UNIVERSITY OF DHAKA

Syllabus of the Department of Psychology

For

M.S. Courses

Session:-

M.S. Psychology: 2011 – 2012, 2012 - 2013

The M.S. course in Psychology has provision for two groups – Group A (Non-Thesis group) and Group B (Thesis group). That is the students admitted into this course have provision for taking up thesis work, subject to the approval of academic committee of the department Each student in either group has to take total 30 credit courses. The detailed layout of the M.S. Course is given below:

Group A (Nonthesis)			Group B (Thesis)		
Units	No. of Credit(s)	Marks	Units	No. of Credit(s)	Marks
Theory	20	500	Theory	20	500
Project	6	150	Thesis	6	150
Seminar	2	50	Seminar	2	50
Internship	2	50	Internship	2	50
Viva Voce	2	50	Viva Voce	2	50
Total	**32**	**800**	**Total**	**32**	**800**

Detailed breakdown of marks

Course Number	Course Title	Marks	No. Of Credits
Psy. M 501	Advanced Psychology of Learning and Motivation	100	4
Psy. M 502	Advanced Psychology of Perception and Cognition	100	4
Psy. M 503	Qualitative Research	100	4
Psy. M 504	Neuropsychology	100	4
		400	**16**

Optional : Any one of the following courses.

Psy. 505.01	Clinical Psychology	100	4
Psy. 505.02	Organizational Behaviour & Management Psychology	100	4
Psy. 505.03	Advanced Social Psychology	100	4

Psy. 505.04	Applied Child and Adolescent Development	100	4
Psy. 505.05	Advanced Educational Psychology and Guidance	100	4
Psy. 505.06	Counseling and Psychotherapy	100	4
Psy. 505.07	Environmental Psychology	100	4
Psy 505.08	Sports Psychology	100	4
Psy 505.09	Culture and Psychology	100	4
Psy 505.10	Visual Perception and Colour Vision	100	4
		100	**4**
Psy 506	Thesis/ Project	150	6
Psy 507	Seminar	50	2
Psy 508	Internshi	50	2
Psy 509	Viva voce	50	2
		300	**12**
Total		**800**	**32**
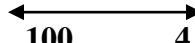
Psy M 501: Advanced Psychology of Learning and Motivation

No. of Credits 4 (1 Unit)

Part A: <u>Learning</u>

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 variable
    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 Concept identification and rule learning
    3.2 Theories of concept learning

4. Verbal Learning
    4.1 Materials used in study of verbal learning
    4.2 Methods in research of verbal learning
    4.3 Results and problem in verbal learning
    4.4 Strategies in learning

5. Avoidance learning
    5.1 Acquired drives and emotion
    5.2 Avoidance learning
    5.3 Learned helplessness

6. Learning through modeling
    6.1 Processes of observational learning
    6.2 Developmental analysis of modeling
    6.3 Comparative analysis of modeling

References

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2. Bower GH and Hilgard, E.R. (1966). Theories of Learning. New work. Meredith Publishing Company.

3. Cofer CN (1961). Verbal Learning and Verbal Behaviour, New York: McGrow Hill Book Co.
4. Hill FW (1975) Learning: A survey of Psychological interpretations. London: Lowe & Brydone Ltd. Thetford. Norfolk.
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6. Kimble GA (1961) Ed. Hilgard and Marquis Conditioning and Learning. New York Appleton-Century-Crofts, Inc (2nd ed.)
7. Melton AW (1954). Categories of Human Learning. Academic Press.
8. Mordick SA (1964). Learning Englwood cliffs, Prentice Hall Inc.

Part B: <u>Motivation</u>

1. Introduction
    1.1 Definition of Motivation.
    1.2 Criteria for inclusion of theories.

2. Motivation toward Self- Actualization: The Humanistic Theories of Rogers and Maslow
    2.1 Two issues in Humanistic Psychology.
    2.2 The Actualization Theory of Carl Rogers.
    2.3 The Need- Hierarchy Theory of Abraham Maslow.

3. Optimal Level Theory
    3.1 Principles of Optimal Level Theory.
    3.2 Applications of Optimal Level Theory.

4. The theory of Achievement Motivation
    4.1 Motivational Constructs.
    4.2 Experimental Tests of the Theory of Achievement Motivation.
    4.3 Three Elaborations of the Theory.
    4.4 Development of achievement motivation.
    4.5 Societies and their Achievement Motivation.
    4.6 The Dynamics of Action Theory.

5. Cognitive-Consistency Theory
    5.1 Osgood and Tannenbaum's Congruity Theory.
    5**.**2 Cognitive-Dissonance Theory.
    5.3 Self Perception Theory.
    5.4 Balance Theory.
6. Theories of Causal Attribution
    6.1 Major Theories of Causal Attribution.
    6.2 Research on Attribution and Motivation.

References:
1. Arkes H.R and Garske J.P: Psychological Theories of Motivation; Brooks/Cole Publishing company. California, USA.
2. Atkinson, J.W. An Introduction to Motivation. Van Nostrand Reinhold, New York.
3. Atkinson, J.W. and Feather N.T. A theory of achievement motivation, New York; Willey, 1966.
4. Bolles, R.C. Theory of Motivation. Harper and Row. New York.
5. Chapanis, N.P. Cognitive dissonance. Psychological Bulletin. 1964.
6. C.N.Cofer and M.H. Appley. Motivation: Theory and Research. Wiley Eastern Limited. 1964.
7. Frund, S.: An outline of psychoanalysis, 1964.
8. Maslow, A. H: Motivation and personality. Harper and Row. New York. 1970.

Psy M 502: Advanced Psychology of Perception and Cognition

No. of Credits 4 (1 Unit)

Group-A: Perception

1. Introduction
   1.1. The problem of perception
   1.2. Perceiving: a complex problem
   1.3. The theoretical status of perception

2. Perception of form
   2.1. Figure formation
   2.2. Inhibiting figure formation
   2.3. Principles of organization
   2.4. Psychology of form
   2.5. Non-veridical perception

3. Cognitive influences on perception
   3.1. Target identification
   3.2. Set and the perception of color

4. Attention
   4.1. Bottleneck theories
       4.1.1. Broadbent's filter model
       4.1.2. The Deutsch-Norman memory selection model
   4.2. Capacity theories
       4.2.1. Example of a capacity model
       4.2.2. Capacity and stage selection

Group-B: Cognition

5. Approaches to Cognitive Psychology
   5.1. Introduction
   5.2. Experimental cognitive psychology
   5.3. Cognitive neuropsychology
   5.4. Computational cognitive science
   5.5. Cognitive neuroscience

6. Everyday Memory
   6.1. Introduction
   6.2. Autobiographical memory
   6.3. Eyewitness testimony

7. Language
   7.1 Story processing
       7.1.1. Schema theories
       7.1.2. Kintsch's construction-integration model

7.2 Speech production
  7.2.1. Spreading-activation theory
  7.2.2. Levelt's theoretical approach and WEAVER++

8. Expertise, Creativity, Scientific Discovery
 8.1 Expertise
 8.2 Theories of expertise
 8.3 Creativity
 8.4 Scientific discovery

References

1. Dember, W. N. & Warm, J. S. (1981). Psychology of Perception. Tokyo: Holt-saunders.

2. Dodd, D. H. & White, R. M. (1980). Cognition. London: Allyn and Becon.

3. Eysenck, M. W. & Keane, M. T. (2005). Cognitive Psychology: A Student's Handbook. Hove and New York: Psychology Press.

4. Gohen, G. (1983). The Psychology of Cognition. London, Academic Press.

5. Mayer, R. W. (1981). The Promise of Cognitive Psychology. San Francisco: WH Freeman and Co.

6. Reed, S. K. (2007). Cognition-Theory and Application. Thomson, Wadsworth, United States.

7. Reynolds, A. G. & Flagg, P.W. (1983). Cognitive Psychology. Boston: Little, Brown and Co.

Psy M 503: Qualitative Research

No. of Credits 4 (1 Unit)

1. Research and its purposes; Problem identification, definition, and justification.

2. Philosophical basis of research: Epistemology; Positivism; Empiricism; Hypothetico-deductivism; Social Constructionism.
3. Epistemology and Methodology.

4. Quantitative and Qualitative Research: History of qualitative research; Qualitative psychological research; Research question (in the context of qualitative research).

5. APPROACHES TO QUALITATIVE RESEARCH:

    5.1 Grounded Theory – Its origin and split in methodology; the Classic Grounded Theory or GT; Essential elements of GT methodology (the beginning, data collection, open coding, constant comparison method, memoing, theoretical coding, theoretical sampling, selective coding, delimiting, sorting & writing, analytic rules developed during sorting, analyzing data using GT methodology); Strengths and weaknesses of Grounded Theory; Suitability of Grounded Theory for psychological research.
    5.2 Phenomenology – Phenomenology and its philosophical foundations; Approaches to phenomenology: phenomenological psychology or descriptive phenomenology, hermeneutic or interpretative phenomenology; Procedures for conducting phonological research (identifying a phenomenon of interest, determining the approach suitable for the research, research design, sampling, data collection, reflexivity, ethics, data analysis, writing and communicating the findings); challenges in conducting phenomenological studies.
    5.3 Discursive Psychology – 'Discourse' and three core observations about the nature of discourse; Versions of discourse analysis; Steps involved in discursive psychological research (devising a research question, gaining access and consent, data collection and building a corpus, transcription, coding, analysis, application); Critical appraisal (or limitations of discursive psychology).
    5.4 Case Study – The case study as an approach to qualitative research; When to use case study; The 'case' or unit of analysis; Binding the case; The case study designs – single or multiple case study designs; Some considerations for designing and implementing a rigorous case study, including a conceptual framework; Conducting case studies – techniques of data collection and analysis; Challenges/ limitations of case study research; Characteristics of a good quality case study.
    5.5 Ethnography – Ethnography and disciplines using ethnography; Ethnomethodology and methodological principles; Features of ethnography as social research method; Data collection methods; Guidelines for fieldwork; Principles that may need to be considered for observing, recording and sampling data; Analyzing, interpreting and reporting findings; Ethics in ethnographic research; Evaluating ethnography; Limitations of ethnography.

6. TECHNIQUES OF COLLECTING QUALITATIVE DATA:

   6.1 Observation – participant and non-participant
   6.2 Interviewing
   6.3 Focus Group Discussion (FGD)
   6.4 Documents Examination

7. Strengths and Weaknesses of Qualitative Research
8. Strategies to Enhance the Quality of Qualitative Research

9. ANALYZING QUALITATIVE DATA:

   9.1 Transcribing and manual coding & categorizing of data
   9.2 Computer-aided programs for analyzing qualitative data
   9.3 Considerations in choosing QDA software
   9.4 Some cautions against using computer in analyzing qualitative data.

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[Last updated on 30-6-2012]

Psy M 504: Neuropsychology

No. of Credits 4

1. The Beginnings of Neuropsychology
      1.1.What is neuropsychology?
      1.2.The brain hypothesis
      1.3.The neuron hypothesis
      1.4.Modern developments

2. Imaging the Brain's Activity
      2.1.The brain's electrical activity
      2.2.Static brain imaging technique
      2.3.Dynamic brain imaging

3. Organization of the Sensory and Motor Systems
      3.1.Principles of sensory system function
      3.2.Vision
      3.3.Hearing
      3.4.Balance
      3.5.Body senses
      3.6.Taste and smells
      3.7.Principles of motor-system function
      3.8.Neocortical contribution to movement control

4. Neocortical Structure and Function
      4.1.The structure of the cortex
      4.2.Functional organization of the cortex

5. Anatomy and Function of the Lobes
      5.1.Anatomy of the occipital lobes
      5.2.A theory of occipital-lobe function
      5.3.Anatomy of the parietal lobes
      5.4.A theory of parietal-lobe function
      5.5.Anatomy of the temporal lobes
      5.6.A theory of temporal-lobe function
      5.7.Anatomy of the frontal lobes
      5.8.A theory of frontal-lobe function

6. Cerebral Asymmetry
      6.1.Anatomical asymmetry in the human brain
      6.2.Asymmetry in the neurological patients
      6.3.Behavioral asymmetry in the intact brain
      6.4.Neuroimaging and asymmetry
      6.5.Theoretical arguments: What is lateralized?
      6.6.Handedness and functional asymmetry
      6.7.Sex differences in cerebral organization
      6.8.Environmental effects on asymmetry

7. Memory and the Brain
      7.1.Amnesia
      7.2.Two kinds of memory
      7.3.Two kinds of explicit memory
      7.4.Role of the hippocampus in memory
      7.5.Multiple memory systems
      7.6.Short-term memory

8. Language and the Brain
      8.1.The localization of language
      8.2.Disorders of language
      8.3.The localization of lesions in amnesia

9. Brain Plasticity, Recovery and Rehabilitation
      9.1.Environmental effect on brain development
      9.2.Brain injury and plasticity
      9.3.Experimental approaches to studying plasticity
      9.4.Plasticity in the intact adult brain
      9.5.Can plasticity support functional recovery?
      9.6.Examples of functional restitution
      9.7.Plasticity in the injured brain
      9.8.Variables affecting recovery
      9.9.Therapeutic approaches to brain damage

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1. Banich, M. T. (1997). *Neuropsychology: The Neural Bases of Mental Function.* Houghton Mifflin.
2. Beaumont, J. G. (2008). *Introduction to Neuropsychology (2nd Ed.).* Guilford Publications, Inc.
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6. Zillmer, E., Spiers, M., & Culbertson, W. C. (2007). *Principles of Neuropsychology (2nd Ed.).* Thomson/Wadsworth

Psy. M.- 505.01: Clinical Psychology
No. of Credits 4 (1 Unit)

1. Introduction :
    1.1 Emergence of Clinical Psychology as a well established profession
    1.2 Clinical Psychology and related disciplines (e.g. Psychiatry, Psychoanalysis, Counselling Psychology, Psychiatric Social Work)
    1.3 Functions of a clinical psychologist and the clinician as a person

2. Psychobiological systems

3. Scientific methods of studying abnormal behaviour
    3.1 Personal issues in Clinical research
    3.2 Foundations of design
        3.2.1   Non-experimental design, epidemiological research, co relational designs
        3.2.2   Experimental designs; non-randomised designs, randomised designs
        3.2.3   Small-n designs; single case experiments and systematic case study

4. Developmental disorders
    4.1   Disorders of under controlled behaviour e.g. hyperactivity, conduct disorder, aggression
    4.2   Disorders of overcontrolled behaviour e.g. anxiety and fear, social withdrawal, depression in children and adolescence
    4.3   Eating disorders e.g. anorexia nervosa, bulimia
    4.4   Autistic disorder- description and classification, perfectives on the causes and treatment of autistic disorder

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. Practical issues of investigation in Clinical Psychology
    6.1   Assessment techniques: interviewing, clinical observation
    6.2   Psychometric screeing
    6.3   Problem formulation

7. Therapy
    7.1   An introduction to treatment of maladaptive behaviour
    7.2   Biologically based therapies: types of drugs used in therapy, drug therapy for children, a biopsychosocial perspective on pharmacological therapy
    7.3   Psychologically based therapies: Psychodynamic therapy, behaviour therapy- basic postulates, techniques (including bio-feedback treatment) & evaluation
    7.4 Cognitive behaviour therapy- Rational-emotive therapy, cognitive-behaviour therapy for depression, stress-inoculation therapy behavioural medicine, evaluation

7.5 Humanistic-experiential therapies- client-centered therapy, existential therapy, gestalt therapy, evaluation

7.6 Transactional analysis

7.7 Group psychotherapy

7.8 Integration of therapy approaches

8. Community Psychology : Focus of community Psychology

8.1 Community Psychology in action

8.2 Community mental health

8.3 Cultural and racial factors in Psychological Intervention

References

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9. Sundberg Nd Tyler LE and Taplin JR Clinical Psychology Expanding Horizons. (Latest edition.). N.Y. Hall

Psy M 505.02: Organizational Behavior and Management Psychology
No. of Credits 4 (1 Unit)

1. **Introduction**

   Introduction to Organizational Behavior: The nature of organizations; Understanding organizational behavior; An organizational behavior system; Historical development of organizational behavior;
   Organizational Effectiveness: Components of organizational effectiveness; Assessing organizational effectiveness; Determinants of organizational effectiveness.
   Organizational Structure: What is organizational structure? Elements of organizational structure; Common organizational designs; New options; Why do structures differ? Organization structure and employee behavior; Implications for Managers.

2. **Organizational Goal Setting and Planning**

   Goals in Organizations: Organizational mission; Goals and plans; Hierarchy of goals.
   Criteria for Effective Goals: Goal characteristics.
   Planning Types and Models: Management by Objectives; Single-use and Standing plans; Contingency plans.
   Thinking Strategically: What is strategic management? Purpose of strategy; Strategy formulation versus implementation.
   Strategic Management: Situation analysis; Business-level strategy; Porter's competitive forces and strategies.

3. **Individuals In Organizations**

   Determinants of Individual Performance: A model of individual behavior and performance; Motivation, Ability, Learning, Perception and Personality; Organizational systems and resources; Keys to effective management.
   Interpreting motivational models; Keys to effective management.
   Communication and Perception: Interpersonal communication – coding and decoding; Selectivity and organization in perception; The significance of non-verbal communication; Perceptual set and assumptions about human behavior; Sex, appearance, attractiveness and discrimination; Person perception – errors and avoidance.

4. **Groups In the Organization**

   Foundations of Group Behavior: Defining and classifying groups; Basic group concepts; Group decision-making.
   Group Formation: Formal & informal groups; Group structure and process; Group control; Group effectiveness.
   Understanding Work Teams: Why have teams become so popular? Teams versus groups – what's the difference? Types of teams; Creating effective teams; Turning individuals into team players; Teams and quality management; Implications for managers.

5. **Introduction to Management**

   The Changing Paradigm of Management: The definition of management; Four management functions; Organizational performance; Management skills; Management types; What is it like to be a manager?

Managing Conflict: Perspectives on organizational conflict; Functional and dysfunctional conflict; Buchanan- Huczynski coordination- conflict model.

Organizational Power and Politics: Organizations – rational or political? Organizational politics; Organizational power; Power & influence.

6. **Human Resource Management (HRM)**

Strategic goals of HRM; Environmental influences on HRM
Attracting an effective workforce: Human resource planning; Recruiting; Selecting.
Developing an effective workforce —Training and development; Performance appraisal.
Maintaining an effective workforce – Compensation; Wage & salary structure; Benefits; Termination.

7. **Managerial Ethics and Corporate Social Responsibility**

8.1 What is managerial ethics? Criteria for ethical decision-making – utilitarian approach, individual approach, moral-rights approach, and justice approach; Factors affecting ethical choices – the manager, the organization.

8.2 What is social responsibility? Organizational stakeholders; The natural environment; Evaluating corporate social performance – economic responsibilities, legal responsibilities, ethical responsibilities, and discretionary responsibilities;

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Psy M 505.03: Advanced Social Psychology
No. of Credits 4 (1 Unit)

1. **The social psychology of groups**
    1.1 Group cohesiveness
    1.2 Group problem solving
    1.3 Cooperation and competition
    1.4 Aggression and violence
    1.5 Risk taking

2. **Social attitudes and motives: their measurement**
    2.1 Authoritarian attitudes
    2.2 Achievement motive and need for affiliation and other social attitudes
    2.3 Altruism: helping others- Theories: Social Exchange, Social Norms and Evolutionary
        Psychology Factors influencing altruism.

3. **The Social psychology of psychological research**
    3.1 Experimenter influence
    3.2 Experimenter expectancy effects
    3.3 Experimenter effects
    3.4 Subjects perception of experimental situation and their motivation Suspiciousness:
        Their Implication for future research

4. **Social Beliefs and judgments**
    4.1 Explaining others
            4.1.1   Attributing causality
            4.1.2   Fundamental attribution errors
            4.1.3   Why do we make the attribution error?
    4.2 Explaining ourselves
            4.2.1   Attributions for positive and negative events
            4.2.2   Self –disparagement, self handicapping
            4.2.3   Self presentation
            4.2.4   Information processing
            4.2.5   Self-esteem motivation; self-efficacy

5. **Norms & Roles**
    5.1 Norms
            5.1.1   Universal norms.
            5.1.2   Norms vary with culture
            5.1.3   Norms vary with gender

    5.2 Roles
            5.2.1   Effects of role playing
            5.2.2   Roles that dehumanize
            5.2.3   High and low status roles
            5.2.4   Role reversal

5. Crime
  5.1. Definition: The classification of crimes. Methods for studying criminal behavior.
  5.2. Social roots of crime: Frustration, Aggression and crime. Presence of guns; Deindividuation; Confromity, Compliance and obedience.
  6.3 The Environmental roots of crime: Heat and crime; Noise and crime, Natural disasters and crime; Personal space and crime; Crowding and crime; Territoriality and crime; geography and crime;

6. Psychology in the courtroom

7. Preventing crime:
  8.1 Prevention Through Punishment.
  8.2 Prevention Through Policing.
  8.3 Prevention Through Community Action
  8.4 Prevention Through Individual and Family Intervention
  8.5 School- Based Prevention

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Psy M 505.04 : Applied Child and Adolescent Development
No. of Credits 4 (1 Unit)

1. **Introduction**
    1.1 Historical Development of Child Psychology
    1.2 Field of Application of Applied Child and Adolescent Development

2. **Research Methods in Developmental Psychology**
    2.1 Observational method
        2.1.1. Open Methods : Case History/Diary, Specimen Description
        2.1.2. Closed Methods : Event Sampling, Trait Rating, Time Sampling, Field Unit Analysis
        2.1.3 Special Consideration in Observing
        2.1.4 Functions of Observation

    2.2 Experimental Studies.
        2.2.1 Threats to Experimental Validity
        2.2.2 Relevance of Experiments

3. **Biological Beginnings**
    3.1 Some Genetic Principles
    3.2 Methods used by Behaviour Geneticists
    3.3 Abnormalities in Genes and Chromosomes
    3.4 Genetic Counseling

4. **Attachment**
    4.1 Measuring the security of attachment
    4.2 Stability of attachment
    4.3 Cultural variations
    4.4 Factors. affecting attachment security
    4.5 Attachment and later development

5. **Children with Problems and Disorders : Prevention and Intervention**
    5.1 Eating problem
        5.1.1 Thumb Sucking : Associated Factors and Treatment
        5.1.2 Failure to Thrive : Associated Factors and Treatment
        5.1.3 Psychosocial Dwarfism : Associated Factors and Treatment
        5.1.4 Food Refusal : Assessment and Treatment

    5.2 Toileting Problem
        5.2.1 Enuresis : Etiological Conceptions and Intervention
        5.2.2 Encopresis : Causes, Assessment and Treatment

    5.3 Anti-Social Conduct Problem
        5.3.1 Lying : Prevention
        5.3.2 Stealing : treatment

6. **Psychology of Exceptional Children**
    6.1 Mentally Retarded :
        6.1.1 Definition and Classification of Mental Retardation.
        6.1.2 Causes of Mental Retardation.
        6.1.3 Educational Placement and Methodology.
        6.1.4 Prevention of mental Retardation.

6.2 Learning Disabled :
    6.2.1   Definition of Learning Disability.
    6.2.2   Characteristics of Learning Disabled Children.
    6.2.3   Causes and Assessment of Learning Disability.
    6.2.4   Educational Approaches and Programmes in School for the Learning Disabled.

6.3 Autistic Disorder :
    6.3.1   Etiology
    6.3.2   Assessment
    6.3.3   Treatment.

6.4 Attention Defiant Hyperactivity disorder
    6.4.1 Etiology
    6.4.2 Assessment
    6.4.3 Treatment

7. **Child Abuse**
7.1. Physical Abuse :
    7.1.1   Nature and Scope of the Problem
    7.1.2   Etiology, Risk and Protective Factors.
    7.1.3   Correlates and Effects of Physical Abuse in Children
    7.1.4   Assessment
    7.1.5   Prevention and Treatment of Physical Abuse in Children

7.2 Sexual Abuse :
    7.2.1   Nature and Scope of the Problem
    7.2.2   Etiology
    7.2.3   Risk and Protective Factors
    7.2.4   Correlates and Effects of Sexual Abuse in Children
    7.2.5   Assessment
    7.2.6   Prevention and Treatment of Sexual Abuse in Children.

8. **Adolescence Issues**
8.1 Sexuality :
    8.1.1   Sexual Socialization in Restrictive Semi-restrictive and Permissive Societies
    8.1.2   Heterosexual and Homosexual Attitudes and Behaviour
    8.1.3   AIDS and Sexually Transmitted Diseases.

8.2 Health Concern : Nutrition, Exercise and Stress

References

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2. Berndt TJ (1997). Child Development. Chicago Brown and Benchamark Publishers.

3. Bornstein MH and Lamb ME (1988). *Developmental Psychology*: An Advanced Textbook. New Jersey.Lawrence Erbaum. Associates, Publishers.

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16. Santrock JW (1998) Adolescence McGraw Hill Inc New York.

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Psy M 505.05: Advanced Educational Psychology and Guidance
No. of Credits 4 (1 Unit)

1. Educational Psychology: A tool for teachers
    1.1   What makes a good teacher?
    1.2   A problem solving approach:
            Teaching as critical thinking
            1.1.1   Why research in educational psychology important?
            1.1.2   What good is educational psychology to the teacher?

    1.3   Research methods in educational psychology
            1.3.1   Experiments
            1.3.2   Correlational studies
            1.3.3   Descriptive research.

2. Educational Objectives and Planning
    2.1   Criteria for formulating objectives
    2.2   Classifying objectives
    2.3   Instructional objectives
    2.4   Taxonomies of instructional objectives
    2.5   Individualized instruction

3. Classroom Management
    3.1   Time and learning
    3.2   Discipline
    3.3   Applied behaviour analysis and classroom management
    3.4   Serious behaviour problems and delinquency

4. Effective Teaching /Instruction
    4.1   Characteristics of effective teacher
    4.2   Models of effective instruction
    4.3   The Lesson
    4.4   Direct instruction, Discussion, Humanistic education.

5. Measurement and Evaluation in Education
    5.1   Uses of measurement in education
    5.2   Relations of measurement to evaluation: formative, summative, placement and
            diagnostic evaluation.
    5.3   Achievement tests
    5.4   Grading and evaluating

6. Teaching and Learning in Computer Age
    6.1   Current Status of computer in education
    6.2   Rethinking the role of computer in education
    6.3   Integrating computers into the curriculums

7. Exceptional Students
      7.1 Types of exceptional students
      7.2 Mainstreaming
      7.3 Reading and reading disability
      7.4 Bilingual students

8. Creativity
      8.1 The definition of creativity
      8.2 Components of creativity
      8.3 The creative person
      8.4 Creativity, intelligence and training
      8.5 Teaching for creativity

9. Introduction to Guidance
      9.1 Definition, Function of Guidance
      9.2 Guidance and education with practical implication
      9.3 Basic principle of guidance
      9.4 Tools and techniques used in guidance

10. Guidance Services
      10.1 Vocational services and career development
      10.2 Information services
      10.3 Guidance service to groups.

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Psy 505.06   Counseling and Psychotherapy
No. of Credits 4 (1 Unit)

1.   Introduction: the changing role of the counselor
>   1.1 Definition and history of counseling and Psychotherapy.
>   1.2 Competencies of the Mental Health Counselor

2. Opportunities for the mental health counselor
>   2.1 Issues of special interest of mental health counselor
>   2.2 Employment settings for mental health counselors in the context of Bangladesh.
>   2.3 Mental health service providers.

3. Assessment and Diagnosis
>   3.1 Areas of assessment
>   3.2 Conduction of an effective assessment
>   3.3 The importance of diagnosis

4. Psychotherapeutic approaches in counseling
>   4.1   Transactional Analysis
>   4.2 Rational Emotive Behavior Therapy
>   4.3 Gestalt Therapy
>   4.4 Adlerian Therapy

5. Various subspecialties of counseling and Psychotherapy
>   5.1 Crisis counseling
>   5.2 Family and Marriage counseling/ therapy
>   5.3 Drug addiction and counseling
>   5.4 Counseling the aged people
>   5.5 Counseling women and girls

6. Ethical issues in counseling and psychotherapy
>   6.1 Guidelines for ethical and legal practice
>   6.2 Ethical issues special to marital and family therapy.
>   6.3 Ethical issues special to group work .
>   6.4 Ethical issues in a cross-cultural prospective

7. Prevention of psychopathology
>   7.1 Strategies for prevention through the life course
>   7.2 Evidence of effectiveness of prevention.

8.   Community Mental Health Perfective
>   8.1 Public Health Approach
>   8.2 Contribution of Psychology, Sociology on Social Psychology
>   8.3 Community Mental Health Movement

References

1. Corey G (1986). Theory and practice of counseling and psychotherapy. California, Brookspcole.

2. George RL and Cristiani TS (1995). Counseling Theory and Practice, Allyn and Bacon, Boston.

3. Gibson RL and Mitchell HM (2003). Introduction to Counseling and Guidance. India. Person. Education, Inc.

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9. Van Hoose W and Kittler J (1997) Ethical and legal issues in counseling and psychotherapy. San Francisco.

Psy M 505.07 Environmental Psychology
No. of Credits 4 (1 Unit)

1. Introduction **Introduction**
   (a) What is Environmental Psychology — Definitions and Characteristics of Environmental Psychology as a Science.
   (b) The Concept of Environment — Psychosocial Dimension of Environment.
   (c) Man, Environment and Behavior : Their Relationship.
   (d) Types of Research Methods — Experimental Research, Correlational Research, and Descriptive Research.
   (e) Data Collection Techniques — Self-Report Measures, Observational Techniques, Task Performance, Trace Measures, Choosing Measures.
   (f) Ethical Considerations in Environmental Psychology — Informed Consent and Invasion of Privacy.

2. **Theories in Environmental Psychology.**
   (a) Arousal Theories.
   (b) Stimulus Load Theories
   (c) Behavior Constraint Theories.
   (d) Adaptation-Level Theories.
   (e) Environmental-Stress Theories.
   (f) Comparison of Theories.

3. **Personal Space, Territoriality, High Density, and Crowding**
   (a) Personal Space — Functions, Methods, Determinants, Invasion.
   (b) Territoriality — Origin, Functions, Methods, Territoriality & Aggression.
   (c) High Density and Crowding — Effects of high density & crowding on human.

4. **Environmental Stress**
   (a) Defining Stress — Theoretical Perspectives.
   (b) Physiology of Stress.
   (c) Psychology of Stress.
   (d) Researching Stress — the Environmental Context.
   (e) Moderators of the Stress Response.
   (f) The Role of Stress in Understanding Organism-Environment Relationship.

5. **Disasters and Pollution and Their Psychosocial Impact**
   (a) Natural Disasters and Technological Catastrophe.
   (b) Air and Noise Pollution.

6. **Protecting Environment : Psychologist's Role in Changing Behavior to Save the Environment**
   (a) Environmental Psychology and Saving the Environment.
   (b) Encouraging Environmentally Responsible Behavior.
   (c) Behavioral Solutions to Environmental Problems.
   (d) Environmental Attitudes and Behaviors.
   (e) Conserving Energy and Water.
   (f) Source Reduction and Recycling.

Referance

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Canter, D. and Griffiths, L. (Translators) Claude-Levy-Leboyer's (1982). Psychology and Environment. Sage Publications. New Delhi.

Hall, E. T. (1996). The Hidden Dimension. N. Y. Doubleday.

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* Latest Edition is to be followed and list of updated references and reading materials will be supplied in the class.

Psy M 505.08 Sports Psychology
No. of Credits 4 (1 Unit)

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 Rehearsal Techniques for Peak Performance
    2.4 Cognitive Restructuring of Burnt out Athletes
    2.5 Cognitive Dissonance; State Arousal
    2.6 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 Skill Training in Elite Sportspersons
    3.4 Theories of Attention in Sports.

4. Personality and Sports Performance
    4.1 Meaning of Personality
    4.2 Dimensions of Personality Types Traits in Sports.
    4.3 Psychodynamic theories in Sports Person logy
    4.4 Behavioral Schools in Personality of Sports
    4.5 Exploratory Behaviour 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 Component 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
    6.2 Types of Emotion
    6.3 Fear of Success Phobia
    6.4 Catastrophic Theory of Anxiety
    6.5 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 Peri pheral Nervous System
   7.4 Reticular Activiation in Sports

8. Anxiety Arousal-Peak performance
   8.1 Problems of Inverted – U Hypothesis
   8.2 Theory of Optional Function in Sports
   8.3 State Arousal and Trait Arosusal

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 Chohesion 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 Behaviour Rehearsal.

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

References

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3. Cratty Bryant J Movement Behaviour and Motor Learning (Philadelphia: Lea and Febiger).
4. Cratty Bryant J Psychology and Physical Activity (New Jersey Englewood Cliffs Prentice Hall Inc.)
5. Gold Stein and Joffary H (ed.) Sport Games and Play Social and Psychological View Points (Lawrence Erilbanm Associates, Publisher R.J.)
6. Kamlesh ML Psychology of Physical Education and Sports (New Delhi: Metropolitan Book Co. Pvt. Ltd.)
7. Kane JE Psychological Aspects of Physical Education and Sports (London, Boston Routledge and Kegan Paul).
8. Llewellyor Jack H and Blucker Judy Psychology of Coaching Theory and Application (Delhi: Surjeet Publication).
9. Martens Rainer Social Psychology and Physical activity (New York: Harper and Row Publishers).
10. Robert Glyn C Learning Experiences in Sport Psychology ((Illinois: Human Kinetics Publisher Inc).
11. Martens Rainer Coaching Guide to Sports Psychology (Illinois: Human Kinetics Publisher Inc).
12. Linda K Binket Robert J Ratella and Ann S Really Sports Psychology Consideration in Maximizing Sports Performance. (C. Brown Publishers Dubugne Jawa).
13. Gill Daniel Psychological Dynamics of Sport (Illinois: Human Kinetics Publisher Inc).
14. Silva John M & Weomberg Robert S. Psychological Foundations of Sport. Human Kinetics Publishers.
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17. Suinn Richard M Psychology in Sports. Methods and Applications. Surjeet Publications.
18. Franken Robert E. Human Motivation. Brook Cole Publishing Company.
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Psy. M- 505.09 Cultural Psychology

No. of Credits 4 (1 Unit)

1. An introduction to Cross-Culture Psychology

1.1 What Psychology is all about
1.2 The impact of Cross-Cultural Psychology: Gaining a multicultural perspective. The Asian Scenario
1.3 A definition of Culture
1.4 Pancultural principles versus Culture Specific differences: Emics and Dtics
1.5 An Introduction of Ethnocentrism and Streotypes.
1.6 Transforming Cultural into a measurable construct.
1.7 The influence of culture on psychology

2. Cross Cultural Research methods
2.1 Why it is important to understand Cross-Cultural Research methods
2.2 The parameters and condition of Hypothesis- Testing Research
2.3 Special Issues in Cross-Cultural Research
2.4 Guidelines for Reviewing Cross-Cultural Research.

3. Culture and Basic Psychological Processes
3.1 Culture and the Biological Bases of Behaviour
3.2 Culture and Perception
3.3 Culture and Cognition
3.4 Culture and Consciousness
3.5 Culture and Intelligence

4. Culture and Development
4.1 Enculturation and Socialization
4.2 Culture and Psychological Processes in Development

5. Culture and Gender
5.1 The Relationship of Gender and Culture to main-stream Psychology
5.2 Cross Cultural Research on Gender

6. Culture and Health/Mental Health
6.1 Cultural differences in the definition of Health
6.2 Culture and Conceptions of the Body.
6.3 Socio-cultural Influences on Physical Health & medical disease Process.
6.4 Cultural Influences on Attitudes and Beliefs Related to Health and Diseases.
6.5 A model of Cultural Influences on Physical Health
6.6 Cultural Differences in Dealing with illness.
6.7 Culture and the assessment of abnormal Behaviour.
6.8 Culture and the treatment of abnormal behaviour.

7. Culture and Language
7.1 The components of language and language acquisition.
7.2 Language differences scores culture
7.3 Language and Worldview: The case for Linguistic Relativity
7.4 Language and Behaviour : The Special case of Bilingualism

8. **Culture and Nonverbal Behviour**
    8.1 What are non verbal Behoviors?
    8.2 Classifying the Functions of Nonverbal Behaviour
    8.3 Verbal & Noun verbal Behaviour in Communication
    8.4 Cultural Implication on Non verbal Behaviours and their influence for communications
    8.5 Cross cultural Research on Non verbal Behaviours

9. **Intercultural Communication**
    9.1   The components of Communication
    9.2 The role of culture in the communication process.
    9.3 Intercultural Versus Intercultural Communication
    9.4 Toward effective Intercultural Communication

10. Culture and Organization
    10.1 Organizational Culture and Organizational Climate
    10.2 Culture and Organizational Structure
    10.3 Cultural differences in Work-Related Values
    10.4 Recent research or Organizational Culture
    10.5 Culture and the meaning of Work
    10.6 Culture, Motivation and Productivity
    10.7 Culture, Leadership and Management Style
    10.8 Intercultural Issues Regarding Business and Work.

11. Conclusion : Implications for mainstream Psychology and Everybody life.

      11.1 Implications for our Everyday lives.

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Psy. M-506.10 Visual perception and Colour Vision
No. of Credits 4 (1 Unit)

A. **Visual Perception:**
1. **Short term differences in perception:**
    1.1 Afterimages
    1.2 After-effects Transformation of the Visual world.
    1.3 Dye Strain
    1.4 Drugs.
2. **Long term differences in perception:**
    2.1 Perceptual differences of organic orgin
    2.2 Differences in colour vision
    2.3 Disturbances of Shape and space
    2.4 Classification by Cross-cultural differences in perception
3. **The Development of perception:**
    3.1 The nature-nature issue
    3.2 Changes in visual acuity
    3.3 Space perception
    3.4 Visual illusions
    3.5 Visual illusions
    3.6 Eidetic imagery
    3.7 Development of attentional processes
4. **The ambiguity of the stimulus :**
    4.1 The transaction list approach
    4.2 Ambiguity in two dimensions
    4.3 Ambiguity in depth perception
    4.4 Ambiguity in art and literature
5. **The interpretation of the visual word:**
    5.1 Ser, Projective tests, ways of Seeing.

B. **Colour Vision :**
6.   Basic principles, colour names, classification and specification :
    6.1 Demension, matching and mixture of colours
    6.2 Color and colour related phenomena
    6.3 Differences in colour vision

Reference

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2. Mollon, J.D (1982). Colour vision, American Review of Psychology.
3. Mahmud. S.H. (1988). The Psychology of color vision, National Psychological corporation. India.
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5. Vernon, M.D. (1970). Experiments in Visual perception, Penguin Modern Psychology Readings.