

Department of Applied Psychology
School of Behavioural Sciences
Central University of Tamil Nadu
Thiruvavarur-610 005

Curriculum for M.Sc. Applied Psychology (Two year, Fulltime)

Programme Structure

Paralleled with In-depth theory and field work exposure, the student evaluation is based on the following criteria

No. of Semesters: 4

The First and second Semesters of the Programme will be generic and the third and fourth semesters will be specialization based. The Details of the Core and The Elective papers are given in detail in the Syllabus.

Course Evaluation for Theory papers

CIA Assignments/ Seminar Presentations/ Case Studies/Class
Test/Quizzes etc., -40 marks

End Semester Examination -60 marks

Course Evaluation for Practicum

Practicum Evaluation will be made on the basis of the Internal Viva-Voce conducted by the Department.

M.Sc. in Applied Psychology
The Programme Structure

| Course Code | Course Title | Course | Credit | Evaluation | | | | Page No. |
|-----------------------|---------------------------------------|----------|-----------|------------|-----|-----------|------------|----------|
| | | | | CIA | ESE | Viva Voce | Total | |
| SEMESTER - I | | | | | | | | |
| AP 101 | Applied Cognitive Psychology | Core | 4 | 40 | 60 | - | 100 | 7 |
| AP 102 | Applied Social Psychology | Core | 4 | 40 | 60 | - | 100 | 8 |
| AP 103 | Research Methods - Quantitative | Core | 4 | 40 | 60 | - | 100 | 9 |
| AP 104 | Psychometrics | Core | 4 | 40 | 60 | - | 100 | 10 |
| AP 105 | Life Span Development | Core | 4 | 40 | 60 | - | 100 | 11 |
| AP 106 | Practicum | Core | 6 | 60 | 90 | - | 150 | 12 |
| AP 501E | Psychology for Effective Living | Elective | 3 | 40 | 60 | - | 100 | 41 |
| Total Credit | | | 29 | | | | 750 | |
| SEMESTER - II | | | | | | | | |
| AP 201 | Health Psychology | Core | 4 | 40 | 60 | - | 100 | 13 |
| AP 202 | Neuropsychology | Core | 4 | 40 | 60 | - | 100 | 14 |
| AP 203 | Positive Psychology | Core | 4 | 40 | 60 | - | 100 | 15 |
| AP 204 | Statistics in Behavioural Sciences | Core | 4 | 40 | 60 | - | 100 | 16 |
| AP 205 | Research Methods – Qualitative | Core | 4 | 40 | 60 | - | 100 | 17 |
| AP 206 | Practicum | Core | 6 | 60 | 90 | - | 150 | 18 |
| AP 502 | Positive Psychology | Elective | 3 | 40 | 60 | - | 100 | 42 |
| Total Credit | | | 29 | | | | 750 | |
| SEMESTER – III | | | | | | | | |
| AP301 | Community Psychology | | 4 | 40 | 60 | - | 100 | 19 |
| AP302 | Personality, Self and Personal Growth | | 4 | 40 | 60 | - | 100 | 20 |
| AP 303 A | Psychopathology | Core | 4 | 40 | 60 | - | 100 | 21 |
| AP 303 B | Paradigms of Counselling | | | | | | | 22 |
| AP 303C | Organizational Behavior | | | | | | | 23 |

| | | | | | | | | |
|----------------------|--|----------|-----------|----|----|---|------------|----|
| AP 304 A | Psychodiagnostics | Core | 4 | 40 | 60 | - | 100 | 24 |
| AP 304 B | Counselling Processes | | | | | | | 26 |
| AP 304 C | Human Resource Management | | | | | | | 28 |
| AP 305 | Practicum | Core | 6 | 60 | 90 | - | 100 | 29 |
| AP 306 | Internship | | 6 | 60 | 90 | - | 150 | 30 |
| AP 503E | Youth Psychology | Elective | 3 | 40 | 60 | - | 100 | 43 |
| Total Credit | | | 31 | | | | 750 | |
| SEMESTER – IV | | | | | | | | |
| AP 401 A | Psychotherapy | Core | 4 | 40 | 60 | - | 100 | 31 |
| AP 401 B | Counselling Interventions | | | | | | | 33 |
| AP 401C | Organizational Development and Change | | | | | | | 34 |
| AP 402 A | Rehabilitation Psychology | Core | 4 | 40 | 60 | - | 100 | 35 |
| AP 402 B | Counselling in Social setting | | | | | | | 36 |
| AP 402C | Current Trends in Industrial and Organizational Psychology | | | | | | | 37 |
| AP 403 | Internship based on specialization | Core | 6 | 60 | 90 | - | 150 | 38 |
| AP 404 | Practicum | Core | 6 | 60 | 90 | - | 150 | 39 |
| AP 405 | Dissertation | Core | 6 | 60 | 90 | - | 150 | 40 |
| AP 504E | Gender Psychology | Elective | 3 | 40 | 60 | - | 100 | 44 |
| Total Credit | | | 29 | | | | 750 | |

CIA – Continuous Internal Assessment

ESE – End Semester Examination

DSE - Discipline Specific Elective

SPECIALIZATIONS:

A = Clinical Psychology

B = Counselling Psychology

C = Industrial and Organizational Psychology

Syllabus of M.Sc. in Applied Psychology

| | | | |
|--------------------------|--|---------------------|------------|
| AP 101 | APPLIED COGNITIVE PSYCHOLOGY | | |
| SEM | I | | |
| Course Credit | 4 | Course Marks | 100 |
| Course Objectives | <ul style="list-style-type: none"> • To have an in depth understanding of cognitive processes. • To have an insight about behavior and mental process. • To explore the practical implication of cognitive processes in human performance | | |

Unit I: Introduction: Meaning - cognitive psychology. Historical origins of cognitive psychology; information processing model, the present day approach; psychophysics and signal detection theory. Consciousness: History of consciousness, cognitive psychology and consciousness, consciousness as a scientific construct.

Unit II: Perceptual Processes: Perception and sensation – illusions, previous knowledge, sensory brain disposition. Attention: meaning, models – filter model, the attenuation model, and the neuron-cognition of attention. Pattern recognition – gestalt theory, template matching theory and prototype matching. Attention training, Selective Attention, Division of Attention and Multitasking.

Unit III: Memory: Short-term memory and long term memory, Models of memory - working memory, Waugh and Norman model, Atkinson-Shiffrin model, level of recall, levels of processing, self-reference effect, Tulving's model, A Connectionistic model of memory, Mnemonic systems and metamemory:- Eye witness memory, Flash bulb memory

Unit IV: Decision making and artificial intelligence: Decision making: Inductive reasoning, decision making in the real world, reasoning and the brain, estimating probabilities, decision frames, representativeness, Baye's theorem and decision making. Artificial intelligence: Artificial intelligence – The beginning computers and artificial intelligence, artificial intelligence and human cognition, perception and artificial intelligence, problem solving, game playing and artificial intelligence. Problem Solving and Creativity: Practical applications of cognitive psychology. Decision making and reasoning: Deductive Reasoning and inductive reasoning.

Unit V: Language: Concepts, Definitions, Proto types. Organization of Language, Phonology, Words, syntax, sentence parsing, Language and thinking. Nature and Acquisition: Bilingualism and Multilingualism Reading Comprehension: Bottom up and Top down Processes, Neuropsychology of Language.

References:

- Solso, R. L. (2004). *Cognitive Psychology*, Sixth Edition. Pearson Education Pvt. Ltd., New Delhi.
- Wessells, M.G. (1982). *Cognitive Psychology*, Harper and Row Publishers, New York.
- Best, J.B. (1989). *Cognitive Psychology*, II Edition, West Publishing Company, New York.
- Wood, G. (1983). *Cognitive Psychology – A Skills Approach*, Cole Publishing Company, California.

| | | | |
|--------------------------|---|---------------------|------------|
| AP 102 | APPLIED SOCIAL PSYCHOLOGY | | |
| SEM | I | | |
| Course Credit | 4 | Course Marks | 100 |
| Course Objectives | <ul style="list-style-type: none"> • To understand the meaning and significance of social psychology. • To understand the application of social psychology in society. • To understand the causes and consequences of contemporary social problems | | |

Unit I: Introduction to Applied Social Psychology: Antecedent and Emergent perspectives, Methods of Social Psychology, Symbolic Interactionism and Social constructivism

Unit II: Understanding Relationship and Group Process: Human Relationship; Social Motivation; Social behaviour, Social Motivation and emotion. Group Dynamics –Social Loafing, Experience of Marginalization, Group rules & Polarisation

Unit III: Conflict: Conflict Collaboration and Competition; Discrimination, Stigma and Relative Deprivation -Conflict Resolution.

Unit IV: Pro Social Behaviour and Inter Group Relationship: Compliance and persuasion, Negotiation and Bargaining in Group, Aggression and Obedience, Ways to enhance pro social Behaviour.

Unit V: Issues Based Social Psychology: Gender issues, Child Abuse and Neglect, Problems of Social change, Population issues, Stereotypes, Juvenile Delinquency.

References:

Baron, R.A. & Byrne (2000). Social Psychology. Delhi: Pearson Education Asia.

Myers, D.G. (2006). Social Psychology. New Delhi: Tata McGraw Hill.

Worcel, S., Cooper, J., Goethals, G.R. & Olson, J.M. (2000). Social Psychology. CA Wadsworth.

Deb, S. (2006). Children in Agony. New Delhi, Concept Pub.

Deb, S. (2006). Contemporary Social Problems in India. New Delhi, Anmol Pub.

Deb, S. (2004). Child Protection: Socio-legal Measures in India. Kolkata. Lunar Publication.

Deb, S. (2004). Child Abuse and Neglect: South Asian Scenario. Kolkata. Lunar Publication.

Ahuja, R. (1992). Social Problems in India. Nice Madan, G.R. (1995). Indian Social Problems. Vol.1, Allied Publishers.

Oskamp, S. & Schultz, P.W. (1998). Applied Social Psychology. Prentice.

HIV Counselling Training Modules for VCT, PPTCT and ART Counsellors, developed by NACO, MHFW, GOI (2006).

| | | | |
|--------------------------|---|---------------------|------------|
| AP 103 | RESEARCH METHODS - QUANTITATIVE | | |
| SEM | I | | |
| Course Credit | 04 | Course Marks | 100 |
| Course Objectives | <ul style="list-style-type: none"> • To understand the need and purpose of research. • To train students in Quantitative research methods and designs in Psychology. • To equip the students to take up Quantitative psychological researches independently. | | |

Unit I: Purpose and types of research: Basic research; applied research; action research; Quantitative and qualitative research; difference between qualitative and quantitative research and their strengths and weaknesses. Types of Research, Ethics in research and its importance.

Unit II: Problems, hypotheses constructs and variables. The importance and criteria of good research problems and hypotheses; definition and types of variables; constitutive and operational definitions of variables, Sources of Data.

Unit III: Sampling: Definition; sample size and representativeness; kinds of sampling – probability and non-probability. How to choose a representative sample. Central Limit Theorem.

Unit IV: Research Designs: Meaning, purpose and principles; Experimental design – Between Group design, Mixed Design, Pre post test design, Correlational design, cross-sectional design, longitudinal design survey, field study and Observation and non-experimental designs.

Unit V: Methods of Data Collection & Monitoring and Evaluation: structured questionnaire, semi-structured questionnaire interview schedule. Monitoring and evaluation: Utility of monitoring and evaluation of programs; preparing a research proposal, research report.

References:

- Best, J.W. and Kahn, J.V. (2006). Research in education (9th Edition) New Delhi: Pearson Education.
- Kerlinger, F.N. (1983). Foundations of Behavioural Research. Delhi: Surjeet Publications.
- Kothari, C.R. (1988). Research Methodology. New Delhi: Tata – McGraw Hill.
- Singh, A.K. (1990). Tests, Measurements and research Methods in Behavioural Sciences. Patna: BharatiBhaban Publishers.
- Russell, B.H. (1988). Research Methods in Cultural Anthropology. New Delhi: Sage Publications.
- Kenneth, B.S.& Bruce, A.B. (2005). Research Design and Methods. New Delhi: Tata McGraw Hill Publishing Company Ltd.

| | | | |
|--------------------------|---|---------------------|------------|
| AP 104 | PSYCHOMETRICS | | |
| SEM | I | | |
| Course Credit | 4 | Course Marks | 100 |
| Course Objectives | <ul style="list-style-type: none"> • To acquaint the students with the concept, techniques and psychometric properties of psychological measurement. • To develop insight in understanding psychological measurement. • To train the students to develop psychological tools of measurement independently. | | |

Unit I: Introduction: Measurement in Psychology: Meaning and definition, measurement scales, attributes of measuring instruments. Psychometrics: Nature, origin and history of psychometrics, controversy and ethics of IQ testing. Models of psychometrics: Trait and function models, Classical test theory and Latent construct model.

Unit II: Test Development: Introduction: Planning for the test, preparing the preliminary draft, try out, evaluating the test, construction of the final draft. Item types: knowledge based and person based tests, norm-referenced and criterion-referenced tests, objective and open-ended tests. Item analysis: Difficulty and validity indices. Introduction to factor analysis.

Unit III: Reliability and Validity: Reliability: Meaning; Traditional and Contemporary. Methods of estimating reliability, Factors affecting reliability. Validity: Meaning – Traditional and Contemporary; Methods of estimating Validity, Factors affecting validity, MTMM and its relationship with validity. Contemporary challenges and validity.

Unit IV: Norms: Within Group Norms; Meaning and Challenges. Types of Norms; Percentile and Standard score Norms. Criterion Reference Tools. Culture and Norms.

Unit V: Application of Tests in Various settings; Education, Counselling, Clinical and Organizational.

References:

Anastasi, A. & Urbana, S. (2000). *Psychological testing* (7th Ed). New Delhi: Pearson Education Asia.

Chadha, N.K. (2009). *Applied Psychometry*. New Delhi: Sage.

Guilford, J.P. (1954). *Psychometric methods*. New York: Mc Graw – Hill.

Kaplan, R. M. & Saccuzo, D. P. (2005). *Psychological testing: Principles, Applications and issues*. Kundli: (Haryana): Thompson, Wadsworth.

Kline, T.J.B. (2005). *Psychological testing*. New Delhi: Vistaar.

Murphy, R.K. & Danishofer, C.D. (1994). *Psychological testing: Principles and applications*. New Jersey: Prentice Hall.

Nunnally, J.C. (1967). *Psychometric theory*. New York: Mc Graw – Hill.

Puhan, B.N. (1980). *Issues in psychological testing*. Agra: National Psychological Corporation.

| | | | |
|--------------------------|--|---------------------|------------|
| AP 105 | LIFE SPAN DEVELOPMENT | | |
| SEM | I | | |
| Course Credit | 4 | Course Marks | 100 |
| Course Objectives | <ul style="list-style-type: none"> • To understand the social cultural context and human development • To understand the dynamic and processes of life • To understand the challenges of development across the life span in Indian context | | |

Unit I: Introduction to Life Span perspective in developmental Psychology: Issues and theories in Developmental Psychology -Nature and nurture; continuity and discontinuity, plasticity in development. Developmental systems perspective, Bronfrenbrenner Model, Cultural practices and development across life span

Unit II: Domains of Development across life span I: Physical development, cognitive development, Language development across life span

Unit III: Domains of Development across life span II: Personality and Socio-emotional development

Unit IV: Socio Cultural context and Human Development: Family, Peer, Media and schooling. Socialization across life span

Unit V: Development at risk and intervention across life span: Dealing with children and youth at risk; Social and Cognitive development/decline during aging; intervention and training. Major life events (work-retirement, death of spouse, change in relationships: separation from children etc) and psychosocial adjustment. Successful aging challenges of adulthood and Aging.

References:

Arnett, J.J., (2010) Adolescence and emerging adulthood: a cultural perspective, Printice Hall

Feldman, R.S. & Babu, N. (2011). Discovering the life-span. New-Delhi: Pearson.

Santrock, J.W. (2012). A topical approach to life-span development. NewDelhi: Tata McGraw-Hill.

Shaffer, D.R. & Kipp, K. (2007). Developmental psychology: Childhood and Adolescence Indian reprint: Thomson Wadsworth

Sharma, N. & Chaudhary, N. (2009). Human development: Contexts and processes In G. Misra (ed) Psychology in India, Vol 1: Basic psychological processes and human development. India: Pearson.

Georgas, J., John W. Berry., van de Vijver, F.J.R, Kagitçibasi, Çigdem, Poortinga, Y. P. (2006). Family across Thirty Cultures: A Thirty Nation Psychological Study. Cambridge Press.

Mitchell, P. and Ziegler, F. (2007). *Fundamentals of development: The Psychology of Childhood*. New York: Psychology Press.

Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). *Human development* (9th Ed.). New Delhi: McGraw Hill.

Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications.

| | | | |
|----------------------|------------------|---------------------|------------|
| AP 106 | PRACTICUM | | |
| SEM | I | | |
| Course Credit | 6 | Course Marks | 150 |

- To understand the phenomenon of mental set in thinking and problem solving.
- To compare spaced vs massed learning in memory.
- To measure emotional intelligence of students.
- To assess personality of executives/community leaders.
- To study the effect of social discrimination on mental health.
- To study the knowledge and perception of different social agents regarding child rights/corporal punishment/child protection related legislations.
- To study the nature of abuse experienced by the children.
- To study the perception of people about industrialisation and displacement.

Note: Students should have 12 practicals based on the papers AP 101, AP 102, AP 103 and AP 105 with relevant Research methods.

| | | | |
|--------------------------|--|---------------------|------------|
| AP 201 | HEALTH PSYCHOLOGY | | |
| SEM | II | | |
| Course Credit | 04 | Course Marks | 100 |
| Course Objectives | <ul style="list-style-type: none"> • To acquaint the students with the nature and significance of emerging area of health psychology within a life span perspective • To highlight the importance of social and psychological processes in the experience of health and illness. • To focus on the behavioral risk factors vis-à-vis disease prevention and health promotion. | | |

Unit I: Introduction to health psychology. Concept and models of health: Biological, Bio- psychosocial and Eastern.

Unit II: Health behavior and belief: Factors predicting health behavior and beliefs, health awareness and health seeking behavior, health related beliefs in Eastern perspective

Unit III: Stress and Coping: Definition and perspectives of stress Stimulus-based, response -based and transactional perspectives. Sources of stress: Cataclysmic events, life events, and daily hassles; potential stressors Coping with stress: personal resources, coping style and coping strategies Stress related Illnesses

Unit IV: Pain and Its Management: Nature and Theory of pain, clinical issues in pain management Psychological pain control techniques Pain management programs.

Unit V: Promoting and maintaining health. Biological, social, cultural, psychological and spiritual oriented interventions.

References:

Hersen, M., Kazdin, A. E., & Bellack, A. S. (1991) *The Clinical Psychology Handbook Pergamon*. New York

Sweet, J. J., Rozensky, A. & Tavian, S. M. (1991) *Handbook of Clinical Psychology in Clinical Practice*. New York: Plenum.

Walker, C. E. (2001) *Handbook of Child Clinical Psychology*. New York: John Wiley & Sons.

| | | | |
|--------------------------|---|---------------------|------------|
| AP 202 | NEUROPSYCHOLOGY | | |
| SEM | II | | |
| Course Credit | 04 | Course Marks | 100 |
| Course Objectives | <ul style="list-style-type: none"> • To understand the structure of nervous system, brain and functions of different lobes. • Understand the evaluation and interventions of brain pathology. • To understand the neuropsychological examinations. | | |

Unit I: Introduction: Definition and branches of neuropsychology; historical background; conceptual issues; neuropsychological practice; psychiatry and neuropsychology.

Unit II: The Structure of the Nervous System: Anatomy and physiology of nervous system; the spinal cord, divisions of the brain; Hind Brain, Midbrain, Forebrain. The Cerebral Cortex: organisation of cerebral cortex.

Unit III: Frontal Lobes: Specific functions; Premotor and prefrontal cortex; Neuropsychological assessment of frontal lobe functions and dysfunctions

Unit IV: Temporal Lobes: Specific functions and dysfunctions; Temporal lobe and the limbic system; Neuropsychological tests for temporal lobes

Unit V: Parietal Lobes: Somatosensory perception; Tactile perception and body sense; Spatial orientation and spatial neglect; symbolic synthesis; Neuropsychological examination of functions and Dysfunctions of parietal lobes. Occipital Lobes: Anatomical division; Basic visual functions; Visual perceptual functions Visual prostheses; Neuropsychological testing of functions & dysfunctions of occipital lobes.

References:

Beaumont, J.G. (1982). Introduction to Neuropsychology, London: Academic Press.

Lezak, M.D. (1998) Neuropsychological Assessment London; Oxford University Press.

Kalat, J.W. (1995) Biological Psychology, 5th Edition London: Brook/cole Publicity Company.

Pinel, J.P.J. (2007) Biopsychology, 6th Edition. New Delhi: Pearson Education INC.

| | | | |
|--------------------------|--|---------------------|------------|
| AP 203 | POSITIVE PSYCHOLOGY | | |
| SEM | II | | |
| Course Credit | 4 | Course Marks | 100 |
| Course Objectives | <ul style="list-style-type: none"> • To understand the scope of Positive Psychology • To understand the human emotions. • To understand the need of positive of positive psychology in current scenario | | |

Unit I: Meaning of Positive Psychology, Traditional psychology; positive psychology; goals, assumptions and definitions of positive psychology.

Unit II: The Meaning and Measure of Happiness: Psychology of well-being, happiness, two traditions- subjective well-being: the hedonic basis of happiness; self-realization, the eudaimonic basis of happiness; comparing hedonic and eudaimonic views of happiness. Happiness and the facts of Life: Happiness across the life span; gender and happiness; marriage and happiness; other facts of life.

Unit III: Emotions and Well- Being: positive emotions and well- being; cultivating positive emotions. Positive Traits, positive beliefs.Strength and Flow shame. Negative emotions -Guilt, and Anger.

Unit IV: Promoting Positive Relationships: Compassion, Forgiveness, Gratitude and Empathy

Unit V: Application of Positive Psychology: Family, Work and Community.

References:

Steve, B.R. & Marie, C.K. (2009). *Positive Psychology*. Dorling Kindersley: India.

Boniwell, I. (2006). *Positive Psychology in a Nutshell*. PWBC (Personal Well-Being Centre).

Snyder. R, S. (2007). *Positive Psychology: The Scientific & Practical exploration of*

Human strengths. New Delhi: Sage Publications.

| | | | |
|--------------------------|--|---------------------|------------|
| AP 204 | STATISTICS IN BEHAVIOURAL SCIENCES | | |
| SEM | II | | |
| Course Credit | 4 | Course Marks | 100 |
| Course Objectives | <ul style="list-style-type: none"> • To understand the statistical methods to analyze data • To gain knowledge about applied aspect of statistics • To understand and learn various statistical tests | | |

Unit I: Introduction: Meaning of statistics, Levels of Measurement. Measures of central tendency – Mean, median, Mode. Measures of variability – range, average deviation, quartile deviation, standard deviation.

Unit II: Correlation – Meaning, product moment correlation, partial correlation, multiple correlation. Biserial, Point Biserial, Tetra choric, Phi Coefficients, Regression: Simple & Multiple.

Unit III: Normal Distribution – Meaning, importance, properties. Hypothesis testing – types of hypothesis testing, type I error, type II error, one tailed and two tailed tests. Mean difference – t test, Independent and Correlated – Power of Test.

Unit IV: ANOVA – One way and two way, Post hoc comparison – Duncan’s multiple range test, Tukey tests, Scheffe test, Dunnett’s tests. ANCOVA: One way.

Unit V: Parametric Vs Non Parametric tests, Non parametrical tests - chi-square, Mann Whitney U-test, Kruskal Wallis, Rank order (Spearman, Kendell Tau), FRIEDMAN- Two way ANOVA.

References:

Garrett, H.E. & Woodworth, R.S (1981). Statistics in psychology and Education. Vakils, Peffer and Simons Ltd, Bombay.

Howell, D.C. (1992). Statistical methods for Psychology. California: Duxbury Press,

Siegal, S. (2002). Non –parametric Statistics for the Behavioural Sciences. New Delhi: Tata McGraw Hill.

Guilford J.P & Fruchter.B. (1978). Fundamental Statistics in Psychology and Education. New – York, McGraw Hill.

| | | | |
|--------------------------|---|---------------------|------------|
| AP 205 | RESEARCH METHODS - QUALITATIVE | | |
| SEM | II | | |
| Course Credit | 4 | Course Marks | 100 |
| Course Objectives | <ul style="list-style-type: none"> • To create awareness about the critical aspects of psychological research • To appreciate the descriptive methods and their applications • To facilitate appreciations of differential interpretation of psychological realities | | |

Unit I: Paradigms of Research, Positivism and Post positivism, Social Construction and Critical Psychology, Ontological, Epistemological and methodological positions.

Unit II: Issues in Quantitative Research – Subjectivity, Reflexivity, Power, Validity and Triangulation.

Unit III: Field methods – Grounded Theory, Ethnography, Observation, Interview and Cooperative Inquiry.

Unit IV: Textual methods – Thematic Analysis and Narrative Analysis, Conversational Analysis.

Unit V: Analyzing, Interpreting and representing qualitative data. Ethical issues in Qualitative research. Researcher’s self in Qualitative work

References:

Czrniawska, B. (2004). Narratives in Social Science Research. New Delhi: Sage
 Gobo, G. (2008). Doing Ethnography. Los Angeles: Sage
 Riecoeur, P. (2004). The Conflict of Interpretations. London: Continuum
 Denizen and Lincoln Handbook of Qualitative Research Method.
 Smith, J.A. (2008). Qualitative Psychology: A Practical Guide to Research Methods: London: Sage.
 Srivastava, V.K. (200). Methodology and Fieldwork. New Delhi: Oxford.

| | | | |
|----------------------|------------------|---------------------|------------|
| AP 206 | PRACTICUM | | |
| SEM | II | | |
| Course Credit | 06 | Course Marks | 150 |

- To enable the students practically apply the theoretical concepts learnt.
- To train students to administer test and interpret the results.
- To help students utilize the practical knowledge in their future prospects of practice of psychology.
- To enable students apply the knowledge and statistical analysis using the statistical software's.
- To study the adjustment capacity of students by using a suitable study tool.
- To measure mental disposition of students with special reference to depression and/or anxiety of students by using a suitable study tool.
- To study the perception of parents and teachers about corporal punishment.
- To measure the academic stress of students by using a suitable study tool.
- To identify childhood disorders among school children by using a suitable study tool.
- To understand the perception of elderly people about care and support they receive at home.

Note: 12 practicals based on AP 201, AP 202, AP 203 and SPSS package

| | | | |
|--------------------------|---|---------------------|------------|
| AP 301 | COMMUNITY PSYCHOLOGY | | |
| SEM | III | | |
| Course Credit | 4 | Course Marks | 100 |
| Course Objectives | <ul style="list-style-type: none"> • To have an understanding about community mental health services. • To develop a community based orientation towards mental health. • To understand policies relating to mental health | | |

Unit I: Theoretical concepts of community psychology: Definition and perspectives with reference to mental health, organizational health and social action. Individual wellness, sense of community, psychological sense of community, social justice, participatory approach, empowerment, citizen participation, collaborative community strength, human diversity and empirical grounding.

Unit II: Global epidemic of mental disorders. Mental Health in India – Issues and Challenges. Prevention, identification and intervention services with regard to mental health problems and disability at the community level, quality of life, parameters for measuring quality of life.

Unit III: Student mental health: Academic stress, anxiety related to examination, depression, adjustment of the students, institutional disciplinary measures and its impact, motivating students for better academic performance. Intervention program for parents and teachers for creating student friendly environment. Government response for prevention of corporal punishment. National Education Policy (1986). Integrated school- based intervention program for addressing students’ mental health

Unit IV: Domestic violence and its impact on children, aged in the family, problems faced by the elderly people in the family, support services for the family and elderly people, National Policy for Protection of Rights of Aged People.

Unit V: Community mental health intervention and community based rehabilitation (CBR): Issues, principles and programmes; evaluation of CBR; training the para-professional and non-professionals.

References:

Bloom, B. (1973). *Community Mental Health—A critical analysis*. New Jersey: General Learning Press

Koch, C.H.(ed.) (1986). *Community Clinical Psychology*. London: Croon Helm.

Mann, P.A. (1978). *Community Psychology: Concepts and Application*. New York: The Free Press.

Rappaport, J. (1977). *Community Psychology: Values, Research and Action*. New York: Holt, Reindhart and Wingston.

| | | | |
|--------------------------|---|---------------------|------------|
| AP 302 | PERSONALITY, SELF HOOD AND PERSONAL GROWTH | | |
| SEM | III | | |
| Course Credit | 4 | Course Marks | 100 |
| Course Objectives | <ul style="list-style-type: none"> • To have an understanding about major theories of personality. • To help potential students to develop with self-reflexive relationships with themselves. • To train student to enter the challenges of young adulthood in a more free flowing and vibrant manner. | | |

Unit I: Multiple traditions of personality psychology, Personality theories, characteristics, Kelly's theory of personal constructs and its critical evaluation, Bandura's social cognitive theory and its critical evaluation

Unit II: All port's trait theory- concept and principles Catell's theory- concept and principles Five factor model of Personality and Introduction to HEXACO.

Unit III: Freud's Psychoanalytic theory-principles, dynamics and structure of personality Contribution of Neo Freudians Erikson's theory – dynamics, personality development and critical evaluation

Unit IV: Perspectives on self- Existential, Humanistic and Indian perspective.

Unit V: The Experiencing Self: Addressing the question-“who am I”? What is my personal personal search”? “What is my relationship with the world in which I exist?” Self in Moments of Living.

References:

All port, W. (1956). *Personality: A Psychological Interpretation*. London: Constable

Barone, D. F., Hersen, M. & Hasselt, V. B. Van (Eds) (1998). *Advanced Personality*. New York: Plenum.

Ryckman, R. M. (1992). *Theories of Personality*. California: Brooks

Friedman, H., Schustack, M. W. (2003). *Personality: Classic Theories and Modern Research*. Delhi: Pearson.

Kline, P. (1983). *Personality Measurement and Theory*. Hutchinson.

| | | | |
|--------------------------|---|---------------------|------------|
| AP 303 A | PSYCHOPATHALOGY | | |
| SEM | III | | |
| Course Credit | 4 | Course Marks | 100 |
| Course Objectives | <ul style="list-style-type: none"> • To understand the concept of psychopathological classification and methods of assessment. • To understand various pathological disorders • To understand various neurodevelopmental disorders | | |

Unit I: Anxiety, Dissociative and Somatoform Disorders: Symptoms and theoretical perspectives of Panic disorder, generalized anxiety disorder Phobic disorder, Obsessive-compulsive disorder, Post – traumatic stress disorder. Dissociative disorders – psychogenic amnesia; psychogenic fugue; multiple personality; depersonalization disorder. Somatoform disorders – hypochondriasis; somatization; conversion disorder.

Unit II: Mood Disorders and Addictive Disorders: Characteristics of affective episodes -Mood disorder syndromes – major depression; bipolar disorder; dysthymia and cyclothymia; Perspectives on the mood disorders.

The nature of substance dependence and abuse-Alcoholism, nicotine dependence, other psychoactive drugs -Perspectives on drug dependence-neuro chemistry, personality & social perspective.

Unit III: Personality disorders: Individual syndromes of various personality disorder - theoretical perspectives. Definition; levels of mental retardation - Organic and environmental factors in mental retardation - Autism – symptoms and perspectives.

Unit IV: Schizophrenia. The symptoms of schizophrenia and its subtypes-course (process) of schizophrenia-The dimensions of schizophrenia; theories on schizophrenia; delusional disorders. Sexual Dysfunctions and Habit Disorders: Forms of sexual dysfunction and theoretical perspectives on sexual dysfunction and Sexual deviations.

Unit V: Neuro Developmental Disorder, Mental Retardation, Learning Disability, Autism, ADHT, Dementia and Alzheimer.

References:

Carlson, R.C., butcher, J.N. and Mineka, S. (1998). *Abnormal Psychology and Modern Life*, New York: Addison Wesley Longman.

Bootzin, R.R., Acocella, J.R. and Alloy, L.B. (1993). *Abnormal Psychology – Current Perspectives*, 6th edition, New York: Mc-Grans-Hill, Inc.

Sarason, I.G. and Sarason, B.R. (1998). *Abnormal psychology: The Problem of Maladaptive Behaviour*, New Delhi: Prentice-Hall of India.

| | | | |
|--------------------------|--|---------------------|------------|
| AP 303 B | PARADIGMS OF COUNSELLING | | |
| SEM | III | | |
| Course Credit | 4 | Course Marks | 100 |
| Course Objectives | <ul style="list-style-type: none"> • To understand the basic concepts and purpose of counseling. • To understand the importance of counseling in every aspect of social life. • To understand different models of counseling and their utility | | |

Unit I: Psychodynamic theories. Origins of psychodynamic theories; Freud's psychoanalysis; structural theory; id, ego, superego; the topological theory; conscious, preconscious and unconscious economic theory; anxiety and defense mechanisms; theory of psychosexual development; instinct theory; Eros and thanatos, conflict and repression, symptoms, dream work, free association, working through resistances, development of insight.

Unit II: Behaviorists' theories. Application of behavioral ideas, ideas in counseling practice; Skinner - scientific behaviorism; Classical conditioning concepts; Operant conditioning concepts; behavior modification techniques.

Unit III: Cognitive theories of counseling. Aaron Beck cognitive theory; cognitive triad, schemas, cognitive errors, Cognitive restructuring; Albert Bandura social cognitive theory; human agency, reciprocal determinism, self system, dysfunctional behaviors. Albert Ellis REBT.

Unit IV: Transactional analysis as a counseling theory: what is TA; the ego states; parent, adult, and child. Kinds of transactions; transactions and strokes; life positions; Games. Interpersonal counseling; Harris Stack Sullivan interpersonal theory; tensions, dynamisms personifications, levels of cognitions, stages of development; Ericson psychosocial stages of development.

Unit V: Humanistic theory. Kelly psychology of personal construct; Carl Rogers person centered theory; Maslow holistic dynamic theory; motivation, self actualization and peak experience; Gestalt theory; Existential theories, Eastern perspective to Counselling.

References:

Brammer L M. and Shostrom E.L. (1997). *Therapeutic Psychology: Fundamental Of Counseling and Psychotherapy*. Inglewood Cliffs, NJ: Printice House.

Corey, G. (2005). *Theory and Practice of Counseling and Psychotherapy* (7th Ed.).

Belmont, CA: Thomson Learning (Brooks/Cole).

Corey, G. (2005). *Student Manual for theory and Practice of Counseling and Psychotherapy* (7thEd.). Belmont, CA: Thomson Learning (Brooks/Cole).

Feist, J., and Feist, G. J. *Theories of Personality* (5th Ed.), Tata McGraw Hill Publishers. (2002)

Gibson, R. L., and Mithell, M. H. (2005). *Introduction to Counseling* (6th Ed.) (First Indian Reprint) Pearson Education New Delhi.

McLeod, J. (2008). *An Introduction to Counselling*. (3rd Ed.) (An Indian Reprint). Rawath Publication. Jaipur.

Richard Nelson-Jones (1995). *Theory and Practice of Counselling Psychology* Sage Publications.

| | | | |
|--------------------------|--|---------------------|------------|
| AP 303 C | ORGANISATIONAL BEHAVIOUR | | |
| SEM | III | | |
| Course Credit | 4 | Course Marks | 100 |
| Course Objectives | <ul style="list-style-type: none"> • To gain knowledge of contemporary issues and approaches for understanding the organizational change. • To understand the ever growing body of effective organizations. • To understand organization structure and theories of leadership | | |

Unit I: Introduction: Emergence of OB as a discipline and contributing disciplines to OB; contributions of Hawthorne studies to OB; OB trends – Globalization; outsourcing; call centres; knowledge process outsourcing. Knowledge Management.

Unit II: Theories of Motivation and Additional Theories of Motivation, Content theories of work motivation – Maslow’s Hierarchy of needs; Herzberg’s two factor theory; ERG theory. Process theories of Work motivation: Vroom’s expectancy theory; The Porter-Lawler Model Contemporary Theories: Goal setting theory; Equity theory; Reinforcement theory; Motivation Across cultures.

Unit III: Managing stress and emotions at work. Conflict: The conflict process; Sources of conflict in organizations; Interpersonal conflict management styles; Resolving conflicts. Power: Meaning of power; sources of power; Contingencies of power; influencing others; Influencing tactics and organizational politics.

Unit IV: Organizational Structure, Division of Labour and Coordination; Elements of organizational structure; Job design: Managing performance through job design and goal setting; Organizational Culture: Meaning and Development.

Unit V: Leadership: Classical Theories. Modern Theories: Charismatic leadership theories; Transformational leadership theory; A socio-cognitive approach; Leadership across cultures; Leadership in India.

References:

Luthans, F. (2002). Organizational Behaviour. McGraw Hill Irwin, New Delhi

Robbins, S.P. (1995). Organizational Behaviour. Prentice Hall of India Ltd. New Delhi

Mc Shane. S.L., Glinow, M.A.V. & Sharma, R.R. (2006). Organizational Behaviour. Tata –McGraw Hill Publishing Company Ltd. New Delhi.

Schein, E.M. (1990) ‘Organizational Psychology 3rd edition’, Prentice Hall of India Pvt. Ltd. NewDelhi.

Sinha, J.B. (2013), Culture and Organizational Behaviour, New Delhi: Sage Publications.

| | | | |
|--------------------------|---|---------------------|------------|
| AP 304 A | PSYCHODIAGNOSTICS | | |
| SEM | III | | |
| Course Credit | 4 | Course Marks | 100 |
| Course Objectives | <ul style="list-style-type: none"> • To understand various psychodiagnostic procedure. • To understand various psychodiagnostic techniques. • To understand different psychodiagnostic tools to be used and skills to be acquired. | | |

Unit I: Psychodiagnostic procedure-I Structured clinical interview for DSM (SCID-I & II edit.)- Definition & types- Patient and Non Patient version, Clinical trial (SCID-CT), Clinician version (SCID-CV), DSM-5 Self-Rated levels 1 Cross-Cutting symptom Measure- Adult form, Parent/Guardian-Rated DSM-5 levels 1 Cross-Cutting symptom Measure- Child form (age 6 to 17), DSM-5 Clinician-Rated Dimensions of Psychosis Symptom Severity. WHO Disability Assessment Schedule

Unit II: Psychodiagnostic procedure-II Personality Inventories- MMPI-2, EPQ-R Depression & Mania Measure: Becks Depressive Inventory, Hamilton Depression Scale, Altman Self-Rating Mania Scale Anxiety & Anger Measures: Taylor's Manifest Anxiety Scale, Spielberger Anger Inventory & Trait Anxiety Inventory Intelligence Tests: Wechsler's Intelligence Scale for Children, Wechsler's Adult Intelligence Scale

Unit III: Psychodiagnostic procedure-III Neuropsychological Test: Bender Visual Motor Gestalt Test, Luria- Nebraska Neuropsychological Battery. Halstead-Reitan Neuropsychological Battery, Diagnostic Test for Special Populations: Infant Development Measures: Bayley Scales of Infant and Toddler Development, Gesell Developmental Schedules Intellectual Disability Assessment Techniques: Draw a Man/ Draw a Person Test, Wechsler's Preschool and Primary Scale of Intelligence, Raven's Colored Progressive Matrices Test, Seguin Form Board, Social Maturity Scale

Unit IV: Projective Techniques: Rorschach Ink-Blot Test, Murray TAT, Children Apperception Test

Unit V: Case History, Report Writing, Mental Status Assessment, Dementia, Cognitive Impairment Assessment Techniques, Family Conflict Assessment.

References:

Sarason, I. G. and Sarason, B. R. (2005). *Abnormal Psychology*. N.D.: Dorling Kindersley.

Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology*, 13th Edn. Pearson Education, India.

Barlow, D.H. & Durand, V.M. (1999). *Abnormal psychology* (2nd ed.). Pacific Grove: Books/Cole.

Davison, G.C., Neal, J.M. & Kring, A.M. (2004). *Abnormal psychology*. (9th ed.). New York: Wiley.

- Nolen- Hoeksema, S. (2004). *Abnormal Psychology* 3rd Edn. McGraw Hill: New York, USA.
- Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). *Abnormal Psychology: current perspectives*. 9th Edn. Tata McGraw-Hill: New Delhi, India.
- Taylor, S. (2006) 6th ed. *Health psychology*. ND: Tata McGraw-Hill
- Brannon, L. & Feist, J. (2007). *Introduction to health psychology*. Singapore: Thomson Wadsworth.
- Anastasi, A., & Urbina, S. (2005). *Psychological Testing*. 7th edn. Pearson Education: India.
- Wolman, B.B. (ed.) (1975). *Handbook of clinical psychology*. New York: McGraw-Hill.
- Sundberg, N.D., Winebarger, A.A. & Taplin, J.R. (2002). *Clinical psychology: Evolving theory, practice and research*. Upper Saddle River, N.J.: Prentice-Hall.
- Lezak, M.D. (1995). *Neuropsychological assessment*. New York: Oxford University Press.
- Kapur, M. (1995). *Mental health of Indian children*. New Delhi: Sage.
- Kellerman, H. & Burry, A.(1981). *Handbook of diagnostic testing: Personality analysis and report writing*. New York: Grune & Stratton
- Rychlak, F. (1973). *Introduction to personality and psychopathology*. New York: Houghton Mifflin.
- Kaplan, H. I., Sadock, B. J., & Grebb, J. A. (1994). *Kaplan and Sadock Synopsis of psychiatry: Behavioral sciences, clinical psychiatry* New Delhi: B. I. Waverly Pvt. Ltd. (7th Ed.).
- Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) *Abnormal Psychology* (15thEd.) *Dorling Kindersley (India) Pvt.Ltd. of Pearson Education*

| | | | |
|--------------------------|--|---------------------|------------|
| AP 304 B | COUNSELLING PROCESS | | |
| SEM | III | | |
| Course Credit | 4 | Course Marks | 100 |
| Course Objectives | <ul style="list-style-type: none"> • To familiarize students with the nature and process of counseling. • To acquaint students with various assessment techniques. • To provide exposure to the students about various types of interventions and strategies. | | |

Unit I: Introduction: Definition and Goals of Counselling Training, Job Setting and Activities of Counsellor Stages of the Counselling process Written Communication and Counselling a. Aims and objectives of record keeping File composition.

Unit II: Building The Relationship and In-Depth Exploration: Communication and Building the Counselling Relationship The Core Conditions of Counselling Counsellor's Actions that Impede Communication In Depth Exploration-Goals and methods, Advanced empathy, Immediacy Confrontation, Interpretation Role playing Characteristics of Effective Therapeutic Relation, Core conditions of Counselling and skills for counselling relationship

Unit III: Commitment To Action and Termination: The Process of Goal Setting Design and Implication of Action Plans Termination & Follow up Ethical Principles of Counselling.

Unit IV: Psychological Assessment and Diagnosis In Counselling: Components of Effective Assessment Inter-disciplinary Implications and Guidelines for Human Assessment Non-standardized Techniques for Human Assessment Observations, Rating Scales, Anecdotal Reports, Autobiography, Questionnaire, Structural interview and Intake interviews Standardized Techniques for Human Assessment Intelligence Test, Aptitude Test, Interest Test, Achievement Test, Personality Test, Diagnostic Test.

Unit V: Counselling Applications: Child Counselling, Family Counselling, Counselling in schools, Career Counselling, Alcohol and Drug Abuse, Group Counselling, Crisis Intervention Counselling.

References:

Feltham, C. & Horton, I.E. (ed) (2006). *The Sage handbook of Counselling and Psychotherapy* (2nd ed.). London: Sage Publication.

Gibson, R.L., Mitchell, M.H. (2005). *Introduction to counselling and guidance* (6th ed.). Delhi: Pearson education Pte.Ltd.

Gelso, C.J., Fretz, B.R. (1995) *Counselling psychology*. Banglore: Prism books Pvt.Ltd

Gregory, R.J. (2005). *Psychological Testing* (4th ed.). Delhi: Pearson education Pte.Ltd.

Rao, S.N. (2006). *Couselling and guidance* (2nd ed). New Delhi: Tata McGraw-Hill Publishing Co. Ltd.

Patterson, L.E., Welfel, E.R. (2000). *The counselling process* (5th ed.). Belmont: Wodsworth/Thomson Learning.

Nelson R. Jones (2000). *Introduction to counselling skills, text and activities*. London: Sage Publication.

Cohen, R.J., Swerdlik, M.E. (2005). *Psychological testing and assessment* (6th ed.). Delhi: Tata McGraw-Hill.

Dalai Lama, His Holiness the & Cutler, S.C. (1998). *The art of happiness: The handbook for living*. Sidney: Hodder.

Deshpande C.G. and et. al. (2010) *Samupadeshana: Shasrtiya Prakriya va upayojan*. Unmesh Prakashan Pune.

Gladding S.T (2009) *Counselling*(6th Ed)Pearson Education.

Gladding S.T. (2014) *Counselling: A Comprehensive Profession* (7thEd)Dorling Kindersley(India) Pvt.Ltd. of Pearson Education.

| | | | |
|--------------------------|---|---------------------|------------|
| AP 304 C | HUMAN RESOURCE MANAGEMENT | | |
| SEM | III | | |
| Course Credit | 4 | Course Marks | 100 |
| Course Objectives | <ul style="list-style-type: none"> • To familiarize students with Human Resource Management issues in Organizations. • To understand the importance and relevance of various HRM practices in Organizations. • To understand the presses of implementing HR. | | |

Unit I: HRM: An Overview Foundations of HRM; Personnel management and HRM, HRM in India Models of HRM: Fomburn, Harvard, Guest and Warwick HR functions: Managing HR function, its contribution and evaluation International HRM: Characteristics and challenges.

Unit II: Employee Resourcing Job analysis: Process and methods, job description and job specifications, HR planning: Meaning, aims, demand and supply forecasting, Recruitment and selection process & Tools of employees' selection, Job Evaluation – Concepts & Methods.

Unit III: Training and Development: Training philosophy: Training and learning; Inputs in training and development; Ethical and legal issues in training, Training process: Training needs analysis-Identifying training needs, methods and steps in training, evaluation of training,

Development vs. training: Forms of training; approaches to training and development, Management development and successive planning.

Unit IV: Performance appraisal and Reward management: Performance appraisal: Concept, objectives, process, characteristics of an effective appraisal system, Method of performance Appraisal: Past oriented and future oriented; challenges of performance appraisal, appraisal and performance management, Employee compensation: Job evaluation- Concept and methods, recent developments in compensation management, Wages and pay structure: Determinants, Incentives: schemes, forms and types.

Unit V: Implementing HR: Impact of Job Attitudes, Job Satisfaction, Job Commitment and Job Engage engagement, Knowledge Management and HRM, Health & Safety and HRM.

References:

Armstrong, M. (2000). *Human resource management practice*. London: Kogan Page

Cascio, W F. (2006). *Managing human Resources: Productivity, quality of work life, profits*. New Delhi: TMGH.

Chadha, N.K. (2012). *Human resource management: Issues, case studies and experimental exercises*, 3rd revised edition. New Delhi: SS Printographers.

Dressler, G. (2008). *Human resource management*. Upper Saddle River, NJ: Pearson Education.

| | | | |
|----------------------|------------------|---------------------|------------|
| AP 305 | PRACTICUM | | |
| SEM | III | | |
| Course Credit | 06 | Course Marks | 150 |

Twelve (12) Practicals should be conducted on the basis of specialization.

| | | | |
|----------------------|-------------------|---------------------|------------|
| AP 306 | INTERNSHIP | | |
| SEM | III | | |
| Course Credit | 06 | Course Marks | 150 |

Internship:

The objective of the Internship is to enable the students to have firsthand experience in their chosen field of specialisation namely Clinical Psychology and Counselling

Psychology. Depending upon their area of specialisation, students will be placed in different hospitals, rehabilitation centres, and reputed NGOs and industries for one month. During one month period they will work in the particular organisation during the usual work hour of the same organisation. After completion of one month internship in an organisation students' will submit a report to the Department in the suggested format and also bring a certificate from the respective in-charge of the person in an organisation. The students' internship performance will be assessed by one internal Faculty Member and a designated person from the organisation under whose supervision they will work in the organisation. In addition to gaining experience through participatory and non-participatory approaches during internship, students will also assist the respective organisation in different forms as desired by the authority of the organisation like collection of information for case study, diagnosis of the problem with the help of psychological study tools, designing training program, developing educational materials and so on. The work will be evaluated for 150 marks. Out of 150 marks, 50 marks will be the internal component to be given by the supervisor (Faculty of the Dept.) and remaining 100 marks will be awarded through a double evaluation procedure involving internal and external examiners.

**Suggested Format for Writing Internship Report
(Within 10 pages)**

- Name of the
- Student: Area of
- specialisation:
-
- Name of the organisation visited:
- Objective of the organization and manpower structure in terms of
- position: Activities of the organisation:
-
- Strength and weaknesses of the organisation as
- perceived: Learning experience:

Problems experienced, if any, provide detailed information:

Do you recommend the same organisation for internship of future students? Yes.....1: No.....2, If not, why?.....

Note:

Students should go for the Internship at the end of second semester.

| | | | |
|--------------------------|--|---------------------|------------|
| AP 401A | PSYCHOTHERAPY | | |
| SEM | IV | | |
| Course Credit | 4 | Course Marks | 100 |
| Course Objectives | <ul style="list-style-type: none"> • To learn psychotherapy as a mode of treating different mental disorders. • To understand the various techniques and skills of psychotherapy • To train the students to apply their theoretical knowledge to different setting requiring therapeutic interventions. | | |

Unit I: Introduction: Interventions; definitions of psychotherapy; goals of psychotherapy; professional issues, training; ethical issues; personal characteristics of therapists; common and unique features of psychotherapies.

Unit II: Psychodynamic Therapy; Humanistic Therapy, Client Centered Therapy, Gestalt Therapy.

Unit III: Cognitive Behaviour Therapy; Albert Ellis Therapy; Aaron Beck's Cognitive Therapy.

Unit IV: Behaviour Therapies: Therapeutic techniques based on classical, operant and modeling theories, Modeling – live modeling; Participant modeling (behaviour rehearsal) symbolic modeling and covert modelling, Relaxation training; muscular relaxation; Meditation; Flooding; Systematic Desensitization; Paradoxical Intention;; Assertive training.

Unit V: Group Therapy (in brief); Family/Marital Therapy, Transactional Analysis.

References:

Bellack, A.S., Herson, M & Kazdin, A.E. (1983). International Handbook of Behaviour Modification and Therapy; New York; Plenum Press.

Bergin, A.E. & Garfield, S.L. (1994). Handbook of Psychotherapy and Behavioural Change. 4th ed. N.Y. Wiley.

Spiegler. M.D. (1997). Contemporary Behaviour Therapy. New Delhi. Sage Publications.

Steven J.L. & John. P.G. (1985). Contemporary Psychotherapeutic Models and Methods. Ohil, Charles E. Merrit.

Wolberg. L.R. (1989). The Technique of Psychotherapy. Vol. I & II London, Warburg and Heinmann.

Lane D. & Miller. A. (1992). Child and Adolescent Therapy. A Handbook Milton Keynes open Univ.Press.

Sarason I.G. & Sarason B.R. (2000). Abnormal Psychology. Prentice Hall of India Pvt. Ltd. New Delhi.

Colemom J.C. Butcher J.N. and Carson B.C. Abnormal Psychology and Modern Life, 12th edition.Scot, Foresman and Company.

Gabbarel, G.O., Beck, J.S., & Holmes, J. (2007). Oxford Text Book of Psychotherapy. New York: Oxford University Press.

Stein, S.M. Hough, R. & Stein, J. (1999). Essentials of Psychotherapy. UK: Hodder Arnold Publishers

| | | | |
|--------------------------|---|---------------------|------------|
| AP 401B | COUNSELLING INTERVENTIONS | | |
| SEM | IV | | |
| Course Credit | 4 | Course Marks | 100 |
| Course Objectives | <ul style="list-style-type: none"> • To provide an orientation to the students to apply knowledge of counseling. • To understand psychosocial problems in different settings. • To understand contemporary therapies in India. | | |

Unit I: Psychotherapy, Gestalt Therapy, Experiential and Transpersonal psychotherapies, Behaviour Modification techniques.

Unit II: Cognitive Behaviour Therapy: Beck's Cognitive Therapy; Ellis's Rational Emotive Behaviour Therapy; Meichenbaum's Cognitive Therapy.

Unit III: Family counselling and group Counselling

Unit IV: Counselling techniques with children and adolescents: bibliotherapy/narrative therapy; Art therapy and Play therapy

Unit V: Contemporary therapies in India: Yoga, mindfulness training and other indigenous methods

References:

Corey, G. (2006). *Theories and practice of counseling and psychotherapy* (7th ed.). Belmont, CA: Wadsworth.

Egan, G. (2007). *The skilled helper: A problem-management approach to helping* (8th ed.). Belmont, CA: Brooks/Cole.

Ivey, A. E., D'Andrea, M., Ivey, M. B., & Simek-Morgan, L. (2006). *Theories of counseling and psychoanalyzing: A multicultural perspective* (6th ed.). Boston: Allyn & Baco.

Mikulas, W. L. (2002). *The integrative helper: Convergence of Eastern and Western traditions*. Pacific Grove, CA: Brooks/Cole.

Okun, B. (2007). *Effective helping: Interviewing and counseling techniques* (7th ed.). Pacific Grove, CA: Brooks/Cole.

Seligman, L. (2005). *Systems, strategies, and skills of counseling and psychotherapy* (2nd Ed.). Columbus, OH: Merrill Prentice Hall.

Worrell, J., & Remer, P. (2002). *Feminist perspectives in therapy: Empowering women*. New York: John Wiley.

| | | | |
|----------------------|---|---------------------|------------|
| AP 401C | ORGANIZATIONAL DEVELOPMENT AND CHANGE | | |
| SEM | IV | | |
| Course Credit | 4 | Course Marks | 100 |
| Course Objectives | <ul style="list-style-type: none"> • To understand organizational development and its impact. • To understand the management of change in organizations. • To understand about organizational change and its role in organizational development. | | |

Unit I: Foundations of Organizational Development: Meaning and Nature of OD, Values, assumption and beliefs in OD, Systems theory of OD. Approaches to OD: Laboratory training stem, survey research & feedback stem; action research stem; Socio- technical and socio-clinical stem Organizational Change: Meaning, forces for change, Resistance to change, overcoming resistance to change. Theories for Planned Change-Lewin`s three- step model, Kotter`s eight- step plan, Burke-litwin Model, Porras & Robertson, Normative-Re-educative Strategy,

Unit II: Organizational Change: Nature and perspectives of change: Contingency, resource dependence, institutional Perspective, role of environment Levels of change, structure, technology, leadership Types of change: Organizational change as growth, transformation & as turn around Values, selflessness, compassion, tolerance & respect.

Unit III: Organizational Diagnosis and Intervention: Meaning, need for organizational diagnosis, Models of diagnosis: individual and group; Weisboard six box model, Meaning and classification of organizational intervention, Types of organizational intervention: T-groups, process-consultation, team building, survey feedback, grid training, and management by objectives.

Unit IV: Management of change: Organizational Structure, Organizational culture, employee relations and involvement strategies.

Unit V: Organizational Development: Nature, importance and historical evolution, Role, values and ethics of OD practitioners, Approaches to OD; Techno-structural, human processed and intervention OD and national culture.

References:

French, W.L., Bell, C.H. & Zawacki, R.A. (1992). *Organizational development*. New Delhi: University Book Stall.

Monappa, A. & Saiyadain, M.S. (1993). *Personnel management*. New Delhi: Tata McGraw-Hill Publishing Company Ltd.

Nilkant, S. & Ramnarayan (2000). *Organizational change*. New Delhi: Sage Publications.

Shukla, M. (2002). *Understanding organizations: Organization theory and practice in India*. New Delhi: Prentice Hall.

Robbins, S.P. (1996). *Organizational behavior*. New Delhi: Prentice Hall.

Cummings, T.G. & Worley, C.G. (1997). *Organizational development and change*. South-Western College Publishing.

| | | | |
|--------------------------|--|---------------------|------------|
| AP 402A | REHABILITATION PSYCHOLOGY | | |
| SEM | IV | | |
| Course Credit | 4 | Course Marks | 100 |
| Course Objectives | <ul style="list-style-type: none"> • To understand the nature of problems faced by specific categories of people. • To understand the role of Government in rehabilitating affected people. • To understand the role of National and International organizations in rehabilitation. | | |

Unit I: Introduction: Definition, nature and rationale of rehabilitation. Impairment and disability. Incidence and prevalence of various disabilities.

Unit II: Assessment of Disabilities: Basic principles of assessment and evaluation. Types of assessment norm based, criterion based and function based, Psychological tests as screening and assessment tools.

Unit III: Rehabilitation Techniques: Basic principles of intervention, types of intervention- individual, group and family based. Vocational setting, behavioural therapeutic approaches in rehabilitation.

Unit IV: Neuro psychological rehabilitation and Training of Neurological Disorder. Neuro degenerative disorders – Autism, Learning Disability, Epilepsy, Dementia, ADHT and Brain Injuries.

Unit V: Perspective of rehabilitation services: Setting and agencies involved in rehabilitation services. Government schemes and policies for rehabilitation: The role of NGO's .Legislation and legal aspects, policies and acts. Ethical issues in rehabilitation.

References:

Advani, S.L., Ghate, P. Goel, H.C., & Reddy, V.R.L. (2002). *Foundation course on education of children with disability*. Hyderabad: G.Guru Publications.

Kundu, C.L. (2000). *Status of in India*. New Delhi: Rehabilitation Council of India.

Narain, J. & Kutty, A.C.T. (1990). *Skill Training for M.R. Persons*. Hyderabad: J.S. Graphics.

Peshawaria, R. (1994). *Moving forward*. Hyderabad: J.S. Graphics

Stromer, d.C. & Prout (1995) (Eds.) *Counselling and Psychotherapy for persons with mental retardation and borderline intelligence*. Vermont: Clinical Psychology Publishing Co.

Verma, L. (1990). *The management of children with emotional and behavioural difficulties*. London: Routledge.

| | | | |
|--------------------------|---|---------------------|------------|
| AP 402B | COUNSELLING IN SOCIAL SETTING | | |
| SEM | IV | | |
| Course Credit | 4 | Course Marks | 100 |
| Course Objectives | <ul style="list-style-type: none"> • To acquaint the student with theory, research and applications as a social psychologist. • To train the student to understand the importance of counselling in social setting • To train the students to become counselor in the fields of school, family, group, corporate and spiritual counseling. | | |

Unit I: Educational settings – school, colleges, Professional courses, Technical Education. Academic stress, suicide, anxiety, bullying, ragging career guidance and counseling.

Unit II: Family setting: marriage counselling, family counseling, divorce, separation, domestic violence, child abuse.

Unit III: Calamities, earth quake, cyclones, war, conflict, violence. Psychological first aid. Social suffering. Migration, displacement due to development projects.

Unit IV: Organizational and hospital setting; pre surgery post surgery counseling, pre natal counseling, infertility counselling, bariatric counseling. Absenteeism, turn over, de structuring.

Unit V: Legal and correctional setting: observation homes, juvenile delinquency, orphanages, adoptions, family court, surrogacy, referrals, and ethical issues.

Reference:

Pareek, U. (2004) *Understanding Organisational Behaviour*. New Delhi: Oxford University Press.

Rangaiah,B. (2015), *Psychological perspectives of Displacement*. Pudu Books, Puducherry.

Vohra, S.S. (2004) *Enhancing Mental health through Value education. Journal of Value Education*, NCERT, Vol. 3:1, 39-54

Vohra, S.S.(2004) *Strengthening the value of forgiveness in School Children Journal of Value Education*, NCERT, 4, 1&2, 159-1671.

Vohra,S.S. & Kailash.S.(2010) *Psychological Turbulence in Relationships: Research, Cases & Interventions*. New Delhi: Icon Publications Pvt. Ltd.

| | | | |
|--------------------------|---|---------------------|------------|
| AP 402C | CURRENT TRENDS IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY | | |
| SEM | IV | | |
| Course Credit | 4 | Course Marks | 100 |
| Course Objectives | <ul style="list-style-type: none"> • To acquaint the students with the recent developments in the context of work. • To develop sensitivities and required competencies to face the challenges in the work environment. • To understand the application of counseling at work place. | | |

Unit I: Work behaviour across culture Motivation and Emotion in the cross cultural context. Decision making, Negotiation and leadership in the global context

Unit II: International HRM: Theories of IHRM; Acquiring, Developing and Retaining Global work force; Expatriate failure, Performance Appraisal and Compensation in the Global world.

Unit III: Managing Diversity and Work- family Interface: Generational diversity (Baby Boomers, Gen X and Gen Y/Gen Me) Gender at work Work family interface, work family segmentation and integration

Unit IV: Organizational Restructuring: Out sourcing /Lay off , Joint Ventures , Mergers and Acquisition. Creating an enabling work culture and helping people to manage stress and emotions.

Unit V: Counseling at work: Counseling skills and the process of counseling, Counseling in organization (Stress, burnout, personal-social-organizational integration) Employee Assistance Programme

References:

Adler, N.J. (2007). *International OB*. New Delhi: Cengage Learning

Attridge, M. (2009). Employee Assistance programme: A research Based primer. In Cooper, Quick & Schbarack (Eds). *International Handbook of Work and Health Psychology*. 383-407.

| | | | |
|----------------------|---|---------------------|------------|
| AP 403 | INTERNSHIP BASED ON SPECIALIZATION | | |
| SEM | IV | | |
| Course Credit | 6 | Course Marks | 150 |

The students have to go for Internship based on the course specialization.

| | | | |
|----------------------|------------------|---------------------|------------|
| AP 404 | PRACTICUM | | |
| SEM | IV | | |
| Course Credit | 6 | Course Marks | 150 |

Twelve (12) Practicals should be conducted on the basis of specialization.

| | | | |
|----------------------|---------------------|---------------------|------------|
| AP 405 | DISSERTATION | | |
| SEM | IV | | |
| Course Credit | 6 | Course Marks | 150 |

The broad objective of dissertation work is to orient the students with application of research methods. They will complete their dissertation work within four months. Students will be allocated to a particular Faculty Member based on their choice and availability of the Faculty Member for guidance for dissertation work. Students will select their topic of research problem in consultation with the supervisor after thorough literature review, finalise the outline plan within first two weeks. Thereafter they will carry out field data collection, data analysis and dissertation report writing following a suggested format. Except the internal component, all the other evaluation should be done by both the internal and external examiners.

Suggested Format for Writing Dissertation

- Executive
- Summary
- Introduction Literature Review Objective/s
- Hypothesis/Research Problems
- Methods
- Interpretation of Results
- Discussion, conclusion and recommendations
- References
- Appendix

| | | | |
|--------------------------|--|---------------------|------------|
| P 501E | PSYCHOLOGY FOR EFFECTIVE LIVING | | |
| SEM | I | | |
| Course Credit | 3 | Course Marks | 100 |
| Course Objectives | <ul style="list-style-type: none"> • To help students understand themselves and others • To help students make their lives more effective than what they already are. • To make the student to lead an effective and meaningful life. | | |

Unit I: Seeking Selfhood- Self-Concept, Self-Image, Ideal Self, Multiple Selves; Core Characteristics of Self-Concept: Self-Consistency, Self-Esteem, Self-Enhancement and Self Verification.

Unit II: Taking Charge- Mastery and Personal Control: Perceived Control, Consequences of Perceived Control, Misperception and Maladjustment, Learned Optimism; Personal Resolve and Decision Making: The Process of Decision Making, Making Better Decisions; Some Practical Applications.

Unit III: Managing Motives And Emotions- Understanding Motivation: Understanding Your Needs, Differences Between You and Others, Everyone’s Basic Needs, Psychosocial Motives, Personal Motivation; Understanding Emotions: What are Emotions, Experiencing Emotions, Expressing Emotions, Managing Emotions.

Unit IV: Making and Keeping Friends- Meeting People: Are First Impressions Most Important? Mistaken Impressions, Shyness; Keeping Friends: Friendships are Precious, When Friends Get Together, Self-Disclosure-Those Little Secretes, Same-Sex and Opposite-Sex Friends, Staying Friends.

Unit V: Stress- Understanding Stress: Conceptualizing Stress, Stress and You; Yikes! – Reactions to Stress: Physiological Stress Reactions, Psychological Stress Reactions, How Do You React to Stress? Managing Stress.

References:

Eastwood Atwater (1993). Psychology for Living: Adjustment, Growth, and Behavior Today 5th Edition, Prentice Hall College Division.

| | | | |
|--------------------------|--|---------------------|------------|
| AP 502E | POSITIVE PSYCHOLOGY | | |
| SEM | II | | |
| Course Credit | 3 | Course Marks | 100 |
| Course Objectives | <ul style="list-style-type: none"> • To understand the scope of Positive Psychology • To understand the need of positive of positive psychology in current scenario • To understand the application of positive psychology in various fields. | | |

Unit I: Importance of Positive psychology in Life. Goals, assumptions and definitions of positive psychology.

Unit II: The Meaning and Measure of Happiness: Happiness across the life span; gender and happiness; marriage and happiness; money and happiness.

Unit III: Emotions and Well- Being: Positive emotions, cultivating positive emotions. Positive Traits, personality, positive beliefs. Negative emotions – Guilt, Shame and Anger.

Unit IV: Promoting Positive Relationships: Compassion, Forgiveness, Gratitude and Empathy

Unit V: Application of Positive Psychology: School, Family, Work and Community.

References:

Steve, B.R. & Marie, C.K. (2009). *Positive Psychology*. Dorling Kindersley: India.

Boniwell, I. (2006). *Positive Psychology in a Nutshell*. PWBC (Personal Well-BeingCentre).

Snyder, R, S. (2007). *Positive Psychology: The Scientific & Practical exploration of human strengths*. New Delhi: Sage Publications.

| | | | |
|--------------------------|--|---------------------|------------|
| AP 503E | Youth Psychology | | |
| SEM | III | | |
| Course Credit | 3 | Course Marks | 100 |
| Course Objectives | <ul style="list-style-type: none"> • To help students understand the notion of youth across cultures. • To understand the factors influencing youth identity and the importance of youth psychology. • To understand the youth and sustainable social well-being. | | |

Youth Psychology

Unit I: Introduction: Defining youth; Youth across cultures; Formulation of youth identity; Concerns and relevance of youth psychology.

Unit II: Youth development and society: Relationship with family members, peers and friends; Romantic relationships and intergenerational relations; Youth culture: Gender, media and values.

Unit III: Issues and challenges: Youth and risk behaviours (Drug abuse, delinquency, sexuality & suicide risk); Employment, education; Youth in transition.

Unit IV: Youth and sustainable social well-being: Positive youth development: Responsibility, social interest and social capital.

Unit V: Youth & Gender: youth and gender equality, importance for inclusive development.

References:

Brown, B. B., R. Larson, & T. S. Saraswathi. (2002). The world's youth: Adolescence in eight regions of the globe. New York: Cambridge University Press. (Chapters 1 & 2).

Connidis, I. A. (2010). Family ties and aging. Sage. (Chapters 8 & 10)

Heinz, L. & Ansbacher, R.R. (1956). The individual psychology of Alfred Adler. New York: Basic Books. (Chapter 5)

Jonathan, I., Thomas, K., & Ramaswamy, S. (2002). Social capital and well-being in developing countries: An introduction. In Jonathan Isham, Thomas Kelly, and Sunder Ramaswamy, eds. Social capital and economic development: Well-Being in developing countries. Northampton, MA: Edward Elgar, pp. 3-17.

Rew, L. (2005). Adolescent health: A multidisciplinary approach to theory, research and intervention. Sage. (Chapter-1 & 6)

Tromosdruff, G. & Chen, X. (2012). Values, religion and culture in adolescent development. Cambridge University Press. (Chapter 1 & 18)

| | | | |
|----------------------|--|---------------------|------------|
| AP 504E | GENDER PSYCHOLOGY | | |
| SEM | IV | | |
| Course Credit | 3 | Course Marks | 100 |
| Objectives | <ul style="list-style-type: none"> • To provide a focused understanding of the issues that are prominently related to psychology of gender • To facilitate the processes that provides an in-depth understanding of gender studies • To understand gender psychology in various aspects | | |

Unit I: Gender in Thought and Action: Theoretical Perspective

Unit II: Empowerment, Social choice and cultural Competencies

Unit III: Globalization, Social, Economic and cultural Consequences.

Unit IV: Women and Work, Career Home and Legal Issues

Unit V: Psychology of Transgender.

References:

Paper based on contributions of R.Kanter, R.Sternberd, M.R.Babaji,Amartya Sen and M.K.Ganghi.