

Objectives:

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

UNIT I - INTRODUCTION

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

UNIT II - PERCEPTION AND AWARENESS

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

UNIT III - MEMORY

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

UNIT IV - KNOWLEDGE REPRESENTATION AND LANGUAGE

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

UNIT V - PROBLEM SOLVING, JUDGEMENT AND DECISION MAKING

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

REFERENCES

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

Semester	Paper No.	Part	Subject Code	w.e.f.
I	III	A	18MPS13C	2018-2019 onwards

**SEMESTER-I
PAPER-III
PERSONALITY THEORIES**

Objectives:

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

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

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

UNIT II - PSYCHOANALYTIC AND NEO PSYCHOANALYTIC APPROACHES

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

UNIT III - LIFE- SPAN AND TRAIT APPROACH TO PERSONALITY

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

UNIT IV - THE HUMANISTIC, BEHAVIORAL AND COGNITIVE APPROACHES

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

UNIT V - FIELD THEORY AND LIMITED DOMAIN APPROACH

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

REFERENCES

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

Semester	Paper No.	Part	Subject Code	w.e.f.
I	IV	A	18MPS14C	2018-2019 onwards

**SEMESTER-I
PAPER-IV
RESEARCH METHODOLOGY**

Objectives:

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

UNIT I – THE SCIENTIFIC APPROACH

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

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

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

UNIT II - VARIANCE, SAMPLING AND RANDOMNESS

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

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

UNIT III - RESEARCH DESIGNS

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

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

UNIT IV - TYPES OF RESEARCH

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

UNIT V - METHODS OF OBSERVATION AND DATA COLLECTION

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

REFERENCES

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

Semester	Paper No.	Part	Subject Code	w.e.f.
I	Elective I	B	18MPS15E	2018-2019 onwards

SEMESTER I

Elective Paper - I

EDUCATIONAL PSYCHOLOGY

Objectives:

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

UNIT I – INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

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

UNIT II – COGNITIVE DEVELOPMENT AND LANGUAGE

General principles of development – Piaget’s theory of cognitive development and its Implications – Vygotsky’s sociocultural perspective and its implications –The development of Language: dual language e=development – language development in school years.

UNIT III – MOTIVATION IN LEARNING AND TEACHING

Meaning and approaches to motivation – Goal orientation and Motivation – Interests and emotions – Self schemas – Motivation to learn – Target for learning – Strategies to encourage motivation and thoughtful learning.

UNIT IV– COMPLEX COGNITIVE PROCESSES

Learning and teaching about concepts – problem solving – learning strategies and study skills –

Reaching every student – Teaching for transfer.

UNIT V - EFFECTIVE TEACHING-LEARNING AND EVALUATION

The need for organisation - Creating a positive learning environment – maintaining a good

environment for learning – classroom management – learning environment for all students.

REFERENCES

1. Woolfolk, A. (2006). Educational Psychology. 9th Ed. New Delhi. Pearson Education.
2. Mangal. S. K., Advanced Educational Psychology. Second Edition. PHI Learning Private Limited, New Delhi.

Semester	Paper No.	Part	Subject Code	w.e.f.
II	I	A	18MPS21C	2018-2019 onwards

Semester II

Paper I

ORGANIZATIONAL BEHAVIOUR

Objectives:

- To enable the students to learn the challenges and contributing disciplines of organizational behaviour.
- To help students to understand the components of attitudes, emotions and personality and their role in organizations.
- To know the influence of emotions, motivation and conflicts in organisations.
- To know about the role of communication, power and politics in organisations.
- To understand the nature and influence of organizational culture and structure.

Unit I : INTRODUCTION TO ORGANIZATIONAL BEHAVIOUR

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

Unit II: ATTITUDES, EMOTIONS, PERSONALITY AND VALUES

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

Unit III: EMOTIONS AND MOTIVATION

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

Unit IV: COMMUNICATION, LEADERSHIP, POWER AND POLITICS

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

Unit V: FOUNDATIONS OF ORGANIZATIONAL STRUCTURE AND CULTURE

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

REFERENCES

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

Semester	Paper No.	Part	Subject Code	w.e.f.
II	II	A	18MPS22C	2018-2019 onwards

SEMESTER II

PAPER II

PSYCHOPATHOLOGY

Objectives:

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

UNIT I - INTRODUCTION

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

UNIT II - DISORDERS OF CHILDHOOD AND ADOLESCENCE

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

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

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

UNIT IV - DISORDERS OF ADULT PERSONALITY AND BEHAVIOUR:

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

UNIT V - MOOD DISORDERS SCHIZOPHERNIA AND OTHER PSYCHOTIC

DISORDERS

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

REFERENCES

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

Semester	Paper No.	Part	Subject Code	w.e.f.
II	III	A	18MPS23C	2018-2019 onwards

SEMESTER II

PAPER III

PSYCHOMETRY AND STATISTICS

Objectives:

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

UNIT – I: INTRODUCTION

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

UNIT – II: RELIABILITY AND VALIDITY

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

UNIT – III: TEST CONSTRUCTION

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

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

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

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

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

REFERENCES

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

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

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

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

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

Semester	Paper No.	Part	Subject Code	w.e.f.
II	Practical	A	18MPS24P	2018-2019 onwards

SEMESTER-II

Practicals

EXPERIMENTAL PSYCHOLOGY -I

LEARNING AND MEMORY

1. PGI Memory Scale
2. Paired Association Learning

ANXIETY AND EMOTION

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

PERSONALITY

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

EDUCATIONAL PSYCHOLOGY

11. Educational Aspiration Scale
12. Achievement Motivation

SOCIAL PSYCHOLOGY

13. Bogardus Social Distance Scale

14. Prejudice Scale

15. Family Relationship Scale

ENVIRONMENTAL PSYCHOLOGY

16. Environmental Orientation Attitude Scale

REFERENCES

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

Semester	Paper No.	Part	Subject Code	w.e.f.
II	Elective II	B	18MPS25E	2018-2019 onwards

Semester II
Elective II
CYBER PSYCHOLOGY

Objectives: To enable the students to understand

- Applying psychology in internet context
- Negative Aspects of Intra and Interpersonal Internet Behaviour
- Positive Intra and Interpersonal Aspects of Internet Behaviour
- A framework for Understanding Internet Behaviour
- Looking to the future Learning from the past

UNIT I

PSYCHOLOGY AND THE INTERNET

Tools and the psychology of the internet- A brief introduction to the Internet Talking without meeting-Writing-The telegraph-The telephone-Radio communication-Mobile telephone text messaging- Mediated communication-lessons from history- From tools to behaviour- Characteristics of the tool and behaviour-Models of mediated communication- Self-focus models- -Social identity of de-individuation effects(SIDE) and CMC-Critiques of SIDE-Rational actors and emergent properties.

UNIT II

NEGATIVE ASPECTS OF INTRA AND INTERPERSONAL INTERNET BEHAVIOUR

Internet Addiction- Flaming and antisocial behaviour- Internet relationships-Depression, Deception and Pornography: the Dark side of Life on-line-Internet use and psychological well-being-Social support on-line: the danger of bad advice, victimisation and demarginalised deviance-Deception and gender-bending in on-line communities-Disinhibition and the WWW- Explaining disinhibited and deviant behaviour on the www.

UNIT III

POSITIVE INTRA AND INTERPERSONAL ASPECTS OF INTERNET BEHAVIOUR

Utopianism and new technology-Internet addiction revisited- Positive aspects of the Internet and Identity-On-line identity and real life-Deception and possible selves-Media choice, impression management and metaperception- Internet Interaction-Romantic relationships on the Internet.

UNIT IV

SHARING AND SURFING: THE BENEFITS OF ON-LINE COMMUNITIES AND WEB BROWSING

Virtual Communities the benefits of belonging on-line-The benefits of weak ties and virtual communities-Emotional Support online-The Internet and quality of life-Positive aspects of motivated web browsing-Applications and implications of Positive internet use. A framework for Understanding Internet Behaviour-Aspects of the user-Media effects-The interaction between media effects and the user-Implications and applications of SMEE.

UNIT V

LOOKING TO THE FUTURE, LEARNING FROM THE PAST

The internet is about communication, not content- Financial aspects of the social/information metaphor- Bandwidth and the psychology of the Internet-Designing Internet Behaviour-Applying psychological research on Internet behaviour-On-line counselling and support-Educational technology-E-commerce-Future technological developments, past behaviour.

REFERENCES

1. Adam N Joinson (2002), Understanding the Psychology of Internet Behaviour: Virtual worlds, Real lives, Palgrave Macmillan, New York.
2. Kent L Norman (2008), Cyber psychology: An Introduction to Human-Computer Interaction, Cambridge University Press, New York.

Semester	Paper No.	Part	Subject Code	w.e.f.
III	I	A	18MPS31C	2018-2019 onwards

**SEMESTER-III
PAPER-I
ENVIRONMENTAL PSYCHOLOGY**

Objectives:

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

UNIT I – CONCEPTUAL AND THEORETICAL PERSPECTIVES OF ENVIRONMENTAL PSYCHOLOGY

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

UNIT II – ENVIRONMENTAL PERCEPTION AND COGNITION

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

UNIT III - HUMAN SPATIAL BEHAVIOUR

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

UNIT IV – CROWDING, ENVIRONMENTAL STRESS AND HEALTH

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

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

UNIT V – APPLICATIONS AND HUMAN RESPONSES TO PROTECT THE ENVIRONMENT

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

REFERENCES

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

Semester	Paper No.	Part	Subject Code	w.e.f.
III	II	A	18MPS32C	2018-2019 onwards

Semester III
Paper II
ORGANISATIONAL DEVELOPMENT

Objectives:

- To enable the students to learn the concepts, principles and practices of developing organizations.
- To help students understand the operational components of OD.
- To enable students to know about the interventions of OD
- To help students to know how to assess and implement OD in organizations.
- To help students understand the key considerations and issues in OD.

UNIT I : INTRODUCTION TO ORGANIZATION DEVELOPMENT

Introduction to Organisation Development:- Concepts, Nature and Scope of O.D. : Historical Perspective of O.D. : Underlying Assumptions & Values. Theory and Practice on change and changing - The Nature of Planned Change - The Nature of Client Systems : Group Dynamics, Intergroup - Dynamics and Organisations as Systems.

UNIT II : OPERATIONAL COMPONENTS OF O.D.

Operational Components of O.D – Managing the OD Process-Diagnostic Component, Diagnostic Process, diagnosing the system, its subunits and process, Action component-OD Interventions - Maintenance components-Programme management component-Model of managing change.

UNIT III : O.D. INTERVENTIONS

O.D. Interventions: - Team Interventions - Inter-group Interventions - Personal, Interpersonal and group process interventions - Comprehensive interventions - Structural Interventions.

UNIT IV : IMPLEMENTATION AND ASSESSMENT OF O.D.

Implementation and assessment of O.D - Implementation conditions for failure and success in O.D. - efforts. - Assessment of O.D. and change in organisational performance - The impact of O.D.

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

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

REFERENCES

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

Semester	Paper No.	Part	Subject Code	w.e.f.
III	III	A	18MPS33C	2018-2019 onwards

SEMESTER III
PAPER III
NEUROPSYCHOLOGY

Objectives: To enable the students to understand

- the brief history of neuro-psychology and various neurological disorders
- the frontal lobes and Temporal lobes, anatomical structures and dysfunctions.
- the parietal lobe's anatomical structure and dysfunctions
- the occipital lobe's anatomical structure, dysfunctions and cerebral dominance
- the various neuro-physiological and neuro- psychological assessments.

UNIT I:

INTRODUCTION

Neuro Psychology: Definition – Nature– Scope - Brief History - Basic Anatomy of the brain:
Hind Brain - Mid Brain - Fore Brain – Meninges – Ventricles - Cerebrospinal Fluid - Brain
Functioning: Integration - Lateralization and Dominance - Neuro Plasticity - Common
Neurological Disorders

UNIT II:

FRONTAL LOBE AND TEMPORAL LOBE

Frontal Lobe: Anatomy and Functional Organization – Motor Cortex dysfunction - Prefrontal
Cortex dysfunction - Brocas' Area – Brocas Aphasia – Description – Analysis – Orbitofrontal
cortex dysfunction and Personality. Temporal Lobe: Anatomical features – Functional
organization – Auditory perception disturbances - Language Dysfunction: Wernicke's Aphasia:
Description – Analysis – Memory Dysfunction: Complex Partial Seizure - Changes in
Motivational and Emotional Behaviour.

UNIT III:

PARIETAL LOBE

Introduction – Anatomical Features: Anterior Parietal Lobe Dysfunctions. Somatic Sensory Thresholds - Somato Perceptual Disorders - Disorders of Body Schema; Posterior Parietal Lobe Dysfunctions: Balint Syndrome - Disorders of Spatial Orientation – Apraxia - Spatial Dyslexia and Dyscalculia-Unilateral Spatial Neglect – Gerstmanns Syndrome.

UNIT IV:

OCCIPITAL LOBE AND DEVELOPMENTAL DISORDERS

Anatomical Features: Visual Pathway Dysfunctions - Cerebral Blindness - Visual Perception Defects - Visual Agnosia; Neurological Basis of Developmental Disorders: Learning Disabilities – Types – Reading Disabilities - Non Language Learning Disabilities: Hyperactivity-Cerebral Palsy - Hydrocephalus – Autism - Fragile X Syndrome - Fetal Alcohol Syndrome.

UNIT V:

NEURO – PHYSIOLOGICAL AND NEURO- PSYCHOLOGICAL ASSESSMENT

A) Neuro-physiological Assessment: Meaning – Introduction - Brain Imaging Technique – Scanning - CT scan-MRI: Methods to Study Functional Status: PET - Methods to Study Electrical Activities G-BEAM.

B) Neuro-psychological Assessment: Meaning - Uses - Bender Gestalt Luria Nebraska: Neuro-Psychological Battery - Halstead Reitan Battery - PGI Battery of Brain Dysfunction – Wechsler Memory Scale - Memory for Design Test – NIMHANS Neurological Battery.

REFERENCES

1. Bryan Kolb, (2003): Fundamentals of Human Neuro-psychology, (fifth Edition), New York
2. Kevin Walsh A. O. (1999): Neuro-psychology: A Clinical Approach, New York: Church Livingstone.
3. Kaplan H.J. and Saddock, B.J. (1998): Synopsis of Psychiatry, Baltimore: William &Wilkins

Semester	Paper No.	Part	Subject Code	w.e.f.
III	Practical	A	18MPS34P	2018-2019 onwards

**Semester III
Practicals
EXPERIMENTAL PSYCHOLOGY – II**

MOTIVATION AND WELL-BEING

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

CLINICAL PSYCHOLOGY

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

INDUSTRIAL & ORGANIZATIONAL PSYCHOLOGY

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

INTELLIGENCE

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

SPORTS PSYCHOLOGY

15. Sportsman Spirit Test

DEMONSTRATION EXPERIMENTS (NOT FOR THE EXAMINATION)

16. Thematic Apperception Test (TAT)

17. Rorschach Ink-Blot Test

REFERENCES

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

Semester	Paper No.	Part	Subject Code	w.e.f.
III	Elective III	B	18MPS35E	2018-2019 onwards

SEMESTER-III

ELECTIVE III

REHABILITATION PSYCHOLOGY

Objectives: -

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

UNIT – I: INTRODUCTION

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

UNIT – II: MENTAL RETARDATION

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

UNIT – III: LEARNING, SPEECH AND LANGUAGE DISORDERS

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

UNIT – IV: HEARING AND VISUAL IMPAIRMENTS

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

UNIT – V: PHYSICAL DISABILITIES

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

REFERENCES

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

Semester	Paper No.	Part	Subject Code	w.e.f.
IV	I	A	18MPS41C	2018-2019 onwards

Semester IV

Paper I

APPLIED COUNSELLING PSYCHOLOGY

Objectives

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

UNIT-I

COUNSELLING WITH DIVERSE POPULATIONS

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

Mental Health and Community Counselling: Historical overview – Mental health counselling as a speciality – community counselling as a speciality – Private practice as a speciality.

UNIT-II

CONSULTATION

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

UNIT-III

COUNSELLING PROGRAM DEVELOPMENT AND MANAGEMENT

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

UNIT-IV

COUNSELLING AND TECHNOLOGY

The New Technology and Its Impact – The New Technology and the Counsellors Basic Activities – Counselling and the Internet – Distance Education – The Counsellor Professional Development. Ethical guidelines. The nature of ethics – ethical issues.

UNIT-V

MODERN TRENDS IN COUNSELLING

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

REFERENCES

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

Semester	Paper No.	Part	Subject Code	w.e.f.
IV	II	A	18MPS42C	2018-2019 onwards

Semester IV

Paper II

HUMAN RESOURCE MANAGEMENT

Objectives:

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

UNIT I

INTRODUCTION TO HRM

Nature of HRM-HRM Functions-The Semantics-HRM: Functions and Objectives-Organisation for HR Department-Personnel Policies and Principles – Skills for HR Professionals-Line Managers-HRM Models-Evolution of HRM-Jobs and Careers in HRM- Why study HRM?- External Forces-Internal Forces-Knowing the Environment-Scanning the environment-HRM and Environmental Scanning.

UNIT II

HUMAN RESOURCE PLANNING AND JOB ANALYSIS

Nature of Human Resource Planning (HRP)-Importance of HRP-Factors affecting HRP-The Planning Process-Requisites for successful HRP-Barriers to HRP-Nature of Job Analysis-Job Analysis and Competitive Advantage-The Process of Job Analysis-Methods of collecting Job Data-Job Analysis and total Quality Management-Potential Problems with Job analysis-Requisites for Job Analysis-Competency based Job Analysis.

UNIT III

RECRUITMENT, SELECTION AND PLACEMENT

Nature of Recruitment – Purposes and Importance – Factors Governing Recruitment – Recruitment Process- Evaluation and Control – Nature of Selection – Selection as a source of Competitive Advantage-Organisation for Selection-Selection Process – Assessment Centres – Barriers to Effective Selection – Evaluation of Selection Process – Making Selection Effective – Placement-Placement Problems.

UNIT IV

TRAINING AND DEVELOPMENT

Nature of Training and Development-Inputs in Training and Development-Training and Development as a source of Competitive Advantage-The Training Process-Impediments to Effective Training-How to make Training Effective?-Government Initiative-Management Development-Career Development: Roles, Career Development Initiative, Challenges, Career Management Process, Models.

UNIT V

PERFORMANCE APPRAISAL

Nature of Performance appraisal - Objectives of performance appraisal - Appraisal Process: Objectives, Establish Job Expectations, Design Appraisal Programme, Future Oriented Appraisal-Appraise the Performance, Performance Management—Edward Deming on Performance Appraisal- Challenges of Performance Appraisal-Legal issues associated with Performance Appraisal.

REFERENCES

1. Aswathappa. K. Human Resource Management-Text and Cases. (2013). 7th Edn. McGraw Hill Education (India) Private Limited. New Delhi.
2. P. C. Tripathi. Human Resource Development, Sulthan Chand & Sons, New Delhi.
3. John M Ivancevich. Human Resource Management, Tata McGraw Hill Education Private Limited, New Delhi.
4. Silvera. D. M. - Human Resource Development - The Indian Experience, New India Publications.
4. Indranil. M. Essentials of Human Resource Management; New Age International Publishers, New Delhi, 2011.

Semester	Paper No.	Part	Subject Code	w.e.f.
IV	III	A	18MPS43C	2018-2019 onwards

Semester IV

Paper III

PSYCHOTHERAPEUTICS

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

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

UNIT-I:

INTRODUCTION, PSYCHOANALYTIC AND ADLERIAN THERAPY

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

UNIT-II:

EXISTENTIAL THERAPY AND PERSON-CENTRED THERAPY

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

UNIT-III:

GESTALT THERAPY AND REALITY THERAPY

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

UNIT-IV:

BEHAVIOUR THERAPY AND COGNITIVE BEHAVIOUR THERAPY

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

UNIT-V: POST MODERN APPROACHES AND FAMILY SYSTEMS THERAPY

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

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

REFERENCES

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

Semester	Paper No.	Part	Subject Code	w.e.f.
IV	Project	A	18MPS44V	2018-2019 onwards

SEMESTER IV
INTERNSHIP AND PROJECT WORK
(100 MARKS)

The students are required to get a training placement in the organizations relevant to psychology such as hospitals, mental health centers and industrial organizations during III semester vacation and take up a project work on an issue of psychological importance under the supervision of teachers in the same organization. A letter from the chosen organization permitting the student to undergo the same must be submitted at the beginning of the III semester (before July 31) to the Head of the Department and a copy to the guide. The project work may be either examining the relationship among certain psychological variables or psychological case analyses.

The project work shall be carried out during the IV semester and the project report comprising two parts viz. Part I – organizational report and Part II – Research findings shall be submitted at the end of the IV semester neatly typed and bound (1 Hard Copy and 1 Soft Copy in PDF format).

VALUATION PATTERN

Internal : 20 Marks
External : 80 Marks

Semester	Paper No.	Part	Subject Code	w.e.f.
IV	Elective IV	B	18MPS45E	2018-2019 onwards

SEMESTER IV
ELECTIVE IV
SPORTS PSYCHOLOGY

Objectives:

- To learn about the history of sports psychology and the role of personality in sports
- To understand the psychological issues of motivation and goal setting in sports
- To understand the dynamics of health and well-being in sports
- To acquire knowledge about the group dynamics in sports
- To learn about the facilitation of growth and development in sports.

UNIT I:

INTRODUCTION: SPORTS PSYCHOLOGY

Introduction to sport psychology – Specializing in Sport Psychology - Reviewing the History of sport and exercise psychology- Bridging Science and Practice- Personality and Sport- Using Psychological Measures- Focusing on Personality Research- Examining Cognitive Strategies and success- Identifying role in Understanding Personality.

UNIT II:

MOTIVATION AND GOAL SETTING

Defining Motivation- Reviewing three approaches to Motivation- Building Motivation with five guidelines- Achievement motivation and competitiveness- Arousal, Stress, and Anxiety- Arousal regulation- Self confidence- Goal Setting- Concentration- Feedback, Reinforcement and Intrinsic Motivation.

UNIT III:

ENHANCING HEALTH AND WELL- BEING

Introduction to Psychological Skill Training- Exercise and Psychological well being – Exercise Behaviour and Adherence- Athletic Injuries and Psychology- Addictive and Unhealthy Behaviours- Burnout and Overtraining.

UNIT IV:

GROUP DYNAMICS IN SPORTS

Group and Team Dynamics – Identifying three theories of group development – Understanding group structure- Group Cohesion- Conceptual model of cohesion- Tools for measuring cohesion- Leadership- Communication- Competition and cooperation.

UNIT V:

FACILITATION OF PSYCHOLOGICAL GROWTH AND DEVELOPMENT

Children and Sport Psychology- Effective coaching practices for young adults- Aggression in Sport- Examining aggression in sport- Character Development and Good Sporting Behaviour- Understanding the connection between moral reasoning and moral behaviour..

REFERENCES

1. Weinberg, R. S. & Gould, D. (2011). Foundations of Sport and Exercise Psychology (5th edition). Human Kinetics. United States of America.
2. Robert Weinberg and Daniel Gould (2006). Foundation of Sport and Exercise psychology (4theds,). Human Kinetics publishers.
3. Murphy, S. (1999). The Cheers and the Tears: A Healthy Alternative to the Dark Side of Youth Sports Today. San Francisco: Jossey-Bass Publishers.