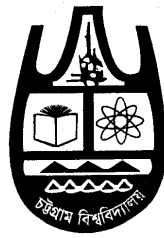


UNIVERSITY OF CHITTAGONG

Faculty of Biological Sciences



Syllabus of
MS Course
Department of Psychology

Session: 2015-2016 and 2016-2017

Published by
The Department of Psychology
University of Chittagong
Chittagong-4331

Price: Tk. 50.00 (Taka Fifty)

Syllabus for MS 2015-16, 2016-17
Department of Psychology
Faculty of Biological Sciences
University of Chittagong

The MS course in Psychology has provision for two groups- Group A (General) and Group B (Thesis). That is the students admitted into the thesis group have provision for taking up thesis work, subject to the approval of the academic committee of the department. The MS degree program will be carrying a total of 600 marks. Each student in either group has to take total 24 credits. The layout of MS course is given below-

Group A (General)		
Unit/s	Credits	Marks
Theory	12	300
Practical (Project and Internship)	08	200
Sessional	02	50
Viva-voce	02	50
Total	24	600

Group B (Thesis)		
Unit/s	Credits	Marks
Theory	12	300
Thesis	06	150
Sessional	02	50
Viva-voce	02	50
Thesis Viva-voce	02	50
Total	24	600

Group A (General)

Course Code	Course Title	Credits	Marks
PSY-501	Advanced Physiological Psychology	02	50
PSY-502	Psychology of Learning	02	50
PSY-503	Advanced Psychology of Perception	02	50
PSY-504	Advanced Cognitive Neuroscience	02	50
PSY-505 [Any one of the following courses (PSY-505.1 to PSY-505.8) may be chosen]			
PSY-505.1	Clinical Psychology and Practice	04	100
PSY-505.2	Organizational Behavior and Management Psychology	04	100
PSY-505.3	Advanced Social Psychology	04	100
PSY-505.4	Applied Child and Adolescent Development	04	100
PSY-505.5	Advanced Educational Psychology and Guidance	04	100
PSY-505.6	Counseling and Psychotherapy	04	100
PSY-505.7	Environmental Psychology	04	100
PSY-505.8	Sports Psychology	04	100
PSY-506	Project (Project Report=80, Presentation = 40, Class Performance=30)	06	150
PSY-507	Internship (Field Evaluation=40,	02	50

	Class Performance=10)		
PSY-508	Sessional (Tutorial=20, Study Tour=20, Class Attendance=10)	02	50
PSY-509	Viva-voce	02	50

Group B (Thesis)

Course Code	Course Title	Credit	Marks
PSY-501	Advanced Physiological Psychology	02	50
PSY-502	Psychology of Learning	02	50
PSY-503	Advanced Psychology of Perception	02	50
PSY-504	Advanced Cognitive Neuroscience	02	50
PSY-505 [Any one of the following courses (PSY-505.1 to PSY-505.8) may be chosen]			
PSY-505.1	Clinical Psychology and Practice	04	100
PSY-505.2	Organizational Behavior and Management Psychology	04	100
PSY-505.3	Advanced Social Psychology	04	100
PSY-505.4	Applied Child and Adolescent Development	04	100
PSY-505.5	Advanced Educational Psychology and Guidance	04	100
PSY-505.6	Counseling and Psychotherapy	04	100
PSY-505.7	Environmental Psychology	04	100
PSY-505.8	Sports Psychology	04	100
PSY-506	Thesis(Thesis Evaluation=120, Research Performance=30)	06	150
PSY-507	Thesis Viva-voce	02	50
PSY-508	Sessional (Tutorial=20, Study Tour=20, Class Attendance=10)	02	50
PSY-509	Viva-voce	02	50

PSY-501: Advanced Physiological Psychology
Credit-2, Exam hour-3, Marks-50

1. Introduction

- 1.1 Definition
- 1.2 Subject matter & Scope
- 1.3 Methods of Physiological Psychology

2. vision

- 2.1 The visual system, eye, physiology of retina
- 2.2 Central visual system
- 2.3 Visual perception: Light adaptation, dark adaptation, color vision

3. Sleep

- 3.1 A physiological and behavioral description
- 3.2 Why do we sleep
- 3.3 Disorders of sleep
- 3.4 Physiological mechanism of sleep & waking

4. Learning and Memory

- 4.1 Nature of learning
- 4.2 Perceptual learning: Visual learning, Auditory learning, Modeling the Brains ability to learn
- 4.3 S-R Learning: Classical Conditioning, Instrumental Conditioning

5. Emotion

- 5.1 Emotion as response patterns: Neutral Control of Emotional Response patterns, Perception of stimuli emotional response
- 5.2 Expression and recognition of emotions: Facial Expression of emotions, Neural basis of communications of emotions- studies with normal subjects, Neural basis of communication of emotions- studies of people with brain damage

6. Physiology of Mental Disorders

- 6.1 Schizophrenia
- 6.2 Major affective disorder
- 6.3 Dementia
- 6.4 Autistic Disorder
- 6.5 Addiction

Readings

- Carlson, N.R. (2013). *Physiology of Behavior*. New Jersey: Pearson.
- Kalat, J. W. (2007). *Biological Psychology*. Newyork: Thomson Learning Inc.
- Pinel, J. P.J. (2004). *Biopsychology*, 4th Edition Allyn and Bacor, U.S.A

PSY-502: Psychology of Learning
Credit-2, Exam hour-3, Marks-50

1. Fundamental Principles of Conditioning and Learning

- 1.1 Pavlovian conditioning
- 1.2 Instrumental or operant conditioning
- 1.3 Reinforcers and reinforcement
- 1.4 The measurement of learning
- 1.5 Interaction between Pavlovian and instrumental conditioning

2. Conditioning and Learning: Reinforcement

- 2.1 Basic Variables
- 2.2 Compound Conditioning, Overshadowing, and Blocking
- 2.3 Contrast Effects
- 2.4 Token Rewards and the Practical Applications of Conditioned Reinforcement
- 2.5 Second order Conditioning

3. Concept Learning

- 3.1 Definition of concept
- 3.2 Variety of rules
- 3.3 Procedures in concept learning experiments
- 3.4 Strategies in concept learning
- 3.5 Theories of concept learning

4. Avoidance Learning

- 4.1 Acquired drives and emotion
- 4.2 Condition suppression.
- 4.3 Conditioned inhibition & extinction & the predictive value of a stimulus.
- 4.5 Avoidance learning
- 4.6 Two factor theory.
- 4.7 Species specific defense reaction & safety signal
- 4.8 Learned helplessness

5. Learning through Modeling

- 5.1 Processes of observational learning
- 5.2 Developmental analysis of modeling
- 5.3 Comparative analysis of modeling

Readings

Bandura, A. (1977). Social Learning Theory. Prentice Hall Inc. .
Hulse S.H., Egeth, H., and Deese, J. (1980). The Psychology of Learning. (5th ed.). New York: Mcgraw-Hill Book Co.

PSY-503: Advanced Psychology of Perception
Credit-2, Exam hour-3, Marks-50

1. Introduction

- 1.1 The problem of perception
- 1.2 Perceiving : A complex problem
- 1.3 The theoretical status of perception

2. Attention

- 2.1 Components of attention
- 2.2 Selective attention
- 2.3 Theories of selective attention
- 2.4 sustained attention

3. The perception of form

- 3.1 Figure formation
- 3.2 Principles of organization
- 3.3 Non-veridical perception

4. Space, Time, and Motion

- 4.1 Three-dimensional Spatial Organization
- 4.2 Time the Fourth dimension
- 4.3 Motion Activity in Space and Time

5. Cognitive influences of perception

- 5.1 Target identification
- 5.2 Set and the perception of color

Readings

- Allport, F.H.(1955). Theories of Perception and the Concept of Structure, New York: John Willey & sons,
- Bartley, S.H.(1969). Principles of Perception, (2nd ed.) New York :Harper and Row Publishers.
- Bower G.H. and Hilgard, E.R.(1981). Theories of Learning, 5th Ed. USA, Englewood Cliffs.
- Broadbent, D.E. (1958). Perception and Communication. New York: Macmillan Co.,
- Dember W. N., Warm, J.S. (1979). The Psychology of Perception (3rd ed.) New York: Holt, Rinehart and Winston,
- Hebb, D.O. .(1961). The Organization of Behaviours. New York: Science Ed. Inc.
- Osgood, C.R. (1963). Methods and Theory in Experimental Psychology. New York: Oxford University Press,
- Vernon, M.D. The Psychology of Perception. Penguin, Harnoundwork, Middle sex.

PSY-504: Advanced Cognitive Neuroscience
Credit-2, Exam Hour-3, Marks-50

1. Introduction

- 1.1 Definition of cognitive neuroscience and cognitive neuropsychology
- 1.2 Importance and scope of cognitive neuroscience
- 1.3 Behavioral and neuroscience methods

2. Everyday Memory

- 2.1 Introduction
- 2.2 Autobiographical Memory
- 2.3 Eye-witness testimony
- 2.4 Exceptional memory and neuropsychology
- 2.5 Prospective Memory

3. Language Comprehension and Production

- 3.1 Properties of language
- 3.2 Processes involved in language comprehension
- 3.3 Acquiring the ability to use language
- 3.4 Stages of language production
- 3.5 Language and thought

4. Cognition in the Brain

- 4.1 Gross anatomy of the brain
- 4.2 Cognitive functions of different regions of the brain
- 4.3 Lateralization of cerebral functions
- 4.4 Neuropsychology and intelligence

5. Impaired Cognitive Functioning

- 5.1 Neurological Disorders
- 5.2 Neuropsychology of Learning Disorders
- 5.3 Neuropsychology of ADHD
- 5.4 Neuropsychology of autism spectrum disorder
- 5.5 Neuropsychology of alcoholism and substance use disorders

6. Practice Issues in Cognitive Neuroscience

- 6.1 Cognitive rehabilitation with brain damaged patients
- 6.2 Confidentiality in neuropsychological practice
- 6.3 The future of cognitive neuroscience

Readings

- Horton, A.M., Jr., and Wedding, D. (2008). *The Neuropsychology Handbook*, Third Edition. Springer Publishing Company, LLC, 11 West 42nd Street, New York, NY 10036- 8002. www.springerpub.com
- Sternberg, R.J. (2006). *Cognitive Psychology*, Fourth Edition, New York: Thomson Wadsworth
- Dodd, D.H., and White, R.M. (1980). *Cognition*, London: Allyn and Bacon Inc.
- Reynolds, A.G. and Flagg, P.W. (1983). *Cognitive Psychology*, (2nd ed.) Boston: Little, Brown and Co.
- Reed, S.K. (2007). *Cognition*, California: Cole Publishing Company.

**PSY-505 [Any one of the following courses (PSY-505.1 to
PSY-505.8) may be chosen]
Credit-4, Exam hour-4, Marks-100**

PSY-505.1: Clinical Psychology and Practice
Credit-4, Exam hour-4, Marks-100

1. Introduction

- 1.1. Emergence of Clinical Psychology as a well established profession
- 1.2. Clinical Psychology and related disciplines (e.g. Psychiatry, Psychoanalysis, Counseling Psychology, Psychiatric Social Work)
- 1.3. Functions of a clinical psychologist
- 1.4. The clinician as a person

2. Psychobiological systems

3. Scientific methods of studying abnormal behaviour

- 3.1. Epidemiological research
- 3.2. The case study
- 3.3. The correlational method
- 3.4. The experiment method
- 3.5. Single subject experiment research
- 3.6. Mixed designs

4. Developmental disorders

- 4.1. Eating disorders e.g. Anorexia Nervosa, Bulimia Nervosa
- 4.2. Autistic disorder- Description and classification, Perspectives on the causes and treatment of Autistic Disorder
- 4.3. Mental retardation- levels, clinical features, causes and treatment or management

5. Psychosocial problems

- 5.1. Addictive disorders: alcohol abuse & dependence, drug abuse & dependence, other addictive disorders (e.g. extreme obesity & pathological gambling)
- 5.2. Psychosexual disorders: sexual, dysfunctions and sexual variants & deviations

6. Clinical assessment

- 6.1. Assessment- definition, characteristics, goals, purposes
- 6.2. Procedures of assessment: physical evaluation (general physical examination, neurological examination), psychosocial assessment (clinical interviews & observation of behavior) and psychological tests
- 6.3. Integration of assessment data

7. Practical issues of Investigation in Clinical Psychology

8. Therapy

- 8.1. An introduction to treatment of maladaptive behaviour
- 8.2. Biologically based therapies: types of drugs used in therapy, drug therapy for children, and biopsychosocial perspective on pharmacological therapy
- 8.3. Psychologically based therapies: Psychodynamic therapy, behaviour therapy- basic postulates, techniques (including bio-feedback treatment) & evaluation
- 8.4. Cognitive behaviour therapy- Rational-emotive therapy, cognitive-behaviour therapy for depression, stress-inoculation therapy behavioral medicine, evaluation
- 8.5. Humanistic-experiential therapies- Client-centered therapy, existential therapy, gestalt therapy, evaluation
- 8.6. Transactional analysis
- 8.7. Group psychotherapy
- 8.8. Integration of therapy approaches

9. Community psychology: perspectives on prevention - primary, secondary & tertiary prevention

Readings

- Begum, Hamida A, (Ed.)(1991). Understanding the Drug Addicts: Some Psychological Studies. CPSRT, Dhaka.
- Carson, R.C., and Butcher, J.N.(1992). Abnormal Psychology and Modern life. New York: Harper collins Publishers.
- Dana, L.H. Foundations of Clinical Psychology, London: Nastand Co. Inc. W.
- Davison. G.C. and Neale, J.M.- Abnormal Psychology. An Experimental Clinical Approach. (Latest edition.) New York: John Wiley.
- Eysenck, H.J. Handbook of Abnormal Psychology. London: Pitman. John Wiley & Sons, Inc.
- Lindsay, S.J.E. & Powell. G.E.A.(1987). Handbook of Clinical Adult Psychology, England. Gower Publishing Co.
- Neale, G.M. Davison. G.C. and Haaga, D.A.F.(1996). Exploring Abnormal Psychology. New York: York:Academic Press
- Rimm. D.C. and Masters, J. C.- Behaviour Therapy- Techniques & Emperical findings. New York:Academic Press
- Sundberg. N.d. Tyley, L.E. and Taplin, J.R. Clinical Psychology-Expanding Horizons. (Latest edition.). N.Y. Hall
- Wolman, B.B. (ed).Handbook of Clinical Psychology. N.Y: .McGraw Hill Book Co.

PSY-505.2: Organizational Behavior and Management Psychology
Credit-4, Exam hour-4, Marks-100

1. Introduction

- 1.1. Industrial Psychology, Organizational Psychology and Ergonomics
- 1.2. Principles, practices and problems of Industrial and Organizational Psychology
- 1.3. Research Techniques in Human Engineering
- 1.4. Systems Engineering

2. Theories of Management and Motivation

- 2.1. Scientific management
- 2.2. X and Y theories of management
- 2.3. Managerial grid
- 2.4. Management by objectives
- 2.5. Need hierarchy theory
- 2.6. Human relations theory
- 2.7. Achievement motivation theory
- 2.8. Valence expectancy theory
- 2.9. Two-factor theory of motivation

3. Personnel Selection and placement

- 3.1. Rationale behind personnel selection
- 3.2. Research designs and selection models
- 3.3. Limitations and problems in selection and placement

4. Performance appraisal

- 4.1. Uses of performance appraisal
- 4.2. Approaches to performance appraisal
- 4.3. Performance rating systems
- 4.4. Errors and biases in rating

5. Human relations in industry

- 5.1. Hawthorne Studies
- 5.2. Supervision and leadership
- 5.3. Communication and participation
- 5.4. Industrial morale

6. Equipment design

- 6.1. Design of display
- 6.2. Design of controls
- 6.3. Display control compatibility design

7. Work Environment

- 7.1. Illumination
- 7.2. Atmospheric condition: Heat and related variables
- 7.3. Noise
- 7.4. Vibration
- 7.5. Music in industry

8. Organizational Behaviour

- 8.1. Concepts of Organization
- 8.2. Organizational behavior
- 8.3. Structure of Organization. Roles in organizations. Formal & informal Organizations, Job Involvement

9. Work Organization

- 9.1. Nature of work
- 9.2. Concept of efficiency and measurement of efficiency
- 9.3. Fatigue, Monotony and Boredom

- 9.4. Work schedules: Working hours Rest-pauses, Shift Work. Work enlargement, enrichment and rotation

10. Consumer Psychology

- 10.1. Class of variables influencing consumer behaviour
- 10.2. Consumer opinion survey
- 10.3. Factors of advertisement
- 10.4. Evaluating effectiveness of advertisement
- 10.5. Media research

Readings

- Anastasi, A.(1979) Fields of Applied Psychology. New York: McGraw Hill.
- Blum, M.L. and Naylor, J.C.(1968). Industrial Psychology. New York: Harper and Row.
- Chapanis, A.(1965). Research Techniques in Human Engineering. Baltimore: The Johns Hopkins Press.
- Ghiselli, E.E. and Brown, C.W. (1955). Personnel Personal and Industrial Psychology. New York: McGraw Hill.
- Grandjean, E.(1980). Fitting the task to the Man. London: Taylor and Francis.
- Holding, D.H.(1969). Experimental Psychology in Industry. Penguin Books.
- Howell, W.C. and Dipboye, R.L.(1982). Essential of Industrial and Organizational Psychology, Homewood, Illinois: The Dorsey Press.
- Landy, F.J. and Trumbo, D.A. (1976).Psychology of Work Behaviour. Homewood. Iiinois: The Dorsey Press.
- McCormick, E.J. and Ilgen, D.(1980). Industrial Psychology. London: George Allen and Unwin.
- McCormick, E.J.(1976). Human Factors in Engineering and Design. New Delhi: Tata McGraw Hill.
- Miner, J.B.(1992). Industrial Organizational Psychology. New York: McGraw Hill, Inc.
- Murrell, K. F. H.(1975). Ergonomics. London: Chapman and Hall.
- Siegel, L. and Lane, I.M.(1982). Personnel and Organizational Psychology. Homewood, Illinois: Richard D. Irwin, Inc.

PSY-505.3: Advanced Social Psychology
Credit-4, Exam hour-4, Marks-100

1. Historical development and current status of Social Psychology

2. The Social Psychology of Groups

- 2.1. Group cohesiveness
- 2.2. Group problem solving
- 2.3. Cooperation and competition
- 2.4. Aggression and violence
- 2.5. Risk taking

3. Social Attitudes and Motives: Their measurement

- 3.1. Authoritarian attitudes
- 3.2. Achievement motive and need for affiliation and other social attitudes
- 3.3. Altruism: helping others
- 3.4. Development of attitude scale

4. The Social Psychology of Psychological Research

- 4.1. Experimenter Influence
- 4.2. Experimenter Expectancy Effects
- 4.3. Experimenter Effects
- 4.4. Implication for future research / b) Subjects perception of experimental situation and their motivation; Suspiciousness; Their implication for future research. / c) Research Ethics: Contributions of Social Psychologists

5. Social Psychology of Gender Roles and Gender Relations

- 5.1. Difference in Gender Roles and their Causes
- 5.2. Changing Gender Roles and Gender Relations

Readings

- Berkowitz, L (Ed). Advances in Experimental Social Psychology, Vol, 1 to 4, New York: Academic Press.
- Cartwright A. and Zander, A (1960).(Eds.) Group Dynamics. Research and Theory, New York: Harper & Row
- Edwards, A.L. (1967).Techniques of Attitude Scale Construction. New York: Appleton Century Crofts.
- Myers, D.G. (1990).Social Psychology,New York: McGraw Hill.
- Rosenthal, R.(1966). Expeimenter Effects in Behavioral Research, New York: Appleton Century Crofts.
- Rosnow, R.L. and Rosenthal, R. (1969). Artifact in Behavioroal Research.(Eds.). New York: Academic Press.
- Secord, P.F. and Backman, C.W. Social Psychology (Latest Ed.) New York: McGraw Hill.
- Brown, R. Social Psychology, (Lates Edition). Glencoe, Illinois: Free Press.

PSY-505.4: Applied Child and Adolescence Development
Credit-4, Exam hour-4, Marks-100

1. Historical Development of Child Psychology

- 1.1. Child Psychology's past
- 1.2. Child Psychology's history

2. Research Methods in Developmental Psychology

- 2.1. Observational method
- 2.2. Experimental Studies
- 2.3. Correlational studies
- 2.4. Developmental issues and statistics

3. Theories of Child Development

- 3.1. Learning theory
- 3.2. Information - Processing theory

4. Genetics and Development

- 4.1. Genetic Building Blocks
- 4.2. Inheritance of Behavioral traits
- 4.3. Inheritance of disorders
- 4.4. Genetic Counseling

5. Early Experiences and Later Development

Experiences during infancy

- 5.1. Feeding
- 5.2. Toilet training
- 5.3. Dependency training
- 5.4. Aggression training

Ethological Approach to Development

- 5.5. Attachment
- 5.6. Separation
- 5.7. Maternal deprivation

6. Language Development in Children

7. Psychology of Exceptional Children

- 6.1. Mentally retarded
- 6.2. Learning disabled
- 6.3. Emotionally disturbed
- 6.4. Gifted

8. Problems of Adolescence

- 7.1. Crisis of identity
- 7.2. Adolescent Suicide
- 7.3. Drug use and abuse
- 7.4. School drop out
- 7.5. Sex and the Adolescent.

9. Adulthood, Middle age and Old age

Readings

Adams, G.R. and Gullotta, T. (1983). Adolescent Life Experiences Brooks / Cole Publishing Company. Monterey, California.

Brown, R.T. and Reynolds, C.R.(1986). Psychological Perspective on Childhood Exceptionality: A Handbook. New York. John Wiley and Sons. and Row.

- David R. Shaffer and Katherine K. (2010) *Developmental Psychology Childhood and Adolescence*, eighth edition, Belmont: Wadsworth.
- Dworetzky, J.P.(1981). *Introduction to Child Development*. New York. West Publishing Co.
- Heward, W.L. and Oriansky, M.D. (1984). *Exceptional Children: An Introductory Survey of Special Education*. Columbus. Charles E. Merrill.
- Johnson, R.C. and Medinnus, G.R. *Child Psychology: Behaviour and Development*. New York.:John Wiley and sons.
- Maier, H.W.(1975) *Three Theories of Child Development*. New York. Harper and Row.
- Neugarlen, B.L.(1968). *Midde Age and Aging*. . Chicago .The University of Chicago Press.
- Quadagno, J. (2005). *Aging and the Life Course: An Introduction to Social Gerontology to Social Gerontology*. Florida: Florida State University.
- Sarafino, E.P. and Armstrong, J.W. (1980). *Child and Adolescent Development*. U.S.A.Scott, Foresman
- Stewart, A.C., Friedman, S. and Koch J. *Child Development: A Topical Approach*.
- Suram, B.G. and Joseph, V.R. (1979). *Special Children: An Integrative Approach*. London and Illinos. Scott. Foresman.
- Zaman, S.S. (1990).(Ed.). *Research on Mental Retardation in Bangladesh*. Dhaka. : Bangladesh Protibondhi foundation.

PSY-505.5: Advanced Educational Psychology Credit-4, Exam hour-4, Marks-100
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1. Educational Psychology: A tool for teachers

- i. Educational Psychology
- ii. Focal areas of Educational Psychology
- iii. What makes a good teacher?
 - 1.4 A problem solving approach: Teaching as critical thinking
 - 1.5 Research Method: Descriptive, Correlational and Experimental Research

2. Gender and Cultural Differences in Students

- 2.1 Gender differences in intelligence and personality
- 2.2 Sex-role development at home and school

3. Educational Objectives and Planning

- 3.1 Criteria for formulating objectives
- 3.2 Classifying objectives
- 3.3 Instructional objectives
- 3.4 Taxonomies of instructional objectives
- 3.5 Individualized instruction

4. Classroom Management

- 4.1 Time and learning
- 4.2 Discipline
- 4.3 Applied behaviour analysis and classroom management
- 4.4 Serious behaviour problems and delinquency

5. Effective Teaching /Instruction

- 5.1 Characteristics of effective teacher
- 5.2 Models of effective instruction
- 5.3 The Lesson
- 5.4 Direct instruction, Discussion, Humanistic education.

6. Measurement and Evaluation in Education

- 6.1 Uses of measurement in education
- 6.2 Relations of measurement to evaluation: formative, summative, placement and diagnostic evaluation.
- 6.3 Achievement tests
- 6.4 Grading and evaluating

7. Instructional Materials and Technology

- 7.1 Use of instructional materials and media
- 7.2 Instructional television
- 7.3 Programmed instruction
- 7.4 Computer in instruction

8. Exceptional Students

- 8.1 Types of exceptional students
- 8.2 Learning Disabilities
- 8.3 Bilingual students

9. Creativity

- 9.1 The definition of creativity
- 9.2 Components of creativity
- 9.3 The creative person
- 9.4 Creativity, intelligence and training
- 9.5 Teaching for creativity

Readings

- Anastasi A (1982). Psychological Testing (5th ed.) New York: McMillan.
- Biehler RF (1971). Psychology applied to teaching. New York, Houghton Mifflin.
- Blair GM Jones RS and Simpson RH (1962). Educational Psychology. (3rd ed) London: McMillan.
- Clifford MM (1981). Practicing educational Psychology, New York: Houghton mifflin.
- Eson ME (1972). Psychological foundations of Education (2nd ed.) New York, Holt Rinehart and Winston.
- Evans KM (1972). Attitudes-Interests in Educational Psychology, London, Union Brothers.
- Gage NL and Berliner DC (1988). Educational Psychology. (4th ed). Boston, Houghton Mifflin.
- Glover JA Bruning RH and Filback RW (1983). Educational Psychology Principles and Applications, Boston, Little Brown and Co.
- Lindgren CL (1980). Educational Psychology in the Classroom (6th ed), New York,Oxford.
- Miller CH (1964). Guidance Services, An Introduction. New York: Harper Inc.
- Owen S Blount HP Moscow H (1978). Educational Psychology: An Introduction. Boston, Little Brown Co.
- Peters HJ and Farwell GF (1991). Guidance: A Developmental Approach. Chicago, Rand McNally.
- Richmond WK (1970). The concept of Educational technology, London, Cox and Wyman.
- Santrock. J.W. (2006). Educational Psychology (2nd ed.) ,McGraw Hill, New York.
- Slavin, E. R. (1991). Educational Psychology (3rd ed.), Parentice-Hall International, Inc.
- Thorndike RL and Hagen EP (1977). Measurement and Evaluation in Psychology.and Education, New York:John Wiley.
- Woolfolk AE (1990) Educational Psychology (4th ed.) Massachusetts: Allyn and Bacon.

PSY-505.6: Counseling and Psychotherapy
Credit-4, Exam hour-4, Marks-100

1. Introduction

- 1.1. Concepts, Definitions and Scope of Counseling
- 1.2. Why counseling?
- 1.3. Who needs counseling?
- 1.4. Steps in the counseling process

2. Ethics in Psychological Practice

- 2.1. Ethical Principles
- 2.2. Ethical Codes and Guidelines
- 2.3. Ethical Issues and Dilemmas
- 2.4. Ethical and Legal Issues

3. Becoming a Counselor

- 3.1. Basic Counseling Skills
- 3.2. Counseling Micro-skills
- 3.3. Being a Good Counselor
- 3.4. Personal Characteristics of Effective Counselor

4. Skills Required in Counseling

- 4.1. Empathy
- 4.2. Self Disclosure
- 4.3. Acceptance
- 4.4. Genuineness
- 4.5. Concreteness
- 4.6. Counseling Intervention
- 4.7. Counseling Reflection
- 4.8. Counseling Interview

5. Communication Skills

- 5.1. Active Listening
- 5.2. Verbal and Non-verbal Messages
- 5.3. Attending
- 5.4. Responding
- 5.5. Paraphrasing
- 5.6. Summarizing
- 5.7. Ask Questions

6. Counseling Approaches

- 6.1. Psychoanalytic Approach
- 6.2. Cognitive Behavioral Approach: Rational Emotive Approach, Transactional Approach, CBT
- 6.3. Humanistic Approach: Person Centered Approach, Gestalt Approach, Existential Approach
- 6.4. Other Contemporary Approaches: EMDR, Eclectic and Integrative Counseling, Group Approach

7. Intervention Areas

- 7.1. Crisis counseling
- 7.2. Family counseling
- 7.3. Career counseling
- 7.4. Drug addiction and counseling
- 7.5. Group Counseling

8. Coping Skills and Stress Management

- 8.1. Stress and Time Management
- 8.2. Assertiveness and Relaxation Techniques
- 8.3. Conflict Resolution and Anger Management

9. Supervision in Psychological Practice

- 9.1. What is Counseling Supervision?
- 9.2. Who Needs Supervision?
- 9.3. Why should Psychological Counselors need to have Supervisions?
- 9.4. Goals for Supervisions

Readings

- Blocher, D.H., Biggs, D.A. *Counselling psychology in community settings*. New York: Springer Publishing Co.
- Burnside, I.M.(Ed.). *Working with the elderly: Group Processes and techniques*. North Scituate, Mass: Duxbury,
- Corey, G. *Theory and practice of counselling and psychotherapy*. Calif: Brooks/Cole
- Gottesfeld, H. *Abnormal Psychology: A community Mental Health Perspective*. Chicago: Science Research Associates.
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PSY-505.7: Environmental Psychology
Credit-4, Exam hour-4, Marks-100

1. Introduction

- 1.1. Concern for Ecological Imbalance and Global change in Environment
- 1.2. Man -his Environment and Behavior-their relationships
- 1.3. Psycho-Social Dimension of Environment
 - 1.3.1. Scope of Environmental Psychology
 - 1.3.2. Development of this new discipline

2. Models, Concepts, and Methods

3. Perception and Evaluation of the environment

4. Environmental Stress

- 4.1. A. The problem of crowding or population density
 - 4.1.1. Air, Water and Noise pollution and their psycho-social effects
- 4.2. Disasters-natural and man-made and their psycho-social impacts
- 4.3. Environmental Overload and control of the environment

5. Planning and Arranging the Environment

6. Protecting the environment - Psychologists role

Readings

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- Wohlwill, J. and Carsen, D.H. (Eds.) (1972). *Environment and Social Sciences: Perspective and Application*. Swashington D.C.

PSY-505.8: Sports Psychology
Credit-4, Exam hour-4, Marks-100

1. Introduction

- 1.1 Meaning of Sports Psychology
- 1.2 Scope of Sports Psychology
- 1.3 Relationship of Sports Psychology with other Sports Sciences
- 1.4 Importance of Sports Psychology in Sports

2. Cognitive Appraisal and Sports

- 2.1 Meaning of Cognition
- 2.2 Characteristics of Cognition Processes in Sports
- 2.3 Cognitive Rigidity and Problems in Sports
- 2.4 Cognitive Rehearsal Techniques for Peak Performance
- 2.5 Cognitive Restructuring and Burnt-Out Athletes
- 2.6 Cognitive Dissonance and State Arousal
- 2.7 Cognitive Components of aggression, stress and Motivation

3. Attention and Its Role in Sports

- 3.1 Concept of Attention
- 3.2 Attentional Focus and Sports Performance
- 3.3 Arousal Attention Relationship in Peak Performance
- 3.4 Attentional Skill Training in Elite Sportspersons
- 3.5 Theories of Attention in Sports

4. Personality and Sports Performance

- 4.1 Meaning of Personality
- 4.2 Dimensions of Personality Types and Traits in Sports
- 4.3 Psychodynamic Theory in Sports Psychology
- 4.4 Behavioral Schools in Personality of Sports
- 4.5 Exploratory Behavior in Sports
- 4.6 Sports and Sensation Seeking
- 4.7 Causal Attribution in Sports

5. Role of Aggression in Sports

- 5.1 Concept of aggression
- 5.2 Biological Components of Aggression
- 5.3 Hostility and Anger in Sports
- 5.4 Theories of Aggression in Sports
- 5.5 Aggression Reduction-Assertive Training

6. Emotional Regulation in Sports

- 6.1 Meaning of Emotion, Types of Emotion
- 6.2 Fear of Success Phobia
- 6.3 Catastrophic Theory of Anxiety
- 6.4 Eustress and Sports

7. Psycho physiological Aspects of Sports

- 7.1 Autonomic Reactivity in Sports
- 7.2 Arousal Modulation in Alertness
- 7.3 Nature of Arousal in Peripheral Nervous System
- 7.4 Reticular Activation in Sports

8. Anxiety Arousal –Peak performance

- 8.1 Problems of Inverted – U Hypothesis
- 8.2 Theory of Optimal Function in Sports
- 8.3 State Arousal and Trait Arousal

9. Goal Setting and Motivation in sports

- 9.1 Meaning of Motivation
- 9.2 Concept of Goal Setting
- 9.3 Types of Motivation
- 9.4 Importance of Goal Setting and its Guidelines
- 9.5 Biological Basis of Motivation

- 9.6 Endorphins and Motivation in Sports
- 9.7 Intrinsic and Extrinsic Motivation
- 9.8 Role of Need Structure in Sports
- 9.9 Mastery and Achievement Motivation

10. Sports Leadership

- 10.1 Meaning of Leadership
- 10.2 Need for Leadership in Sports
- 10.3 Leadership Effectiveness
- 10.4 Leadership Qualities in Group and Individual Sports

11. Social Skills in Sports

- 11.1 Group Dynamics in Team Games
- 11.2 Factors Affecting Group Cohesion
- 11.3 Spectator Psychology
- 11.4 Spectator Cohesion and Group Cohesion

12. Psychological Aspects of Action Regulation

- 12.1 Meaning of Action Regulation
- 12.2 Importance of Action Regulation
- 12.3 Self Regulation Techniques in Sports
- 12.4 Systematic Desensitization. Imagery Training and Autogenic Rehearsal

13. Biofeedback and Sports Performance

- 13.1 Biofeedback Training in Elite Sportspersons
- 13.2 Muscle-Relaxation Skills and Visuo-motor Behaviour Rehearsal

Readings

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- Butt, Lusan Dorcas, Psychology of Sports (Network : Van Nostrand Reinhold Company)
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