

**MASTER OF SCIENCE IN APPLIED PSYCHOLOGY**  
(w. e. f. June 2019)

**COURSE CURRICULUM**



**DEPARTMENT OF APPLIED PSYCHOLOGY**  
**SCHOOL OF BEHAVIOURAL SCIENCES**

**CENTRAL UNIVERSITY OF TAMIL NADU**  
(Established by an Act of Parliament, 2009)

**तमिलनाडु केन्द्रीय विश्वविद्यालय**

(संसद द्वारा पारित अधिनियम 2009 के अंतर्गत स्थापित)  
नीलक्कुड़ी परिसर/Neelakudi Campus, कंगलान्चेरी/Kangalancherry,  
तिरुवारूर/Thiruvavarur - 610005.

# **1. OVERVIEW**

## **Introduction**

The Department of Applied Psychology, Central University of Tamil Nadu was established in 2017 and started M.Sc. Applied Psychology in the academic year 2017-18 to cater the increased need for knowledge generation and application in the field of Behavioural Sciences in general and Psychology in particular. A brief outline about the Central University of Tamil Nadu, School of Behavioural Sciences, Department of Applied Psychology, M.Sc. Applied Psychology programme, its objectives, course work structure and syllabus are given below.

### **1.1 Central University of Tamil Nadu**

Central University of Tamil Nadu (CUTN) is an institution of higher education established by an Act of Parliament in 2009. The University aims at the forming of an enlightened society founded on a relentless pursuit of excellence through innovation in teaching-learning process, interdisciplinary studies and research. With a host of diversified integrated postgraduate, postgraduate and doctoral programmes, the University has been keen to stay abreast of the ever expanding academic frontiers. Within a brief period CUTN has established itself as a frontrunner in the pursuit of excellence.

### **1.2 School of Behavioural Sciences**

The School of Behavioural Sciences aims to be in the forefront of teaching, research, and extension by addressing the existing challenges of our society, be they social, economic, political, health-related or environmental in nature. This School presently comprises the department of Applied Psychology and offers Ph.D. Applied Psychology, M.Phil. Applied Psychology and M.Sc. Applied Psychology with three specializations: (i) Clinical Psychology, (ii) Counselling Psychology, and (iii) Organisational Psychology.

### **1.3 Department of Applied Psychology**

The Department of Applied Psychology, Central University of Tamil Nadu started functioning in the academic year 2017-2018. The Department aims to provide students with a comprehensive knowledge in the scientific discipline of Psychology, opportunities for learning in the laboratory as well as from the field, and advancement in the

understanding of self and others. The Department emphasizes excellence in teaching and research through active involvement of faculty and students in the generation and dissemination of knowledge.

The field of psychology is all-inclusive; virtually any aspect of human behaviour and development can be viewed from a psychological perspective. Psychologists work in different settings, including universities, colleges, research institutes, hospitals, government agencies, counselling centres, schools, business, defense, NGO's etc. and take up different roles in various fields ranging from teaching to research and counseling to training.

In the changing global scenario, application of psychological principles to solve human problems has acquired new dimensions with the changing nature of the challenges that the world faces today. In this context, the department currently offers a regular two years fulltime programme in Applied Psychology (M.Sc. Applied Psychology) with three specialisations: (i) Clinical Psychology, (ii) Counselling Psychology, and (iii) Organisational Psychology. In addition to the post-graduate programme, the department also offers M.Phil. and Ph.D. in Applied Psychology.

### **1.3.1 Vision**

The Department of Applied Psychology aspires to be a leader in the cutting edge of scientific research, development, and teaching in Psychology and to become a recognized and trusted education centre for Psychology and related fields.

### **1.3.2 Mission**

- ❖ Improve professional practice through the promotion of freedom of inquiry, critical reflection, academic excellence and research.
- ❖ Develop sensitivity and reflexivity among students to understand and work with people of all kinds in the society through an interdisciplinary perspective.
- ❖ Maintain high standards of professionalism and ethics and contribute to the community with a sense of integrity, equity and social justice.
- ❖ To promote human development, learning, health, and well-being through high quality education, research, and extension services.
- ❖ To cultivate professional ethics, a sense of social responsibility, cultural sensitivity, and good citizenship in a globalized world.

- ❖ To engage in high quality and high impact research both within and across disciplines.

## **2. Perspectives of the Programme**

The Department of Applied Psychology focus on the interdisciplinary perspective to provide the students with the broad perspective required for becoming an effective Applied Psychologists. Hence Students are exposed to the different areas of psychology that enable them to interpret the problems and issues of individual and society through their Applied Psychology framework. It would help students to extend the knowledge base to the world of practice with a view to promote healthy interface between academia and society.

### **2.1 Objectives of the programme**

- ❖ To shape skilled and qualified psychologists to serve various sectors of the society.
- ❖ To contribute to the existing knowledge bank in psychological sciences with an interdisciplinary and multi-disciplinary approach.
- ❖ To enrich human resources through research, training and varieties of knowledge dissemination processes to address various psycho- social and developmental issues prevailing in our society.
- ❖ To develop in-depth knowledge and skills in qualitative and quantitative research methods through class room, laboratory and field based modes of learning.

### **2.2 Unique features**

The unique feature of this Programme is that each core paper is integrated with theoretical views lab based assessments, experiments and field based experiences. Knowledge acquisition occurs through lecture method, discussions and cooperative learning, seminars, projects, assignments, demonstration, experiments and fieldwork.

### **2.3 Career development**

In addition to the prescribed curriculum, students will be given ample opportunities to enhance their personal and professional competencies holistically through active participation in seminars, workshops, conferences, activities of psychology society, and contributions through the journal, book, media clubs, etc. periodically. Facilities will be provided to students to undergo personal counselling, career guidance and placement.

## **2.4 Expected outcome**

On completion of this programme students are expected to:

- ❖ Possess a sound theoretical knowledge of psychology and become skilled in their specialized fields of Psychology.
- ❖ Be able to practice psychology professionally and independently in the specialized field of the interests.
- ❖ Acquire experience and knowledge in empirical research and contribute to the field of their interests.
- ❖ Possess knowledge and experience in interdisciplinary subjects and be prepared to undertake jobs and other responsibilities independently with focused career goals.
- ❖ Develop healthy personality and balanced attitudes towards various social concerns and human problems.

## **3. Regulations**

**3.1 Name of the Programme:** M.Sc. Applied Psychology

**3.2 Duration of the programme:** Two Years (four semesters)

**3.3 Specialisations:**       A - Clinical Psychology  
                                      B - Counselling Psychology  
                                      C –Organisational Psychology

**3.4 Total intake: 20**

**3.5 Eligibility Criteria:** Any Bachelor's degree from a recognized University with a minimum of 55% marks for General Category, 50% marks for OBC (Non-creamy Layer), 45% marks for SC/ST/PWD Candidates at Graduate level. Candidates seeking admission to the M.Sc. Applied Psychology programme should apply and appear for CUCET-Central Universities Common Entrance Test for the respective academic year, the details of which will be updated in the Website.

**3.6 Medium of Instruction:** English

**3.7 Attendance:** As per University rules.

**3.8 Scheme of Examination:** Each theory paper shall have 40 marks towards continuous internal assessment and 60 marks towards end-semester examination. Practicum shall have only continuous internal assessment of 100 marks, Internship and Dissertation shall have only continuous internal assessment of 250 marks.

**3.9 Miscellaneous:** All other matters not referred specifically in these regulations shall be governed as per the ordinances of the university as revised from time to time.

#### **4. Programme Structure**

## STRUCTURE OF M.Sc. APPLIED PSYCHOLOGY PROGRAMME

Course Code	Course Title	Course Type	Credits	Hours				Evaluation		
				L	T	P	Total	CIA	ESE	Total
<b>SEMESTER – I</b>										
AP 101	Cognitive Psychology	Core	4	3	1	0	4	40	60	100
AP 102	Applied Social Psychology	Core	4	3	1	0	4	40	60	100
AP 103	Research Methodology-I	Core	3	2	1	0	3	40	60	100
AP 104	Statistics for Psychology-I	Core	3	2	0	2	4	40	60	100
AP 105	Practicum & Field Work-I	Core	4 <sup>^</sup>	0	2	6	8	100		100
AP 501E-A, AP 501E-B, AP 501E-C, AP 501E-C, (for students without psychology background, Foundations of Human Behaviour-I is compulsory)	Foundations of Human Behaviour-I	Elective-I	2	1	1	0	2	40	60	100
	Physiological Psychology									
	Theories of Learning									
<b>Total Credits</b>			<b>20</b>				<b>25</b>			<b>600</b>

### SEMESTER – II

AP 201	Theories of Personality	Core	4	3	1	0	4	40	60	100	
AP 202	Developmental Psychology	Core	4	3	1	0	4	40	60	100	
AP 203	Research Methodology-II	Core	3	2	1	0	3	40	60	100	
AP 204	Statistics for Psychology-II	Core	3	2	0	2	4	40	60	100	
AP 205	Practicum & Field Work-II	Core	4	0	2	6	8	100		100	
AP 502 E-A, AP 502 E-B, AP 502 E-C, AP 502 E-C, (for students without psychology background, Foundations of Human Behaviour-II is compulsory)	Foundations of Human Behaviour-II	Elective-II	2	1	1	0	2	40	60	-	100
	Health Psychology										
	Positive Psychology										
<b>Total Credits</b>			<b>20</b>				<b>25</b>			<b>600</b>	

**L- Lecture; T-Tutorial; P-Practical; CIA-Continuous Internal Assessment; ESE-End Semester Examinations**

**SEMESTER – III**

Course Code	Course Title	Course	Credits	Hours				Evaluation		
				L	T	P	Total	CIA	ESE	Total
AP 301	Psychopathology	Core	4	3	1	0	4	40	60	100
AP 302	Counselling Skills and Techniques	Core	4	3	1	0	4	40	60	100
AP 303 A	Neuro Psychology	Core	4	3	1	0	4	40	60	100
AP 303 B	Paradigms of Counselling									
AP 303 C	Organizational Behaviour									
AP 304 A	Psychotherapy-I	Core	4	2	0	4	6	40	60	100
AP 304 B	Counselling Interventions									
AP 304 C	Human Resource Management									
AP 305 A	Psychodiagnostics	Core	2	1	1	0	2	40	60	100
AP 305 B	Career Counselling									
AP 305 C	Human Resource Development									
AP 306	Practicum (Based on Specialization)- III	Core	2	0	0	4	4			100
	Dissertation-no evaluation in semester-III	Core	0	0	5	0	5*	-	-	-
<b>Total Credits</b>			<b>20</b>				<b>29</b>			<b>600</b>

**SEMESTER – IV**

AP 401 A	Psychotherapy-II	Core	4	2	0	4	6	40	60	100
AP 401 B	Counselling in Different Settings									
AP 401 C	Organisational Development & Change									
AP 402	Internship based on specialization (2 months) #	Core	8	0	4	8	**	250		250
AP 403	Dissertation	Core	8	0	4	8	***	250		250
<b>Total Credits</b>			<b>20</b>							<b>600</b>

**A-Clinical; B- Counselling; C- Organizational Psychology**

^ 1 credit in practical equals to 2 hours of work load

\* Work load of the faculty in charge will be **one hour per student in a week**

\*\*A student has to spend a minimum of 300 hrs.in the organization where they are doing the internship and report has to be submitted at the end of the internship.

\*\*\* A student has to spend a minimum of 300 hrs. for the dissertation.

# Preferably in the months of December and January. Work load of the faculty in charge will be **one hour for two students in a week**



## 4. Syllabus

<b>AP 101: COGNITIVE PSYCHOLOGY</b>			
<b>Course Credit</b>	<b>04</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>❖ To have an in depth understanding of cognitive processes</li> <li>❖ To explore the practical implication of cognitive processes in human performance.</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>❖ Lecture method</li> <li>❖ Discussions</li> <li>❖ Case study</li> <li>❖ Tutorial</li> <li>❖ Review of relevant resources (Articles / Books, etc.)</li> <li>❖ Assignments</li> <li>❖ Presentations</li> <li>❖ Mini projects</li> <li>❖ Laboratory work</li> <li>❖ Journal club</li> <li>❖ Skill lab</li> <li>❖ Fieldwork</li> <li>❖ Cooperative learning</li> </ul>		
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>❖ At the end of this course the student will have a better understanding of various cognitive processes.</li> <li>❖ Student will be able to design and conduct experiments related to various cognitive processes</li> </ul>		

### UNIT I

**(Teaching hours: 8)**

Cognitive Psychology - Meaning, Scope and Importance; Historical origin; Perspectives of cognition - Information processing and connectionist approach; Methods - Psychophysics and signal detection theory; Consciousness - History of consciousness, cognitive psychology and consciousness, consciousness as a scientific construct.

### UNIT II

**(Teaching hours: 12)**

Perceptual Processes: Perception and sensation; Pattern recognition - gestalt theory; Theoretical approaches to perception – Bottom-up approach (direct perception, template theory, prototype theory, and feature analysis), Top-down approach (Navon, effect of context, perceptual learning, and configural superiority effect), and Integration (computational) theory of perception. Attention: Meaning & Types; Selective, Sustained and Divided attention; Models – Selection models, Capacity model, multiple resource model (Wickens's model); Neuropsychology of attention.

### **UNIT III**

**(Teaching hours: 14)**

Memory - Sensory memory, short-term memory and long term memory; Models of memory – Store models – Atkinson-Shiffrin model; Working memory model (central executive, phonological loop, visuo-spatial sketch pad, & episodic buffer); Levels of processing model & self-referencing effect; Episodic, Semantic, and Procedural Memory; PDP or Connectionist model; Mnemonic systems and meta-memory - Eye witness memory, False memory .

### **UNIT IV**

**(Teaching hours: 14)**

Reasoning - Deductive versus inductive reasoning; Problem solving(well-defined and ill-defined problem) - Approaches to problem solving - Heuristics and its types, Problem solving behavior and strategies (reproductive and productive), Obstacles of problem solving; Creativity ; Decision making and artificial intelligence - Decision making and its phases, Decision making in the real world, Theories of decision making - elimination by aspect, naturalistic decision making, biases and heuristics; Artificial intelligence (AI) - The beginning computers and AI, Human cognition and AI, perception and AI, game playing and AI.

### **UNIT V**

**(Teaching hours: 12)**

Language: Concepts, Definitions, Prototypes, Organization of Language - Phonology, Words, syntax, sentence parsing; Nature and Acquisition - Bilingualism and Multilingualism; Reading and comprehension - Bottom-up and Top-down processes; Neuropsychology of Language; Language and thinking.

### **REFERENCES**

- Best, J.B. (2012). *Cognitive Psychology* (6<sup>th</sup> Ed). West Publishing Company, New York.
- Coren, S., Ward, L.M., Enns, J. T. (2004) *Sensation and Perception*. (6<sup>th</sup> Ed.) Toronto: Harcourt Brace.
- Durso, F. T. (2007). *Handbook of Applied Cognition* (2nd Ed). New West Sussex : Wiley & Sons.
- Esgate, A. et al. (2005). *An Introduction to Applied Cognitive Psychology*. Psychology Press: New York.
- Eyeseck, M. W., & Keane, M. T. (2010). *Cognitive psychology: A Students Guide*. New York: Psychology Press.
- Margeret, M. (2016). *Cognition* (9<sup>th</sup> Ed). John Wiley & Sons
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- Sternberg, R. J., & Sternberg, K. (2012). *Cognitive Psychology*; 6<sup>th</sup> edition. Wadsworth, Cengage Learning, USA
- Wessells, M.G. (1982). *Cognitive Psychology*, Harper and Row Publishers, New York.

<b>AP 102: APPLIED SOCIAL PSYCHOLOGY</b>			
<b>Course Credit</b>	<b>04</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	❖	To understand the meaning and significance of social psychology.	
	❖	The gain knowledge on the application of social psychology in society.	
	❖	To enable the students to understand the causes and consequences of contemporary social problems	
<b>Pedagogy</b>	❖	Lecture method	
	❖	Discussions	
	❖	Case study	
	❖	Tutorial	
	❖	Review of relevant resources (Articles / Books, etc.)	
	❖	Assignments	
	❖	Presentations	
	❖	Mini projects	
	❖	Laboratory work	
	❖	Journal club	
	❖	Skill lab	
	❖	Fieldwork	
	❖	Cooperative learning	
<b>Learning Outcome</b>	❖	At the end of this course the student will have a better understanding of meaning and significance of social psychology in the present context.	
	❖	Students will have an understanding of social psychology and about various social problems and contemporary issues	

### **UNIT I**

**(Teaching hours: 8)**

Introduction to Social Psychology; Definition, Meaning, History, Current trends, Methods and Importance of Social Psychology today; Social Cognition; Social Perception - Perspectives & Methods.

### **UNIT II**

**(Teaching hours: 12)**

Attitude – Definition, stereotype, Attitude formation, theories of attitude formation; difference between attitude, opinion & beliefs; Methods of attitude change; Stereotyping, Prejudice and Discrimination.

### **UNIT III**

**(Teaching hours: 14)**

Understanding Relationships: Interpersonal attraction - Determinants, Close Relationships; Group & group formation: Definition of group, Formation of group, Group Dynamics – Factors related to group dynamics, Social Loafing, Social Discrimination, Perceived fairness and coordination in groups, Decision making in group - Experience of Marginalization, Group rules and Polarisation

### **UNIT IV**

**(Teaching hours: 12)**

Social Influence; Conflict - Familial, social, and intergenerational, Structure and dynamics. Strategies of conflict resolution; Negotiation and Bargaining; Pro-social Behaviour - Ways to enhance pro social Behaviour; Aggression- Nature, causes and Control.

### **UNIT V**

**(Teaching hours: 14)**

Social Problems – Violence, Gender Discrimination, Unemployment, Juvenile Delinquency, Criminality –causes and measures to reduce criminality, Measures of Indian government to overcome criminality; Culture - Socio-cultural diversity

Application of social psychology to social issues in India; dealing with social problems – Laws dealing with social issues; Reducing the impact of change in regard to problems such as child abuse & neglect, domestic violence.

### **REFERENCES**

- Ahuja, R. (1992). Social Problems in India. Nice Madan, G.R. (1995). Indian Social Problems. Vol.1, Allied Publishers.
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<b>AP 103: RESEARCH METHODOLOGY - I</b>			
<b>Course Credit</b>	<b>03</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>❖ To enable the students to understand the need and purpose of research.</li> <li>❖ To train students in Quantitative research methods and designs in Psychology.</li> <li>❖ To equip the students to take up Quantitative psychological researches independently.</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>❖ Lecture method</li> <li>❖ Discussions</li> <li>❖ Case study</li> <li>❖ Tutorial</li> <li>❖ Review of relevant resources (Articles / Books, etc.)</li> <li>❖ Assignments</li> <li>❖ Presentations</li> <li>❖ Mini projects</li> <li>❖ Laboratory work</li> <li>❖ Journal club</li> <li>❖ Skill lab</li> <li>❖ Fieldwork</li> <li>❖ Cooperative learning</li> </ul>		
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>❖ Student will have a basic understanding of the needs, purposes and different types of research.</li> <li>❖ At the end of this course the student will have a better understanding of the different quantitative methods and designs in psychology</li> </ul>		

### **UNIT I**

**(Teaching hours: 8)**

Characteristics and purposes of research in Applied Psychology; Types of research - Basic research, applied research, action research, experimental and non-experimental research, Laboratory experiments, Field experiments and field studies, Survey studies and Epidemiological studies; Quantitative and qualitative research; Ethics in Research.

### **UNIT II**

**(Teaching hours: 8)**

Variables: Concept, Definition and types; Research Problem - Statement of the Problem; Hypothesis: Meaning, definition and types of hypothesis; formulation of hypotheses.

### **UNIT III**

**(Teaching hours: 9)**

Sampling: Definition; Sample, Population and Universe, Sampling Frame, sample size and sample size calculation; types of sampling – probability and non-probability sampling methods- characteristics, assumptions and types.

### **UNIT IV**

**(Teaching hours: 10)**

Methods of Data Collection: Observation, Interview, Case study, Survey, Experimentation: Basic assumptions, characteristics and types.

### **UNIT V**

**(Teaching hours: 10)**

Research Designs: Meaning, purpose and principles; Experimental design – Between Group design, Mixed Design, Correlational design, cross-sectional design, longitudinal design, Ex-post facto design, Field experiment and other research designs.

### **REFERENCES.**

- Best, J.W. and Kahn, J.V. (2006). Research in education (9<sup>th</sup> Edition) New Delhi: Pearson Education.
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<b>AP 104: STATISTICS FOR PSYCHOLOGY - I</b>			
<b>Course Credit</b>	<b>03</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	❖	To understand the statistical methods to analyse data	
	❖	To gain knowledge about applied aspect of statistics	
	❖	To understand and learn various statistical tests	
<b>Pedago-gy</b>	❖	Lecture method	
	❖	Discussions	
	❖	Tutorial	
	❖	Assignments	
	❖	Presentations	
	❖	Mini projects	
	❖	Laboratory work	
	❖	Skill lab	
	❖	Fieldwork	
<b>Learning Outcome</b>	❖	The student will have a better understanding of the various statistical methods and techniques	
	❖	The student will be able to do different statistical analysis	

#### **UNIT I**

**(Teaching hours: 9)**

Definition and Meaning of statistics; classification of Statistics – Descriptive vs. Inferential, Parametric vs. Non-parametric; Levels of Measurement – Nominal, Ordinal, Interval and Ratio.

#### **UNIT II**

**(Teaching hours: 9)**

Classification of Data: Frequency distribution, Graphical Representation - Frequency Polygon, Ogives, Pie diagram, Bar Diagram, Histogram.

#### **UNIT III**

**(Teaching hours: 9)**

Measures of Central Tendency: Mean, Median and Mode (for grouped and ungrouped data); Measures of Variability: Range, Interquartile Range, Quartile Deviation, Standard Deviation and Variance (for grouped and ungrouped data).

#### **UNIT IV**

**(Teaching hours: 9)**

Correlation – meaning; co-efficient of correlation, negative and positive correlation; Pearson product moment correlation; Biserial, Point biserial, Tetra choric, Phi Coefficients; Scatter diagram and Box plot; Linear Regression.

#### **UNIT V**

**(Teaching hours: 9)**

Computer Applications in the analysis of data and Introduction to SPSS.

## **REFERENCES**

- Arthur, A., Elaine, A. N., & Elliot C. J. (2012). *Statistics for Psychology* (6<sup>th</sup> ed.). Pearson Education.
- Garrett, H.E. (2006). *Statistics in psychology and Education*. Cosmo.
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- Howell, D.C. (2007). *Statistical methods for Psychology* (6<sup>th</sup> ed.). California: Duxbury Press.
- Siegal, S. (2002). *Non –parametric Statistics for the Behavioural Sciences*. New Delhi: Tata McGraw Hill.



<b>AP 105: PRACTICUM &amp; FIELD WORK-I</b>			
<b>Course Credit</b>	<b>04</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>❖ To acquaint the students with the different psychological assessment tools to assess cognitive abilities and social processes.</li> <li>❖ To train the students in administration, interpretation of scores and report writing of an assessment tools.</li> <li>❖ To equip the students to administer different psychological tests and evaluate the results.</li> <li>❖ To understand the rationale, strengths and limitations of the experimental method of gaining knowledge about mental and behavioural processes.</li> <li>❖ To provide students with knowledge about and hands-on practice with experimental methods in psychology.</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>❖ Lecture</li> <li>❖ Tutorial</li> <li>❖ Laboratory work</li> <li>❖ Discussion</li> <li>❖ Fieldwork</li> </ul>		
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>❖ Students will have a clear understanding of the need and strength, rationale and limitations of experimental method.</li> <li>❖ Students will gain hands-on experience in the psychological assessment.</li> <li>❖ Students will be able to conduct assessments and interpret the findings for various cognitive abilities and social processes.</li> </ul>		

**Note: Students should have to do 10 assessments/experiments based on AP 101 and AP 102.**

**List of Assessments/Experiments**

1. Division of attention (To assess the attention)
2. Illusion (Muller layer) (To assess the illusion)
3. Horizontal Vertical Illusion (To assess the illusion)

4. Depth perception ( To measure the perception)
5. Tachistoscope (To assess span of Attention)
6. Memory Drum (To assess Memory)
7. Transfer of training (To assess learning)
8. Altruism (To Assess the Altruism)
9. Problem solving (To assess the problem solving ability of the subject)
10. Adaptive Behaviour Assessment System (ABAS II)
11. Attachment (To assess the attachment style)
12. Social Phobia and Anxiety Inventory
13. Binet Kamat test of intelligence/WAIS/WISC (To assess the Intelligence)
14. PGI Memory Scale/WMS (To assess the memory dysfunction)
15. Non-Verbal test of Creativity (To assess the Non-Verbal creative thinking)
16. Bhatia's battery of performance test of intelligence/ WAPIS (To assess the Intelligence)
17. Raven's Progressive Matrices /SPM/APM/CPM.
18. Group test of Intelligence (To assess the Intelligence)
19. Integrated Visual and Auditory Continuous Performance Test (IVACPT) (To assess Attention)
20. Card Sorting Tray with Cards for habit interference (To measure habit interference)

## **REFERENCES**

- Aiken, L.R., & Groth- Marnat, G. (2006). Psychological Testing and Assessment – 12<sup>th</sup> edition. Boston, MA: Pearson.
- Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D: Pearson Education.
- Gregory, R.J. (2005). Psychological testing: History, principles and applications. New Delhi: Pearson Education.
- Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
- Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan.

<b>AP 501 E-A FOUNDATIONS OF HUMAN BEHAVIOUR – I</b>			
<b>Course Credit</b>	<b>02</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	❖	To have a better understanding of the basic psychological processes.	
<b>Pedagogy</b>	❖	Lecture method	
	❖	Discussions	
	❖	Case study	
	❖	Tutorial	
	❖	Review of relevant resources (Articles / Books, etc.)	
	❖	Assignments	
	❖	Presentations	
	❖	Mini projects	
	❖	Laboratory work	
	❖	Journal club	
	❖	Skill lab	
	❖	Fieldwork	
	❖	Cooperative learning	
<b>Learning Outcome</b>	❖	At the end of this course the students' will be able to understand the basic psychological processes with much better clarity	
	❖	The students' will be able to understand the importance and applications of various psychological processes in everyday life.	

### **UNIT I**

**(Teaching hours: 4)**

Psychology: Meaning, Goals and Scope; History of Psychology - Structuralism, Functionalism, Gestalt psychology, Psychoanalytic Psychology, Behaviorism; Modern perspectives of psychology - Psychodynamic, Behavioral, Humanistic, Biopsychology, Cognitive, Socio-cultural, Evolutionary. Nervous System: Structure and Organization; function of the brain; Autonomic Nervous System. Endocrine system; Introduction to behavior genetics.

### **UNIT II**

**(Teaching hours: 8)**

Nervous System: Structure and Organization; function of the brain; Autonomic Nervous System. Endocrine system; Introduction to behavior genetics;

**UNIT III****(Teaching hours: 6)**

Sensation: Structure and function of visual and auditory senses; Perception: Meaning; The Gestalt principles of perception - Figure-ground, Proximity, Similarity, Closure, Continuity and Contiguity; The perceptual constancies - Size constancy, Shape constancy, Brightness constancy; Depth perception: Monocular cues and binocular cues; Perceptual illusions – Factors influencing perception; Attention: selective, sustained and divided attention.

**UNIT IV****(Teaching hours: 6)**

Memory: Stages of Memory, Human Memory – the Modal Model of Memory, Sensory Memory, Short - Term Memory, Long- Term Memory; Memory in Natural Context; Biological Bases of Memory; Modifying our Memory Capabilities; Drugs and Memory; Mnemonics; Culture and Memory. Forgetting: Theories of Forgetting- Retrieval Failure, Decay Theory, Interference Theory, Motivated Forgetting, Reconstruction Theory; Memory Disorders.

**UNIT V****(Teaching hours: 6)**

Basic Elements of Thought: Concepts, Propositions, Images; Concepts: Types of Concepts, Concept Formation; Reasoning: Types; Decision Making, Problem Solving; Creative Thinking: Nature and Characteristics; Artificial Intelligence.

**REFERENCES**

- Baron (2005). Psychology: An Introduction. (5<sup>th</sup> ed.). New Delhi: Pearson.
- Burger, J.M. (2011) Personality. 8<sup>th</sup> Ed. Wadsworth.
- Coon, D. (1997). Introduction to Psychology: Exploration and Application. (8<sup>th</sup> ed.). New York: West Publishing Co.
- Feldman, R. (2011). Understanding Psychology, (10<sup>th</sup> ed.). New Delhi: Tata McGraw Hill.
- Goldstein, E, B. (2016). Sensation and Perception, (10<sup>th</sup> ed.). Cengage, Boston, USA.
- Morgan, King and Robinson (2015) Introduction to Psychology, 7<sup>th</sup> Ed, Tata McGraw Hill, Delhi
- NCERT (2002). Introduction to Psychology- Part-I. New Delhi: NCERT
- Weiten, W. (2016). Psychology: Themes and Variations, (10<sup>th</sup> ed.). Cengage, Boston, USA.
- Psychology: Themes and Variations, (10<sup>th</sup> ed.). Cengage, Boston, USA.

<b>AP 501 E-B      PHYSIOLOGICAL PSYCHOLOGY</b>			
<b>Course Credit</b>	<b>2</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>❖ To provide a basis for understanding the way in which biological mechanisms participate in behavior</li> <li>❖ To familiarize with the complex interrelationships between biological and mental processes</li> <li>❖ To equip critical thinking, application and synthesise of various topics in physiological psychology</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>❖ Lecture method</li> <li>❖ Discussions</li> <li>❖ Case study</li> <li>❖ Tutorial</li> <li>❖ Review of relevant resources (Articles / Books, etc.)</li> <li>❖ Assignments</li> <li>❖ Presentations</li> <li>❖ Cooperative learning</li> </ul>		
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>❖ Comprehensive understanding of biological, chemical, anatomical, and physiological aspects of the brain and its relation to behaviour</li> </ul>		

### **UNIT I**

**(Teaching hours: 6)**

Structure, function and types of neurons and supportive cells of brain; Neural conduction and synaptic transmission; Blood-Brain barrier; Neurodevelopment, Altered states of consciousness: Sleep, Circadian Rhythms, Meditation, Hypnosis; Psychopharmacology: Mechanisms of psychopharmacology, Sites of drug action

### **UNIT II**

**(Teaching hours: 6)**

Structure and functions of nervous system: Central and peripheral nervous system, Meninges, Ventricles, and Cerebrospinal Fluid; Psychoneuroimmunology.

### **UNIT III**

**(Teaching hours: 6)**

Major endocrine glands: Thyroid, Parathyroid, Adrenal, pancreas, Pituitary, Gonads, Hormones of the hypothalamus; general principles of hormonal activity; interaction between neural system and hormones to produce integrated responses; Internal regulation: Temperature regulation, Thirst, Hunger

**UNIT IV****(Teaching hours: 6)**

Visual System; Auditory System; Body Senses: Vestibular System, Somatosensory System- Touch, pain, pressure, temperature; Chemical senses- Gustatory System, Olfactory System; Movement

**UNIT V****(Teaching hours: 6)**

Theories of Emotion; Emotions as response patterns: fear and aggression; Hormonal control of aggressive behaviour; Neural basis of the communication of emotion: Recognition and expression; Fear conditioning: amygdale, contextual fear conditioning and the hippocampus; Sexual Orientation, Hormonal control of sexual behaviour, Neural mechanisms in sexual behaviour.

**REFERENCES**

- Carlson, N. R. (2008). Foundations of Physiological Psychology. Pearson / Allyn & Bacon: UK
- Carlson, N. R. (2013). Foundations of Behavioral Neuroscience. Harlow: Pearson Education UK.
- Carlson, N.R. (2013). Physiology of Behaviour, Pearson Education, Boston.
- Carlson, N.R. (2013). Physiology of Behaviour, Pearson Education, Boston.
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- Kalat. J.W. (2017). Biological Psychology, (13<sup>th</sup> ed.). Cengage, Boston, USA.
- Freberg, L.A. (2016). Discovering Behavioral Neuroscience: An Introduction to Biological Psychology. (4<sup>th</sup> ed.). Cengage, Boston, USA.
- Pinel, J.P.J. (2014). Biopsychology, (9<sup>th</sup> ed.). New Jersey: Pearson Education INC.
- Wagner, H., Silver, K. (2004). Instant Notes – Physiological Psychological. Garland Science / BIOS Scientific Publishers: UK
- Wickens, A. (2009). Foundations of Biopsychology. (3<sup>rd</sup> ed.). Pearson Education Limited: Madrid, Spain.

**AP 501 E-C THEORIES OF LEARNING**

<b>Course Credit</b>	<b>02</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>❖ To develop a broad understanding of different approaches to the study and theory of learning.</li> <li>❖ To develop a reflective and critical stance toward common and uncommon learning and teaching practices.</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>❖ Lecture method</li> <li>❖ Discussions</li> <li>❖ Case study</li> <li>❖ Tutorial</li> <li>❖ Review of relevant resources (Articles / Books, etc.)</li> <li>❖ Assignments</li> <li>❖ Presentations</li> <li>❖ Laboratory work</li> <li>❖ Journal club</li> <li>❖ Cooperative learning</li> </ul>		
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>❖ On successful completion of this course students should be able to know the major learning theories, their underlying assumptions and their historical development.</li> <li>❖ And have developed their ability to analyse common learning and teaching practices in light of these theories and approaches.</li> </ul>		

**UNIT I: 6hrs.**

Introductions: Introduction to learning; Traditional Learning Theories; Modification of Instinctive Behaviours.

**UNIT II: 6hrs.**

Classical conditioning: Principles and Applications of Pavlovian conditioning, Theories of Pavlovian Conditioning, Appetitive Conditioning.

**UNIT III: 6hrs.**

Operant conditioning: Principles and Applications of Aversive Conditioning; Theories of Aversive Conditioning; Biological Influence on Learning.

**UNIT IV: 6hrs.**

Social Learning Theory; Behaviorism Taxonomies, Mastery Learning; Cognitive Information Processing: Problem Solving, Transfer.

**UNIT V:****6hrs.**

Meaningful Learning; Situated Cognition; Development and Learning; Interactional Theories of Learning; Stimulus Control; Cognitive Control of Behavior.

**REFERENCES**

Domjan Michael (2014) The Principles of Learning and Behavior (7th Edt) Wadsworth, Cengage Learning.

Feldman R.S. (2008). Understanding Psychology. New Delhi: McGraw Hill

Hilgard, E. R., & Bower, G. H. (1966). Theories of learning. New York: Appleton-Centruy-Crosfts.

Lefrancois R Guy (2012) Theories of Human Learning: What the professor said (6th Edt). International Edition, Wadsworth, Cengage Learning.

Morgan, King, Weiss and Schopler. (2008). Introduction to Psychology. New Delhi: McGraw Hill

Olson H. Mathew and Hergenhahn B R (2010) An introduction to the theories of learning (8th Edt). PHI Learning Private Limited, New Delhi.



<b>AP 201 : THEORIES OF PERSONALITY</b>			
<b>Credit</b>	<b>4</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	❖	To enable the students to have a deeper understanding of various theories of personality.	
	❖	In a better understanding of the applications of the theories of personality in intervention.	
<b>Pedagogy</b>	❖	Lecture method	
	❖	Discussions	
	❖	Tutorial	
	❖	Review of relevant resources (Articles / Books, etc.)	
	❖	Assignments	
	❖	Presentations	
	❖	Mini projects	
	❖	Laboratory work	
	❖	Journal club	
	❖	Skill lab	
	❖	Fieldwork	
	❖	Cooperative learning	
<b>Learning Outcome</b>	❖	Students will be able to understand the complexities of human behaviour in a better way.	
	❖	Students will be able to relate the applications of theories of personality in the development of various intervention strategies.	

### **UNIT I**

**(Teaching hours:12)**

Personality: Definition; Structure; Process; Growth and Development of Personality; Genetic Determinants and Environmental Determinants; Perspectives of personality; Components of personality theory; Criteria for evaluating personality theories; Important issues in personality theories; Methods of research to study personality.

### **UNIT II**

**(Teaching hours: 15)**

Classical Psycho Analytic Theory of Sigmund Freud; Analytic Psychology by Jung; Individual Psychology by Adler; Ego Psychology by Erickson; Neo-Freudians-Horney and Fromm.

### **UNIT III**

**(Teaching hours: 12)**

Allport Theory of Personality; Eysenck's Theory of Personality; Cattell's Theory of Personality- The Big five factor theory.

**UNIT IV****(Teaching hours: 15)**

Carl Roger's Self Theory of Personality- The Self and the Tendency Toward Actualization- The Experimental World- Development of the Self- Conditions of Worth- Incongruence- Characteristics of Fully Functioning Persons- Assessment of Personality; Maslow's Self-actualization theory; Kelly's Personal construct theory; Existential Theories-Rollo May and Frankl.

**UNIT V****(Teaching hours: 6)**

Self and Personality in Indian context; Yoga Psychology; Triguna theory, Abhidhamma, Sri Aurobindo's Integral yoga.

**REFERENCES**

- Engler, B. (2014). *Personality Theories*. Cengage, Boston, USA.
- Fadiman, J. and Frager, R. (2013). *Personality and Personal Growth*. New York: Pearson.
- Hall, C. S., Lindzey, G., & Campbell, J. B. (2008). *Theories of personality*. New York: Wiley.
- Hall, C. S., Lindzey, G., & Campbell, J. B. (2016). *Theories of personality*. (11<sup>th</sup> ed.). Kindle Edition.
- Pervin, L.A. and Oliver, P.J. (2015). *Personality: Theory and Research*. New York: John Wiley and Sons.
- Rhodewalt, F. (2013w). *Personality and Social Behavior*. (1<sup>st</sup> ed.). Routledge.
- Ryckman, R.M. (2014). *Theories of Personality*. (10<sup>th</sup> ed.). Belmont: CL.
- Schultz, D.P. & Schultz, S. E. (2007), *Theories of Personality* (8<sup>th</sup> Ed). New Delhi: Thomson Wadsworth.

<b>AP 202: DEVELOPMENTAL PSYCHOLOGY</b>			
<b>Credit</b>	<b>4</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	❖	To understand the socio cultural context of human development	
	❖	To understand the dynamics and processes of life	
	❖	To understand the challenges of development across the life span in Indian context	
<b>Pedagogy</b>	❖	Lecture method	
	❖	Discussions	
	❖	Case study	
	❖	Tutorial	
	❖	Review of relevant resources (Articles / Books, etc.)	
	❖	Assignments	
	❖	Presentations	
	❖	Journal club	
	❖	Cooperative learning	
<b>Learning Outcome</b>	❖	Students will be able to understand the different stages, dynamics and processes of human development.	
	❖	Students will be able to understand the challenges faced during the developmental stages.	

### **UNIT I**

**(Teaching hours: 10)**

Lifespan development: Meaning; Theoretical perspectives. Genes and Chromosomes; Fertilization; Stages of prenatal development; Prenatal environment; Birth process; Approaches to child birth; Birth complications- Preterm and Post mature infants; New-born- Physical competence – sensory capabilities – social competence.

### **UNIT II**

**(Teaching hours: 11)**

Infancy: Physical development- sensory-motor development; Cognitive development; Language development. Early Childhood: Physical development; Motor development; Cognitive development - Piaget's preoperational stage; Language development; Psychosocial development: Gender identity- Friendship; Moral development; Piaget's view-Social learning approach.

### **UNIT III**

**(Teaching hours: 15)**

Middle Childhood: Physical development- Motor development; Cognitive development- Concrete operational thought; Language development; Psychosocial development; Self-esteem; Moral development; Relationship- Stages of friendship- Gender and Friendship. Adolescence: Physical development- Puberty; Cognitive development- Piaget's formal operations; Identity formation; Self-concept- Self-esteem- Marcia's approach to identity

development. Relationship- Family ties- Relationship with peers; Popularity and rejection; Conformity; Juvenile delinquency.

#### **UNIT IV**

**(Teaching hours: 12)**

Early Adulthood: Physical Development; Cognitive Development- Post Formal Thought- Piery's Approach; Social development- Relationship- Marriage. Middle Adulthood: Physical development- sexuality; Cognitive development; Personality development; Divorce; Empty nest; Boomerang children; Family violence. Work and leisure.

#### **UNIT V**

**(Teaching hours: 12)**

Late Adulthood: Health and wellness; Memory; Living arrangements; Institutionalism; Work and retirement; Social network; Family relationship. Death: definition; Death across lifespan; Death education; Process of death; Choosing the nature of death; Caring for terminally ill; Bereavement and grief.

#### **REFERENCES**

- Berk, E.L. (2017). Development through lifespan (7<sup>th</sup> ed.). New Delhi: Pearson Education, Inc.
- Feldman, R. S. (2013). Discovering the life span. Pearson Education India.
- Harris, M. (2008). Exploring Developmental Psychology: Understanding theory and methods. New Delhi: Sage Publications.
- Kakar, S. (2012). The inner world: A psychoanalytic study of childhood and society in India (4<sup>th</sup> Ed). New Delhi. Oxford University Press New Delhi. Oxford University Press
- Keenan, T., Evans, S., & Crowley, K. (2016). An introduction to child development. Sage.
- Mitchell, P., & Ziegler, F. (2013). Fundamentals of development: The Psychology of Childhood. New York: Psychology Press.
- Papalia, D. E., Feldman, R. D., & Olds, S. W. (2009). Human development. McGraw-Hill..
- Santrock, J.W. (2012). A topical approach to life-span development. New Delhi: Tata McGraw-Hill.
- Shaffer, D.R., & Kipp, K. (2013). Developmental psychology: Childhood and Adolescence Indian reprint: (9<sup>th</sup> ed.). Thomson Wadsworth.
- Sharma, N. & Chaudhary, N. (2009). Human development: Contexts and processes In G. Misra (1<sup>st</sup> Ed) Psychology in India, Vol 1: Basic psychological processes and human development. India: Pearson.

<b>AP 203 : RESEARCH METHODOLOGY - II</b>			
<b>Course Credit</b>	<b>03</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	❖	To understand the critical aspects of Qualitative research	
	❖	To familiarize various methods and approaches in Qualitative research	
	❖	To know the ethical aspects of carrying out Qualitative research.	
<b>Pedagogy</b>	❖	Lecture method	
	❖	Discussions	
	❖	Case study	
	❖	Tutorial	
	❖	Assignments	
	❖	Presentations	
	❖	Mini projects	
	❖	Journal club	
	❖	Skill lab	
	❖	Fieldwork	
	❖	Cooperative learning	
<b>Learning Outcome</b>	❖	At the end of this course the student will have a better understanding of various methods and approaches in Qualitative Research	
	❖	StudentS will have an understanding about the critical and ethical aspects of carrying out Qualitative Research.	

### **UNIT I**

**(Teaching Hours: 6)**

Introduction to qualitative research: Characteristics – Subjectivity, Reflexivity, Triangulation, and Researcher’s self in Qualitative Research, Power.

### **UNIT II**

**(Teaching Hours: 10)**

Paradigms of Research: Ontology, Epistemology and Methodology of Positivism, Post-positivism, critical paradigm and Social Constructivism.

### **UNIT III**

**(Teaching Hours: 12)**

Approaches and Methods: Ethnography; Phenomenology; Grounded theory; Narrative inquiry; Case study; Observation; Interview; Survey; Focus group discussion.

**UNIT IV****(Teaching Hours: 12)**

Data Analysis in Qualitative Research: Narrative Analysis; Phenomenological analysis; grounded theory analysis; ethnographic analysis; Case study analysis; Content analysis; Thematic analysis; Conversational analysis; Discourse Analysis.

**UNIT V****(Teaching Hours: 5)**

APA style for report writing (latest edition): Writing research report - Title, Abstract, Introduction, Review of literature, Method, Results, Discussion, References, and Appendices.

**REFERENCES**

- Creswell, J. W., & Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches*.
- Czrniawska, B. (2004). *Narratives in Social Science Research*. New Delhi: SAGE.
- Denizen, N.K., & Lincoln, Y.S. (2017). *Handbook of Qualitative Research Method*, SAGE.
- Gobo, G. (2008). *Doing Ethnography*. Los Angles: SAGE.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2013). *Qualitative data analysis: A methods sourcebook*. SAGE, Incorporated.
- Riecoeur, P. (2004). *The Conflict of Interpretations*. London: Continuum.
- Ritchie, J., & Spencer, L. (2002). Qualitative data analysis for applied policy research. *The qualitative researcher's companion*, 573, 305-329.
- Smith, J.A. (2008). *Qualitative Psychology: A Practical Guide to Research Methods*: London: SAGE.
- Srivastava, V.K. (2005). *Methodology and Fieldwork*. New Delhi: Oxford.
- Tracy, S.J. (2013). *Qualitative Research Methods*. Black.

<b>AP 204: STATISTICS FOR PSYCHOLOGY - II</b>			
<b>Course Credit</b>	<b>03</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	❖	To understand the statistical methods to analyse data	
	❖	To gain knowledge about applied aspect of statistics	
	❖	To understand and learn various statistical tests	
<b>Pedagogy</b>	❖	Lecture method	
	❖	Discussions	
	❖	Case study	
	❖	Tutorial	
	❖	Assignments	
	❖	Presentations	
	❖	Mini projects	
	❖	Laboratory work	
	❖	Journal club	
	❖	Skill lab	
	❖	Fieldwork	
	❖	Cooperative learning	
<b>Learning Outcome</b>	❖	A better understanding of different tests and statistical methods	
	❖	Knowledge about different computer applications and SPSS	

### **UNIT I**

**(Teaching Hours: 9)**

Normal Distribution: Meaning, importance and properties; Central Limit Theorem; Skewness and Kurtosis; Critical Region; level of significance; degrees of freedom; Hypothesis testing – types of hypothesis testing- type I and type II error-one tailed & two tailed tests.

### **UNIT II**

**(Teaching Hours: 9)**

z test; t-test- one sample- paired sample- independent sample t-test; ANOVA- One way and two way; MANOVA- Definitions- Meaning and Use; ANCOVA; MANCOVA.

Post hoc comparison: LSD; Duncan's multiple range test; Tukey's HSD; Scheffe test; Dunnett's test.

### **UNIT III**

**(Teaching Hours: 9)**

Non - parametric Statistics: Assumptions of Non – parametric Statistics; Chi-square; Mann Whitney U-test; Kruskal Wallis; sign test; Sign rank test; median test, Rank order- Spearman

**UNIT IV****(Teaching Hours: 9)**

Test Development: Classical test theory and Latent Construct Model; Item writing, item analysis, Reliability and validity, Norm development and meaning of test scores, Development of Manual.

**UNIT V****(Teaching Hours: 9)**

Computer Applications in Statistics and SPSS

**REFERENCES**

- Arthur, A., Elaine, A. N., & Elliot C. J. (2012). Statistics for Psychology (6<sup>th</sup> ed.). Pearson Education.
- Garrett, H.E. & Woodworth, R.S (1981). Statistics in psychology and Education. Vakils, Peffer and Simons Ltd, Bombay.
- Garrett, H.E. (2006). Statistics in psychology and Education. Cosmo.
- Guilford J.P & Fruchter.B. (1978). Fundamental Statistics in Psychology and Education. New – York, McGraw Hill.
- Howell, D. (2013). Statistical methods for psychology. Belmont, CA: Wadsworth Cengage Learning.
- Siegal, S. (2002). Non –parametric Statistics for the Behavioural Sciences. New Delhi: Tata McGraw Hill.



<b>AP 205: PRACTICUM &amp; FIELD WORK -II</b>			
<b>Course Credit</b>	<b>04</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>❖ To acquaint practical skills and competencies which are required for practice as a psychologist.</li> <li>❖ To develop knowledge and skills in psychological assessment tools to measure types of personality, span of development and disabilities.</li> <li>❖ To train the students in administration, interpretation of scores, report writing and evaluate the results of assessment tools.</li> <li>❖ To provide students with knowledge about and hands-on practice with experimental methods in psychology.</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>❖ Tutorial</li> <li>❖ Laboratory work</li> <li>❖ Fieldwork</li> </ul>		
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>❖ Students will have better understanding of different assessment tools to measure different types of personality and span of development and disability.</li> <li>❖ Students will be able to conduct assessments in experimental psychology.</li> <li>❖ Students will have a clear understanding of experimental psychology.</li> <li>❖ Students will be able to demonstrate substantial knowledge of experimental psychology and the modes of inquiry pertinent to this field.</li> </ul>		

**Note: Students should have to do 10 assessments/experiments based on AP 201 and AP 202.**

**List of Assessments and Experiments**

1. 16PF
2. EPQ
3. CPQ

4. Assessment of Personality MMPI/MPQ
5. Draw a person test/TAT
6. Rorschach inkblot test
7. Rosenzweig Picture Frustration Study
8. Developmental Screening test
9. Vineland social maturity (To assess the scale social maturity of the child)
10. Problem behaviour check list
11. CARS
12. ADHD Rating scale
13. Attention-Deficit/Hyperactivity Disorder Test (ADHDT)
14. Autism Diagnostic Observation Scale (ADOS) (To assess the autism)
15. Assessment of specific learning Disability
16. SFBT
17. Personality types (To assess Personality of an individual)
18. Concept Formation -Yerke's Multiple Choice Apparatus (To assess the Concept Formation)
19. Finger Dexterity (To measure the fine and gross motor dexterity and coordination)
20. Vineland Adaptive Behaviour Scales (VABS)

## **REFERENCES**

- Aiken, L.R., & Groth- Marnat, G. (2006). Psychological Testing and Assessment – 12<sup>th</sup> edition. Boston, MA: Pearson.
- Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D: Pearson Education.
- Gregory, R.J. (2005). Psychological testing: History, principles and applications. New Delhi: Pearson Education.
- Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
- Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan.

<b>AP 502 E-A FOUNDATIONS OF HUMAN BEHAVIOUR - II</b>			
<b>Course Credit</b>	<b>02</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	❖	To enable the student to have a better understanding of the basic psychological processes.	
<b>Pedagogy</b>	❖	Lecture method	
	❖	Discussions	
	❖	Case study	
	❖	Tutorial	
	❖	Review of relevant resources (Articles / Books, etc.)	
	❖	Assignments	
	❖	Presentations	
	❖	Mini projects	
	❖	Laboratory work	
	❖	Journal club	
	❖	Skill lab	
	❖	Fieldwork	
	❖	Cooperative learning	
<b>Learning Outcome</b>	❖	At the end of this course the students' will be able to understand the basic psychological processes with much better clarity	
	❖	The students' will be able to understand the importance and applications of various psychological processes in everyday life.	

### **UNIT I**

**(Teaching hours: 5)**

Intelligence – Definition; Nature- Nurture issue on Intelligence; Measurement of intelligence - Binet's mental ability test, Stanford -Binet and I.Q and The Wechsler tests; Theories of Intelligence - Spearman's theory, Gardner's multiple intelligence, Sternberg's triarchic theory; Mental retardation.

### **UNIT II**

**(Teaching hours: 8)**

Learning: Nature; Definition. Primary laws of learning: Classical Conditioning; Principles- Applications; Operant Conditioning; Principles- Applications- Schedules of Reinforcement; Instrumental Learning; Cognitive Learning; Observational Learning; Skill Learning. Transfer of Learning; Biological Factors in Learning.

**UNIT III****(Teaching hours: 6)**

Motivation: meaning; Approaches to motivation- Instinct approach- Drive-reduction approach - Arousal approach- Incentive approach- Humanistic approach (Maslow's hierarchy of needs) – Self-determination theory.

**UNIT IV****(Teaching hours: 5)**

Emotion: Meaning; Theories of Emotion; James-Lange theory - Cannon-Bard theory - Schachter-Singer - Cognitive arousal theory.

**UNIT V****(Teaching hours: 6)**

Personality: Concept & definitions; traits; types; determinants. Important Approaches: psychoanalytic; Neo – Freudian- Jung- Adler- Sullivan- Karen Horney; Humanistic Approaches; Trait Approaches; Behavioral Approaches; Social - Learning Approaches. Assessment of Personality

**REFERENCES**

Baron (2005). Psychology: An Introduction. (5<sup>th</sup> ed.). New Delhi: Pearson.

Burger, J.M. (2011) Personality. 8th Ed. Wadsworth.

Coon, D. (1997). Introduction to Psychology: Exploration and Application. (8<sup>th</sup> ed.). New York: West Publishing Co.

Feldman, R. (2011). Understanding Psychology, (10<sup>th</sup> ed.). New Delhi: Tata McGraw Hill.

Goldstein, E, B. (2016). Sensation and Perception, (10<sup>th</sup> ed.). Cengage, Boston, USA.

Morgan, King and Robinson (2015) Introduction to Psychology, 7<sup>th</sup> Ed, Tata McGraw Hill, Delhi

NCERT (2002). Introduction to Psychology- Part-I. New Delhi: NCERT

Weiten, W. (2016). Psychology: Themes and Variations, (10<sup>th</sup> ed.). Cengage, Boston, USA.

<b>AP 502 E-B HEALTH PSYCHOLOGY</b>			
<b>Course Credit</b>	<b>02</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>❖ To acquaint the students with the nature and significance of emerging area of health psychology within a life span perspective</li> <li>❖ To highlight the importance of social and psychological processes in the experience of health and illness.</li> <li>❖ To focus on the behavioral risk factors vis-à-vis disease prevention and health promotion.</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>❖ Lecture method</li> <li>❖ Discussions</li> <li>❖ Case study</li> <li>❖ Review of relevant resources (Articles / Books, etc.)</li> <li>❖ Assignments</li> <li>❖ Presentations</li> </ul>		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>❖ Students will understand the models of health.</li> <li>❖ Students will have a good understanding about the concept of stress, coping and the impact of stress on physical health.</li> <li>❖ Students will gain knowledge about pain and its management through psychological pain control techniques.</li> <li>❖ Students will improve knowledge on health promotion and they are able to apply various interventions in psychology to improve health.</li> </ul>		

### **UNIT I**

**(Teaching hours: 6)**

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

### **UNIT II**

**(Teaching hours: 6)**

Health behaviour and belief: Factors predicting health behaviour and beliefs, health awareness and health seeking behaviour, health related beliefs in Eastern perspective.

### **UNIT III**

**(Teaching hours: 6)**

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****(Teaching hours: 6)**

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

**UNIT V****(Teaching hours: 6)**

Promoting and maintaining health. Sleep: Sleep cycles, Sleep Quality, Sleep related  
Disorders; Circadian rhythm; Biological, social, cultural, psychological and spiritual oriented  
interventions.

**REFERENCES**

Banyard. P (2002). Psychology In Practice: Health. Hodder & Stoughton Publishers.

Ogden, J. (2007). Health Psychology: A Text Book. McGraw Hill Publications.

Payne. S & Sandra. H (2004). Health Psychology. Open University Press.

Pitts. M & Phillips. K (2003). The Psychology of Health. Routledge Publishers.

<b>AP 502 E- C POSITIVE PSYCHOLOGY</b>			
<b>Course Credit</b>	<b>2</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>❖ To understand the scope of Positive Psychology</li> <li>❖ To understand the human emotions.</li> <li>❖ To understand the need of positive of positive psychology in current scenario</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>❖ Lecture method</li> <li>❖ Discussions</li> <li>❖ Tutorial</li> <li>❖ Review of relevant resources (Articles / Books, etc.)</li> <li>❖ Assignments</li> <li>❖ Presentations</li> <li>❖ Cooperative learning</li> </ul>		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>❖ Students will be able to understand the scope of positive psychology</li> <li>❖ Students will be able to understand the significance and vitality of human emotions.</li> <li>❖ Students will get to know about the need and importance of the field of positive psychology and its contribution to everyday life.</li> </ul>		

**Unit I**

**(Teaching hours: 5)**

Positive Psychology: Meaning, history, goals and assumptions, traditional Psychology Vs Positive Psychology.

**Unit II**

**(Teaching hours: 7)**

The Meaning and Measure of Happiness: Psychology of well-being, Happiness, hedonic and the Eudaimonic basis 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**

**(Teaching hours: 7)**

Emotions: Positive emotions and negative Emotions; cultivating positive emotions, Comparison of positive and Negative emotions; Character Strength; Flow.

**Unit IV**

**(Teaching hours: 5)**

Promoting Positive Relationships: Compassion, Forgiveness, Gratitude and Empathy, Resilience.

**Unit V**

**(Teaching hours: 6)**

Application of Positive Psychology: Family, Work and Community.

## **REFERENCES**

Carr, A. (2011). Positive psychology: The science of happiness and human strengths. London: Routledge.

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.



<b>AP 301: PSYCHOPATHOLOGY</b>			
<b>Course Credit</b>	<b>04</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	❖	To introduce students to the historical conceptions and perspectives of psychopathology	
	❖	To enable the students, gain knowledge and skills required for diagnosis of psychological problems	
	❖	To orient students on different psychological disorders, its causes and treatment procedures.	
<b>Pedagogy</b>	❖	Lecture method	
	❖	Discussions	
	❖	Case study	
	❖	Tutorial	
	❖	Review of relevant resources (Articles / Books, etc.)	
	❖	Assignments	
	❖	Presentations	
	❖	Journal club	
	❖	Cooperative learning	
<b>Learning Outcome</b>	❖	Students will have a clear understanding of the history and perspectives of Psychopathology.	
	❖	Students will obtain sufficient theoretical knowledge and skills to diagnose the psychological problems.	
	❖	Students will be able to understand different psychological disorders, its causes and treatments.	

### **UNIT I**

**(Teaching Hours: 12)**

Introduction, Definition, Historical Review. Changing Attitudes and Concepts of Mental Health and Illness. Current Views. Models for understanding Psychopathology. (Psychoanalytical, Behavioural, Interpersonal and Humanistic) Need for and types of Classification of Mental Disorders. DSM-V and ICD-11 systems of classification.

### **UNIT II**

**(Teaching Hours: 12)**

Anxiety, Stress Related and Somatoform Disorders: Types, clinical features and etiology of Anxiety Disorders. GAD, Panic, Phobic Disorders. Obsessive Compulsive Disorders. Stress Related Disorders. Types, clinical features and etiology of Acute Stress Disorder and PTSD. Types, clinical features and etiology of somatization disorder, hypochondriasis and other somatoform disorders.

**UNIT III****(Teaching Hours: 12)**

Schizophrenia and other psychotic disorders. Types, clinical features and etiology of schizophrenia and other psychotic disorders. Mood disorders. Types, clinical features and etiology of mood disorders.)

**UNIT IV****(Teaching Hours: 12)**

Disorders of personality and behavior: Specific personality disorders; mental & behavioral disorders due to psychoactive substance use; habit and impulse disorders; sexual disorders and dysfunctions – types, clinical features and etiology.

**UNIT V****(Teaching Hours: 12)**

Organic mental disorders and disorders of childhood: Dementia, delirium and other related conditions with neuralgic and systemic disorders – types, clinical features and etiology. Intellectual Disability (Mental Retardation), Learning Disability, Childhood Autism, ADHD and other behavioral, emotional and developmental disorders of childhood and adolescence: types, clinical features and etiology.

**REFERENCES**

- Barlow, D., & Durand, V. (2015). *Abnormal psychology: An Integrative Approach* (7<sup>th</sup> ed.). Belmont: Wadsworth, Cengage Learning.
- Carson & Butcher. (2010). *Abnormal Psychology* (13<sup>th</sup> Ed). New Delhi: Pearson Education, Inc.
- Comer, R. (2013). *Abnormal Psychology* (8th ed.). New York: Worth.
- Hecker, J. E., & Thorpe, G.I. (2010). *Introduction to Clinical Psychology*. New Delhi: Pearson Education, Inc.
- Kring, A., Johnson, S., & Davison, G. (2013). *Abnormal psychology* (12th ed.). Hoboken, N.J.: Wiley.
- Sadock, B., & Sadock, V. (2007). *Kaplan and Sadock's Synopsis of Psychiatry*. Philadelphia: Wolters Kluwer Lippincott Williams and Wilkins.
- Sarason, I. G., & Sarason, B. R. (2010). *Abnormal Psychology: The Problem of Maladaptive Behaviour* (11th ed.). New Delhi: Prentice Hall of India Pvt Ltd.

<b>AP 302: COUNSELLING SKILLS AND TECHNIQUES</b>			
<b>Course Credit</b>	<b>04</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	❖	To provide students with an understanding of the basic models of Counselling	
	❖	To introduce students to the skills of counseling	
	❖	Theoretical basis of counselling skills, interviewing techniques, counselors' personal and professional issues, ethical and legal issues	
<b>Pedagogy</b>	❖	Lecture method	
	❖	Discussions	
	❖	Case study	
	❖	Review of relevant resources (Articles / Books, etc.)	
	❖	Assignments	
	❖	Presentations	
<b>Learning Outcome</b>	❖	Students will have a clear understanding of the basic models of counselling.	
	❖	Students will have familiarity with the theoretical basis of counselling skills, interviewing techniques, counsellor's personal and professional issues and ethical aspects of counselling.	

### **UNIT I**

**(Teaching Hours: 12)**

Counselling Process: Pre-counselling issues; interview; assessment- standardized & non-standardized measures; setting goals; contracting; informed consent; formulation; conceptualization; referrals; issues of confidentiality; verbatim recording and analysis; interpretation; termination; reporting.

### **UNIT II**

**(Teaching Hours: 12)**

Counselling Relationship: Personal Self and Professional Self; importance of a professional relationship; mapping relationship; dimensions of relationship; transference and counter transference; conditions facilitating the counselling relationship; physical setting.

### **UNIT III**

**(Teaching Hours: 14)**

Basic Skills and Principles: Attending; Listening; Empathy; Compassion; Warmth, Nonjudgmental Attitude; Immediacy; Challenging; Elaboration- open questioning- reflecting- paraphrasing- summarizing; Boundary Management; Offering Feedback; interpersonal/ communication skills-verbal & non-verbal; Self-awareness.

Additional Skills: Normalizing, Challenging Self-Destructive Beliefs, Exploring Polarities, Enabling the Client to Make Use of their Strengths, Using the 'Here and Now' Experience etc

**UNIT IV**

**(Teaching Hours: 12)**

Models of Counselling: Doyle's Transitional Stages of Counseling; Cormier and Hackney's Stages of Counseling; Egan's Skilled Helper Model; Ivey's Microskills Model; Carkhuff and Truax Model; Carl Roger's Model; Brammer's Model.

**UNIT V**

**(Teaching Hours: 10)**

Professional Issues: Training of Counsellors; Supervision; Personal and Professional Characteristics; Ethical Issues; Legal Issues; Consultation; Professional Development; Competence- Peer Relations- Licensing- Legislation.

**REFERENCES**

- Nelson and Jones (2014). Theory and Practice of Counselling Psychology and Psychotherapy. Sage Publications Ltd.
- Egan, G (2010). The Skilled Helper (9<sup>th</sup> ed.). Brookes/Cole.
- Evans, G (2007). Counselling Skills for Dummies. England: John Wiley & Sons, Ltd
- Geldard, K & Geldard, D (2005). Practical Counselling Skills: An Integrative Approach. New York: Palgrave Macmillan
- Hackney & Cormier (2013). The Professional Counselor, Pearson.
- Hough, M (2010). Counselling Skills and Theory. (3<sup>rd</sup> ed.). UK: Hodder Education.
- Lauver & Harvey (1997). The Practical Counselor: Elements of Effective Helping, Brookes/Cole
- Long, V. (1996). Communication skills in helping relationships. Pacific Grove, CA: Brooks/Cole Pub. Co.
- McLeod, J & McLeod, J (2011). Counselling Skills: A practical guide for Counsellors and Helping Professionals (2<sup>nd</sup> ed.). England: McGraw-Hill Education
- Nelson-Jones, R. (2005). Practical Counselling and Helping Skills: Text and Activities for the Life Skills Counselling Model (5<sup>th</sup> ed.). New Delhi: Sage Publications
- Stephen Palmer (2000). Introduction to Counseling and Psychotherapy. Sage Publications.
- Young, M (2001). Learning the Art of Helping (2<sup>nd</sup> ed.). Merrill/Prentice Hall

<b>AP 303 A: NEUROPSYCHOLOGY</b>			
<b>Course Credit</b>	<b>04</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	❖	To provide an understanding of the history of field of neuropsychology with special emphasis on various advanced techniques of investigating the brain	
	❖	To account for and interpret the overall brain anatomical, structural and functional subsystems and related behavior	
	❖	To familiarise with primary and higher order neuropsychological processes	
	❖	To develop skills for identifying different dysfunctions of brain by choosing and tailoring the neuropsychological assessment tools	
	❖	To enable presenting new research questions in the field of neuropsychology and critically appraise prior research in this domain	
<b>Pedagogy</b>	❖	Lecture method	
	❖	Discussions	
	❖	Tutorial	
	❖	Assignments	
	❖	Presentations	
	❖	Cooperative learning	
<b>Learning Outcome</b>	❖	Students will become familiar with the history of neuropsychology with special emphasis on various advanced techniques of investigating the brain	
	❖	Students will be able to identify and describe the structures and functions of the brain	
	❖	Students will be able to comprehend and understand the relation between the higher central nervous functions that determine the human behavioral repertoire	
	❖	Students will have better knowledge about neuropsychological disorders and their assessment	

## **UNIT I**

**(Teaching Hours: 12)**

Brief history of neuropsychology. Methods of investigating the brain: Neurohistology Techniques; Radiologic Procedures; Electrophysiological Procedures- Imaging of Brain Metabolism; Magnetic Imaging Procedures- Magnetic Resonance Imaging- Magneto encephalography; Behavioral Examinations; Other techniques and new advances in imaging techniques; Neuropsychological assessment.

**UNIT II****(Teaching Hours: 13)**

Anatomical and functional aspects of Frontal Lobe; Theory of Frontal Lobe Function; Symptoms of Frontal Lobe Damage; Neuropsychological Assessments for Language Skills in general- Receptive Speech- Expressive Speech- Articulation- Speech Production- Syntax and Grammar- Aphasia- Broca's- Wernicke's, Conduction- Fluent- Transcortical- Subcortical; Tests for other frontal lobe damages.

**UNIT III****(Teaching Hours: 12)**

Anatomical and functional aspects of Parietal Lobe; Theory of Parietal Lobe Function; Behavioural uses and complexities of Spatial Information; Symptoms of Posterior Parietal Damage; Neuropsychological Tests for Parietal Lobe Damage.

**UNIT IV****(Teaching Hours: 12)**

Anatomical and functional aspects of Temporal Lobe; Theory of Temporal Lobe Function; Symptoms of Temporal Lobe Lesions; Neuropsychological Assessment of Temporal Lobe Damage; Limbic System- Anatomical and functional aspects- Dysfunctions and its Assessment.

**UNIT V****(Teaching Hours: 11)**

Anatomical and functional aspects of Occipital Lobe; Theory Of Occipital Lobe Function; Visual functions and pathways beyond Occipital Lobe; Disorders Of Visual Pathways; Disorders of Cortical Function; Visual Agnosias; Diagnosis of the dysfunctions; Visual Imagery.

**REFERENCES**

- Gazzaniga, M.S., Ivry, R.B., & Mangun, G.R (2014) Cognitive Neuroscience: The Biology of the Mind. (4th ed.). USA: W. W. Norton & Company
- Kolb, B & Whishaw, I.Q (2009). Fundamentals of Human Neuropsychology. (7th ed.). New York: Worth publishers.
- Martin, G.N., (2006) Human Neuropsychology. (2nd ed.). England: Pearson Education Limited.
- Stirling, J., (2005) Introducing Neuropsychology. Taylor & Francis
- Zillmer, E.A., Spiers, M.V & Culbertson, W.C., (2008). Principles of Neuropsychology. (2nd ed.). USA: Thomson Wadsworth

<b>AP 303 B: PARADIGMS OF COUNSELLING</b>			
<b>Course Credit</b>	<b>04</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	❖	To enable the students, understand the theoretical bases of counselling	
	❖	To improve the ability of the students to apply the theoretical knowledge to varying counselling situations.	
	❖	To understand different models of counselling and their utility in different counselling situations.	
<b>Pedagogy</b>	❖	Lecture method	
	❖	Discussions	
	❖	Case study	
	❖	Tutorial	
	❖	Review of relevant resources (Articles / Books, etc.)	
	❖	Assignments	
	❖	Presentations	
	❖	Journal club	
	❖	Skill lab	
	❖	Cooperative learning	
<b>Learning Outcome</b>	❖	At the end of this course students will be able to have an understanding of various theories of counselling.	
	❖	Students will be able to apply their theoretical knowledge to varying counselling situations.	
	❖	Students will be able to use appropriate models and theories of counselling.	

### **UNIT I**

**(Teaching Hours: 12)**

Psychodynamic Approach: Theories of human nature and personality- Sigmund Freud- Erikson- Karen Horney and Winnicott; Therapeutic Process. Jung's Analytical Therapy: Basic Concepts; Structure of Psyche; Dynamics of Psyche; Psychological Types; Process of therapy. Existential Therapy: Introduction to Existentialism; Logotherapy - Therapeutic process

### **UNIT II**

**(Teaching Hours: 12)**

Behavioral Approach: Theories of human nature and personality -Ivan Pavlov - Skinner; Behavioral therapeutic process. Reality Therapy: Theory and Therapeutic Process.

**UNIT III****(Teaching Hours: 12)**

Cognitive Approach: Cognitive theories of Human Nature and Personality-Aron Beck - Albert Ellis; Therapeutic process. Cognitive Behavior Modification: Donald Meichenbaum's approach to counselling.

**UNIT IV****(Teaching Hours: 12)**

Humanistic Approach: Human nature and Personality-Carl Roger - Abraham Maslow; Therapeutic Process. Transactional Analysis: Introduction; the Ego states; Kinds of transactions; transactions and strokes; life positions and games; Therapeutic Process.

**UNIT V****(Teaching Hours: 12)**

Integrative Approach: Concept of Integrative Approach; Therapeutic Process. Gestalt Approach: Phenomenology and Existential Perspective; Gestalt Cycle; Therapeutic Process. Multimodal Approach: Human Nature and Personality -Arnold Lazarus; Therapeutic Process.

**REFERENCES**

- Brammer, L. M. & Shostrom, E. L. (1997). *Therapeutic Psychology: Fundamentals of Counselling and Psychotherapy*. Inglewood Cliffs, NJ: Prentice House.
- Capuzzi, D. & Stauffer, M.D (2016) *Counseling and Psychotherapy: Theories and Interventions*. (6th ed.). USA: American Counseling Association
- Corey, G. (2008). *Student Manual for Theory and Practice of Counselling and Psychotherapy* (8th ed.). CA: Brooks/Cole.
- Corey, G. (2008). *Theory and Practice of Counselling and Psychotherapy* (8th ed.) Canada: Brookes/Cole.
- Cottone, R. R. (2017). *Theories of Counselling and Psychotherapy: Individual and Relational Approaches*. New York; Springer Publishing Company.
- Gibson, R. L., & Mithell, M. H. (2005). *Introduction to Counselling* (6th ed.). New Delhi: Pearson Education.
- James, R., & Gilliland, B. (2003). *Theories and Strategies in Counseling and Psychotherapy*. Boston, MA: Allyn and Bacon.
- McLeod, J. (2008). *An Introduction to Counselling*. (3rd ed.) (An Indian Reprint). Rawath Publication. Jaipur.
- Nelson-Jones, R. (2014). *Nelson-Jones' Theory and Practice of Counselling and Psychotherapy*. (6th ed.). Sage Publications Ltd



<b>AP 303 C: ORGANIZATIONAL BEHAVIOR</b>			
<b>Credit</b>	<b>04</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>❖ To develop the knowledge about organizational processes.</li> <li>❖ To familiarise the students with the individual and group processes in the organization.</li> <li>❖ To develop knowledge about conflict in organization.</li> <li>❖ To develop familiarity about organizational design and organizational change.</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>❖ Lecture</li> <li>❖ Discussions</li> <li>❖ Review of relevant resources (Articles / Books, etc.)</li> <li>❖ Assignments</li> <li>❖ Presentations</li> <li>❖ Field Work</li> </ul>		
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>❖ At the end of this course students will have a conceptual understanding of individual and group processes in organization.</li> <li>❖ students will have a better understanding of stress, decision making and other aspects of organizational processes.</li> <li>❖ Students will be able to familiarise theoretical understanding about organizational design and organisational change.</li> </ul>		

**UNIT I**

**(Teaching hours: 12)**

Introduction and historical background, the context of modern organization –diversity, quality, Technology, International. Organizational Goals - Organizational theories, Ethics and behavior in organizations.

**UNIT II**

**(Teaching hours: 14)**

Organizational design, Organizational culture, and organizational change and development Individual processes in organizations: perception; attitudes; personality and motivation- need theories, cognitive and behavioral theories and techniques; Intrinsic rewards.

**UNIT III****(Teaching hours: 16)**

Organizational processes: Leadership and management; Communication processes; Decision Making and problem solving processes.

**UNIT IV****(Teaching hours: 10)**

Groups and Interpersonal processes in organizations, Power and political behavior; Conflict and Negotiation in organizations; Stress in organizations

**UNIT V****(Teaching hours: 8)**

Diversity and Inequity in the Workplace: Gender- Women as a Minority- Older Workers- Younger Employees; Minorities Based upon Race; Workers with Disabilities; dealing with diversity.

Positive organizational behavior: positive psychology Positive Emotion in Organizations; Engagement at work; work related flow; grit; thriving in organizations.

**REFERENCES**

- DuBrin, A. J. (2012). Essentials of Management (9th ed.). USA: South Western, Cengage Learning.
- Griffin (2005). Organizational Behavior, Managing People and Organizations. New Delhi, Bistantrs
- Hellriegal, D. Slocum, J.W. & Woodnan, R.W. (2001). Organizational Behavior (9th edn) Singapore: South-Western College Publishing.
- Joseph E. C. (2011). Organizational Behavior: Integrating Individuals, Groups, and Organizations. Routledge Publishers.
- Luthans, F. (2010) Organizational Behavior: An Evidence-Based Approach (12th ed.).McGraw-Hill/ Irwin.
- Miner, J.B (2002) Organizational Behavior: Foundations, Theories, and Analyses. Oxford University Press
- Robins, S.P & Judge, T. A (2018). Essentials of Organizational Behaviour (14<sup>th</sup> ed.). Pearson

<b>AP 304 A: PSYCHOTHERAPY-I</b>			
<b>Course Credit</b>	<b>04</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>❖ To provide adequate information about the psychotherapeutic approaches with a focus on behavioural and cognitive therapy.</li> <li>❖ To orient the students about the different techniques in specific to different approaches in psychotherapy</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>❖ Lecture method</li> <li>❖ Discussions</li> <li>❖ Case study</li> <li>❖ Tutorial</li> <li>❖ Assignments</li> <li>❖ Presentations</li> <li>❖ Cooperative learning</li> </ul>		
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>❖ Students will be able to understand the therapeutic approaches especially the behavioral and cognitive therapies.</li> <li>❖ Students will have a clear understanding of the different techniques in specific to different approaches in psychotherapy</li> </ul>		

### **UNIT I**

**Teaching Hours: 8**

Meaning, Definition and Objectives of Psychotherapy; Therapeutic Process, Therapeutic Perspectives: Psychodynamic, Behaviouristic, Cognitive, Existential, Person- Centered etc

### **UNIT II**

**Teaching Hours: 14**

Introduction to Behaviouristic Approach and Theoretical Principles; Classical Conditioning: Systematic Desensitization, Jacobson's Progressive Muscle Relaxation, Flooding, Impulsive Therapy, Assertiveness Training, Aversive Therapy, Paradoxical Intention etc

Operant Conditioning: Token Economy, schedules of reinforcements, Token economy; Shaping, Premack Principle, Extinction Procedures, Negative Practice, Exposure Response Prevention etc

Social Learning Approach: Modeling (live modeling; participant modeling/ behaviour rehearsal, symbolic modeling and covert modeling) etc

### **UNIT III**

**Teaching Hours: 14**

Introduction to Cognitive Therapies, Key Concepts, Assumptions; Cognitive Therapy (Aron Beck): Brief history, Key concepts- Core beliefs, Cognitive distortions, Therapeutic goals and process; Application of techniques and procedures, Application on diverse population.

### **UNIT IV**

**Teaching Hours: 14**

Introduction to Cognitive Behavioural Therapies, Key Concepts, Assumptions; Rational Emotive Behavioural Therapy (Albert Ellis): Brief History, Key concepts, View of Human Nature, View of Emotional Disturbance, 'Musts', A-B-C Framework, Therapeutic process and techniques (cognitive, emotive and behavioural), REBT with diverse population.

Cognitive Behaviour Modification (Donald Meichenbaum): Key Concepts- Therapeutic goals and process, Reflection on beliefs and self-instructions, Application of techniques and procedures, Stress Inoculation Technique, Application on diverse population.

### **UNIT V**

**Teaching Hours: 10**

Existential Psychotherapy: Goals, Key Concepts (Living and Dying, Freedom, Responsibility and Choice, Isolation and Loving, Meaning and Meaninglessness), Techniques and its application.

## **REFERENCES**

- Bellack, A., Hersen, M., & Kazdin, A. (1990). *International Handbook of Behavior Modification and Therapy*. Boston, MA: Springer US.
- Bergin, A., & Garfield, S. (1994). *Handbook of psychotherapy and behavior change*. New York [etc.]: John Wiley & Sons.
- Carson & Butcher. (2010). *Abnormal Psychology* (13<sup>th</sup> ed). New Delhi: Pearson Education, Inc.
- Gabbarel, G.O., Beck, J.S., & Holmes, J. (2007). *Oxford Text Book of Psychotherapy*. New York: Oxford University Press.
- Gerald, C. (2008). *Theory and Practice of Counselling and Psychotherapy* Publisher: Thomson Brooks/Cole.
- Hofmann, S. G. (2012). *An Introduction to Modern CBT*. USA: Wiley-Blackwell.
- Norcross, J., & Goldfried, M. (2005). *Handbook of Psychotherapy Integration*. New York: Oxford University Press.
- Jena, S. P. K. (2008). *Behaviour Therapy: Techniques, Research and Applications*. New Delhi: Sage Publications.
- Jones, C.C. (1993) *Family Systems Therapy*, Wiley Norcross.

- Raymond, J. C & Danny, W. (2010). Current Psychotherapies Publisher: Brooks Cole.
- Rimm, D. C & Masters, J. C. (1979). Behaviour Therapy; Techniques and Empirical Findings. New York: Academic Press.
- Sarason I.G. & Sarason B.R. (2000). Abnormal Psychology. Prentice Hall of India Pvt. Ltd. New Delhi.
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- Stein, S.M. Hough, R. & Stein, J. (1999). Essentials of Psychotherapy. UK: Hodder Arnold Publishers.
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- Wolberg. L.R. (1989). The Technique of Psychotherapy. Vol. I & II London, Warburg and Heinmann.

<b>AP 304 B: COUNSELLING INTERVENTIONS</b>			
<b>Course Credit</b>	<b>04</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	❖	To develop knowledge on various theoretical orientations to counselling	
	❖	To master specific techniques and interventions for each of the approaches	
	❖	To equip with the skills to tailor the approach and techniques specific to different settings	
<b>Pedagogy</b>	❖	Lecture method	
	❖	Discussions	
	❖	Case study	
	❖	Review of relevant resources (Articles / Books, etc.)	
	❖	Assignments	
	❖	Presentations	
	❖	Cooperative learning	
<b>Learning Outcome</b>	❖	Students will have a theoretical understanding of various approaches to counselling.	
	❖	Students will be able to understand the specific techniques and interventions for each of the approaches.	
	❖	Students will be able to acquire the skills to tailor the approach and techniques specific to different settings.	

## **UNIT I**

**(Teaching Hours: 11)**

Psychoanalytic Therapy: Freud's Psychoanalytic Therapy - Key concepts, Therapeutic process and goals, Therapist's function and role, Clients' experience in therapy, Relationship between therapist and client, Therapeutic techniques and procedures, Therapy with diverse populations; Adlerian psychotherapy - Background, Therapeutic process, Techniques, Application of techniques and procedures, Adlerian therapy with diverse populations.

## **UNIT II**

**(Teaching Hours: 13)**

Behaviour Therapy: Background, Behavioral therapeutic process, Techniques, Application of behavioral techniques and procedures, Therapy with diverse populations; Multimodal Therapy - Key concepts, View of human nature, Therapeutic goals, Therapist's function and role, Clients' experience in therapy, Relationship between therapist and clients, Application of techniques- Relaxation training and related methods, Systematic desensitization, Exposure Therapies, Eye movement, desensitization and reprocessing, Assertion training, Self-management and self-directed behaviour; Areas of application.

**UNIT III****(Teaching Hours: 13)**

Cognitive Therapy (Aron Beck): Brief history, Key concepts- Core beliefs, Cognitive distortions, Therapeutic goals and process, Application of techniques and procedures, Application on diverse population.

Rational Emotive Behavioural Therapy (Albert Ellis): Brief History, Key concepts - View of Human Nature, View of Emotional Disturbance, 'Musts', A-B-C Framework, Therapeutic process and techniques (cognitive, emotive and behavioural), REBT with diverse population.

Cognitive Behaviour Modification (Donald Meichenbaum): Key Concepts- Therapeutic goals and process, Reflection on beliefs and self-instructions, Application of techniques and procedures, Stress Inoculation Technique, Application on diverse population.

**UNIT IV****(Teaching Hours: 12)**

Existential Therapy (Viktor Frankl and Rollo May): Background, Key concepts - View of human nature, Logotherapy, Capacity for self-awareness, Freedom and responsibility, Striving for identity and relationship to others, Search for meaning, Anxiety as condition for living, Awareness of death and non-being, Therapeutic process and goals, Therapist's function and role, Clients' experience in therapy, Relationship between therapist and client, Therapeutic techniques and procedures; Areas of application.

Gestalt Therapy: Introduction to Gestalt therapy, Theoretical Concepts- View of Humankind, Wholeness, Integration and Balance, Awareness, Nature of Growth Disorder; Therapeutic process and techniques, Therapy with diverse population.

**UNIT V****(Teaching Hours: 11)**

Person Centered Therapy (Carl Rogers): Brief history, Therapeutic process and goals, Therapist's function and role, Clients experience in therapy, Relationship between therapist and client, Therapeutic techniques and procedures, Therapy with diverse population.

Transactional Analysis (Eric Berne): Key Concepts, Therapeutic techniques and procedures, Areas of application

**REFERENCES**

- Capuzzi, D. & Stauffer, M.D (2016) Counseling and Psychotherapy: Theories and Interventions. (6<sup>th</sup> ed). USA: American Counseling Association
- Corey, G. (2016). Student Manual for Theory and Practice of Counselling and Psychotherapy. (10<sup>th</sup> ed). CA: Brooks/Cole.
- Corey, G. (2013). Theory and Practice of Counselling and Psychotherapy. (9<sup>th</sup> ed). Wadsworth.
- Dryden, W. & Mytton, J. (1999). Four Approaches to Counselling and Psychotherapy. New York: Routledge

- James, R., & Gilliland, B. (2003). *Theories and Strategies in Counseling and Psychotherapy*. Boston, MA: Allyn and Bacon.
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- Sharf, R. S. (2011). *Theories of Psychotherapy and Counselling: Concepts and Cases*. (5<sup>th</sup> Ed). USA: Brooks/Cole, Cengage Learning.
- Short, F. & Thomas, P. (2015). *Core Approaches in Counselling and Psychotherapy*. UK: Routledge



<b>AP 304 C: HUMAN RESOURCE MANAGEMENT</b>			
<b>Course Credit</b>	<b>04</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>❖ To familiarise the students with the role of HR function.</li> <li>❖ To develop knowledge of the human resource management processes.</li> <li>❖ To develop a deep understanding of people resourcing and rewarding people.</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>❖ Lecture</li> <li>❖ Discussions</li> <li>❖ Review of relevant resources (Articles / Books, etc.)</li> <li>❖ Assignments</li> <li>❖ Presentations</li> <li>❖ Fieldwork</li> <li>❖ Cooperative learning</li> </ul>		
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>❖ Students will be familiar with the role of HR function.</li> <li>❖ Students will develop knowledge of the human resource management processes.</li> <li>❖ Students will have a deep understanding of people resourcing and rewarding people.</li> </ul>		

### **UNIT I**

**(Teaching hours: 12)**

Human Resources Management: definition; aims of HRM; characteristics of HRM; HRM and Personal Management; HRM in Dynamic Environment; how HR impacts organizational performance; the role of HR function – The role of HR in facilitating and managing change; variations in the practice of HR.

### **UNIT II**

**(Teaching hours: 10)**

Human Resource Planning: Objectives, Importance, Process of HRP, Methods and techniques of HR, Uses and benefits of man power planning problems and limitations Job Analysis: Nature and use of job analysis, methods of job analysis, Process of job analysis. Job Description (JD), Job Specification (JS) and Role Analysis; Job design and redesign: Nature, techniques for designing jobs.

### **UNIT III**

**(Teaching hours: 14)**

Acquisition of Human Resources: Recruitment: Definition, Process and methods, policies and procedures, limitations, external Vs internal recruitment; Selection: Purpose, processes and methods, Tools of employees' selection, Job Evaluation – Concepts & Methods; Induction and placement: Aims and objectives of placement, induction/orientation. Internal mobility: Concept, transfer and employee separations.

### **UNIT IV**

**(Teaching hours: 14)**

Talent management in workers: Man power training and development- Employee orientation and training; Management development programme; Job changes; dislocations – promotions & transfers; Job enlargement; enrichment policies; Personal productivity through motivation strategies; Performance Appraisal.

### **UNIT V**

**(Teaching hours: 10)**

Rewarding people; Incentives- financial & Non financial; aims of reward management; the philosophy of reward management; the elements of reward management; developing reward strategy; components of an effective reward strategy and implementing reward strategy.

### **REFERENCES**

- Armstrong, M. (2006). A Handbook of Human Resource Management Practice (10<sup>th</sup> Ed).  
Armstrong, M. (2006). A Handbook of Human Resource Management Practice (10<sup>th</sup> Ed). Kogan Page
- Erbe, N, D (2014). Approaches to Managing Organizational Diversity and Innovation (Advances in Human Resources Management and Organizational Development). Idea Group, U.S
- Michael. A. (2006). A Handbook of Human Resource Management Practice. Kogan Page Publishers.
- Pareek, U & Rao, T.V (2017). Designing and Managing Human Resource Systems (3<sup>rd</sup> ed.). Oxford & IBH Publishing Co Pvt.Ltd.
- Pareek, U & Sushama, K. (2016). Understanding Organizational Behaviour (4<sup>th</sup> ed.). Oxford.
- Pinnington, A., Macklin, R., & Campbell, T (2007). Human Resource Management: Ethics and Employment. Oxford University Press, USA.
- Stone, D., Stone- Rumero, E (2007). The Influence of Culture on Human Resource Management Processes and Practices. Psychology Press.
- Aswathappa, K. (2010). *Organisational behaviour*. Mumbai [India]: Himalaya Pub. House.

<b>AP 305 A: PSYCHODIAGNOSTICS</b>			
<b>Course Credit</b>	<b>2</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>❖ To provide a survey of key areas of relevance in psychological assessment across a variety of settings</li> <li>❖ To familiarize with fundamental goals and principles of psychological assessment in both theoretical and applied contexts</li> <li>❖ To understand various psychodiagnostic procedure and techniques</li> <li>❖ To provide a basic understanding of current and historical psychological assessment practices and increase students' basic research, writing, and critical thinking skills</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>❖ Lecture method</li> <li>❖ Discussions</li> <li>❖ Tutorial</li> <li>❖ Review of relevant resources (Articles / Books, etc.)</li> <li>❖ Assignments</li> <li>❖ Presentations</li> <li>❖ Cooperative learning</li> </ul>		
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>❖ Skill development for clinical interviewing and identification of the assessments</li> <li>❖ Conceptual understanding of different psychodiagnostic tools and its application</li> </ul>		

### **UNIT I**

Nature and Scope, Sources of Clinical Data, Ratings and Checklists, Psychological Tests, Behavioural Assessment, Differential Diagnosis, Clinical Interview: Structured Interviewing, Intake Interviewing and Diagnostic Interviewing, Major Characteristics and Tactics; Case Mental Status Assessment, History, Report Writing.

### **UNIT II**

Personality Assessment: Projective methods- Rorschach; Thematic Apperception Test; Sentence Completion Test, Picture-Frustration Objective methods- MMPI / Becks Depression Inventory;

### **UNIT III**

Tests of Intelligence and Social Functioning: Stanford - Binet Test, Wechsler Intelligence Tests, Ravens Progressive Matrices Test, Seguin Goddard Form Board; Binet Kamath Test; Memory: PGI Memory Scale, Wechsler Memory Scale –III, Benton Visual Retention Test,

#### **UNIT IV**

Neuropsychological Testing: Bender Visual Motor Gestalt Test; Halstead-Reitan Neuropsychological Battery; NIMHANS Neuropsychological Battery; Luria-Nebraska Neuropsychological Battery- Kaplan-Baycrest; Revised Wechsler Memory Scale-IV-

#### **UNIT V**

Diagnostic Test for Special Populations: Infant Development Measures- Bayley Scales of Infant and Toddler Development; Gesell Developmental Schedules; Development Screening Test.

#### **REFERENCES**

- Anastasi, A., & Urbina, S. (2005). *Psychological Testing*. (7<sup>th</sup> ed.). India: Pearson Education.
- Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2010). *Abnormal Psychology* (13<sup>th</sup> ed.). New Delhi: Pearson Education, Inc.
- Eysenck, H.J. (1960). *Experiments in Personality: Psychodiagnostics and Psychodynamics*. Routledge
- Exner, J.E. (1982). *The Rorschach: A Comprehensive System*. Wiley.
- Groth-Marnat, G & Wright, A. J (2016). *Handbook of Psychological Assessment*. (6<sup>th</sup> ed.). New Jersey : John Wiley and Sons.
- Kellerman, Henry, Burry & Anthony (2007). *Handbook of Psychodiagnostic Testing: Analysis of Personality in the Psychological Report*, Springer-Verlag New York
- Korchin, S.J (2004). *Modern Clinical Psychology: Principles of Intervention in the Clinical and Community*. New Delhi : CBS
- Lezak, M.D. (1995). *Neuropsychological Assessment*. (3<sup>rd</sup> ed.). New York: Oxford University Press.
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- Sundberg, N.D, Winebarger, A. A & Taplin, J. R. (2001). *Clinical Psychology: Evolving Theory, Practice and Research*. (4<sup>th</sup> ed.). Pearson
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- Wolman, B. (1978). *Clinical Diagnosis of Mental Disorders: A Handbook*. New York: Springer US.

<b>AP 305 B: CAREER COUNSELLING</b>			
<b>Course Credit</b>	<b>02</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>❖ To acquire knowledge about the career development and decision making theories</li> <li>❖ To enhance the knowledge on school and non-school career counselling</li> <li>❖ To develop basic skills of assessment in career counselling</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>❖ Lecture method</li> <li>❖ Discussions</li> <li>❖ Case study</li> <li>❖ Tutorial</li> <li>❖ Review of relevant resources (Articles / Books, etc.)</li> <li>❖ Assignments</li> <li>❖ Presentations</li> <li>❖ Mini projects</li> <li>❖ Journal club</li> <li>❖ Cooperative learning</li> </ul>		
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>❖ Understanding of the basic principles of career counselling</li> <li>❖ Development of insight into different models in career counselling</li> <li>❖ Understanding of the licensure and legal concerns of counsellors</li> </ul>		

### **UNIT I**

**Teaching hours: 06**

Introduction to career counselling; History; Theories of Career Development and Decision Making; Overview of Career Development Models; Donald's Super's Career Development Theory, Bandura's Social Cognitive Theory, Nancy Schlosberg's Career Shift Theory, Holland's Self Directed Search.

### **UNIT II**

**Teaching hours: 05**

Career Counselling and the Development of Human Potential; Career Planning and decision making in schools; Career Counselling in non-school settings; Computerized Career Assistance Systems; Occupational Classification and Sources of Occupational Information.

### **UNIT III**

**Teaching hours: 06**

Promoting Career Development and Aspirations in School-Age Youth, counselling for Career Choice: Implications for Improving Interventions and Working with Diverse Populations, Counselling for Choice Implementation; Counselling for Work Adjustment.

**UNIT IV****Teaching hours: 06**

Assessment: Intelligence testing, Aptitude tests, Special aptitude tests, Vocation; Aptitude batteries, Scholastic Aptitude Tests, Academic Achievement tests, Interest inventories, Observation instruments; self-reporting; group assessment techniques, Personality and understanding personality tests.

**UNIT V****Teaching hours: 07**

Designing and Preparing Module for Career Counselling for a specific target group and conducting career related activities in the field. Obtaining Licensure from Professional Bodies/ Associations.

**REFERENCES**

- Brown, S. D & Lent, R.W (2005). Career Development and Counseling: Putting Theory and Research to Work. Canada: John Wiley & Sons, Inc.
- Gibson & Mitchell (2003) Introduction to Counseling and Guidance. 6 th edition Pearson Education.
- Gibson,R.L. and Mitchell,M.H. (2010). Introduction to Counselling and Guidance. New Delhi: PHILearning Private Limited.
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- Patton, W. & McMahon, M.L - 2nd edition - (2006) -Career development and systems theory: Connecting theory and practice - Rotterdam: Sense Publishers
- Ram Nath Sharma and Rachana Sharma. (2013). Guidance and Counselling in India. New Delhi: Atlantic Publishers & Distributors (P) LTD.

<b>AP 305 C HUMAN RESOURCE DEVELOPMENT</b>			
<b>Course Credit</b>	<b>2</b>	<b>Course Marks</b>	<b>100</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>❖ To enable the students to realize the importance of human resource development</li> <li>❖ To enhance the knowledge and skills of the students' required for the development of human resource</li> <li>❖ To have a better understanding of the various techniques of human resource development.</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>❖ Lecture method</li> <li>❖ Discussions</li> <li>❖ Case study</li> <li>❖ Tutorial</li> <li>❖ Review of relevant resources (Articles / Books, etc.)</li> <li>❖ Assignments</li> <li>❖ Presentations</li> <li>❖ Mini projects</li> <li>❖ Laboratory work</li> <li>❖ Journal club</li> <li>❖ Skill lab</li> <li>❖ Fieldwork</li> <li>❖ Cooperative learning</li> </ul>		
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>❖ The student will be able to make use of the various process and techniques of human resource development in an effective way.</li> </ul>		

### **UNIT I**

**(Teaching hours: 6)**

Need and role of HRD, Process and mechanism of HRD, planning, building and controlling HRD, HRD in Indian context.

### **UNIT II**

**(Teaching hours: 6)**

Training and development: Employee orientation and training; 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,

**UNIT III****(Teaching hours: 6)**

Management development and succession planning; Job changes; promotions; Transfers; and dislocations; promotion and transfer policies; Job enlargement; enrichment policies.

**UNIT IV****(Teaching hours: 6)**

Performance appraisal and Reward management: Performance appraisal: Concept, Objectives, Process, Characteristics of an effective appraisal system; Measures and Methods of performance Appraisal: Types of tests and appraisal techniques, Performance management, Past oriented and future oriented appraisal systems; Challenges of performance appraisal; Appraisal and performance management;

**UNIT V****(Teaching hours: 6)**

Employee compensation: Job evaluation- Concept and methods, recent developments in compensation management; Wages and pay structure: Determinants; Incentives: schemes, forms and types; Quality of work life and work life balance.

**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 (3<sup>rd</sup> ed.). New Delhi: SS Printographers.
- Deb, T. (2006). Strategic approach to Human Resource Management. Concept, Tools & Application. New Delhi: Atlantic Publishers and Distributors
- Dressler, G. (2008). Human Resource Management. Upper Saddle River, NJ: Pearson Education.
- Pareek, U & Rao, T.V (2017). Designing and Managing Human Resource Systems (3<sup>rd</sup> ed.). Oxford & IBH Publishing Co Pvt.Ltd.



<b>AP 306 PRACTICUM &amp; FIELD WORK-III</b>			
<b>Course Credit</b>	<b>02</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>❖ To acquaint practical skills that may enhance students' opportunities for higher studies or employment.</li> <li>❖ To develop student's knowledge related to administration, interpretation of scores and report writing of an assessment.</li> <li>❖ To identify how to use the various methods used in experimental psychology, both instrument and non-instrument based.</li> <li>❖ To develop the knowledge and skills to apply and critique the various assessment tools.</li> <li>❖ To provide students with knowledge about and hands-on practice with experimental methods in psychology.</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>❖ Lecture</li> <li>❖ Tutorial</li> <li>❖ Discussion</li> <li>❖ Laboratory work</li> <li>❖ Fieldwork</li> </ul>		
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>❖ Students will obtain practical skills that may enhance students' opportunities for higher studies or employment.</li> <li>❖ Students will have a clear understanding of the knowledge related to administration, interpretation of scores and report writing of an assessment.</li> <li>❖ Students will learn the how to use the various methods used in experimental psychology, both instrument and non-instrument based.</li> <li>❖ Students will be able to develop the knowledge and skills to apply and critique the various assessment tools.</li> </ul>		

**Note: Students should have to do 5 assessments/experiments.**

**List of Assessments/Experiments**

1. IPAT Depression scale
2. Beck's Depression Inventory

3. STAT
4. Family environment Scale
5. Presumptive Stressful Life Events Scale
6. Koh's Block Design test
7. Bender Gestalt test
8. Knox cube test
9. Nero Psychological assessment
10. Attention Deficit Scales for Adults (ADSA)
11. PGI Brain Dysfunction (To assess the Brain Dysfunction of the subject)
12. Alexander Pass along test
13. Leadership
14. Managerial Effectiveness Scale
15. Organisational climate inventory
16. Job satisfaction scale
17. Marital adjustment Questionnaire
18. Adjustment Inventory
19. Guidance Need Inventory
20. Employee's mental health inventory

## **REFERENCES**

- Aiken, L.R., & Groth- Marnat, G. (2006). *Psychological Testing and Assessment – 12<sup>th</sup> edition*. Boston, MA: Pearson.
- Anastasi, A. & Urbina, S. (1997). *Psychological testing*. N.D: Pearson Education.
- Gregory, R.J. (2005). *Psychological testing: History, principles and applications*. New Delhi: Pearson Education.
- Kaplan, R.M. & Saccuzzo, D.P. (2007). *Psychological Testing: Principles, Applications, and Issues*. Australia: Thomson Wadsworth.
- Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan.

<b>AP 401A: PSYCHOTHERAPY II</b>			
<b>Course Credit</b>	<b>04</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>❖ To develop a basic knowledge of the theories and techniques of major psychotherapeutic approaches with a focus on person-centred and gestalt psychotherapy</li> <li>❖ To familiarize the dynamics of couples, family and group therapy and the techniques.</li> <li>❖ To facilitate a growing awareness of one's own therapeutic philosophy.</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>❖ Lecture method</li> <li>❖ Discussions</li> <li>❖ Case study</li> <li>❖ Tutorial</li> <li>❖ Review of relevant resources (Articles / Books, etc.)</li> <li>❖ Assignments</li> <li>❖ Presentations</li> <li>❖ Journal club</li> <li>❖ Skill lab</li> <li>❖ Cooperative learning</li> </ul>		
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>❖ Students will have a clear understanding of the theories and techniques of major psychotherapeutic approaches with a focus on person-centred and gestalt psychotherapy</li> <li>❖ Students will be able to familiarise the dynamics of couples, family and group therapy and the techniques.</li> </ul>		

### **UNIT I**

**Teaching Hours: 12**

Introduction to Humanistic Approach; Person Centered Therapy: Brief history, Therapeutic process and goals, Therapist's function and role, Clients' experience in therapy, Relationship between therapist and client, Therapeutic techniques and procedures, Therapy with diverse population.

### **UNIT II**

**Teaching Hours: 12**

Gestalt Psychotherapy: Background, Key Concepts; Therapeutic Relationship; Therapeutic Change; Enhancing Awareness; Integration and Creativity; Application of Techniques.

Reality Therapy: Therapeutic Goals; Process; Strategies/ Techniques; Questioning, being positive, metaphors, humor, confrontation, paradoxical techniques.

**UNIT III**

**Teaching Hours: 12**

Psychotherapy for Couples and Family: Historical and cultural contexts, Key Concepts and Types; Strategic, Conjoint, Structural, Transgenerational, Symbolic-Experiential.

**UNIT IV**

**Teaching Hours: 12**

Group Therapy: Emergence, Types of Group, Developmental Stages in Group; Self Help Group; Task Group; Encounter Group, T-Group

**UNIT V**

**Teaching Hours: 12**

Other Therapies: Brief Problem-Focused Therapy, Brief Solution-Focused Therapy, Solution-Oriented and Possibility Therapy, Dialectical Behaviour Therapy, Narrative Therapy.

**REFERENCES**

- Capuzzi, D. & Gross, D. R (2017). Introduction to the Counseling Profession, 7th Ed. New York: Routledge
- Corey (2001). Manual for Theory and Practice of Counselling and Psychotherapy. (6th ed.). Pacific.
- Corey, G (2008) Theory and Practice of Group Psychotherapy, 8<sup>th</sup> Ed. Pacific Grove, CA: Brooks/Cole.
- Gladding, Samuel T. (2009). Counselling - A Comprehensive Profession, Sixth Edition, Pearson Education, Published by Kindersley.
- Jacobs, Ed E., Masson, Robert L., Harvill, Riley L. (2009). Group Counselling: Strategies and skills. Thomson: Brooks/Cole.
- Nelson, K. (2013). Principles & Techniques of Psychotherapy Course Manual
- Nichols, P.M & Schwartz C.R (2006). Family Therapy - Concepts and Methods, 7<sup>th</sup> Ed. Allyn and Bacon, Boston, Pearson Education, Inc.
- Sommers-Flanagan, J & Sommers-Flanagan, R (2004). Counseling and Psychotherapy Theories in Context and Practice: Skills, Strategies, and Techniques. New Jersey: John Wiley & Sons, Inc.
- Sharf, R.S (2012). Theories of Psychotherapy and Counseling: Concepts and Cases, 5<sup>th</sup> Ed, Brooks/Cole, USA: Cengage Learning.

<b>AP 401 B: COUNSELLING IN DIFFERENT SETTINGS</b>			
<b>Course Credit</b>	<b>04</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>❖ To introduce students to the discipline of educational psychology and the underlying principles</li> <li>❖ To introduce students to basic Principles of organizational behaviour and scope of counselling in the setting</li> <li>❖ To prepare students with a theoretical perspective for counselling in health setting</li> <li>❖ To introduce students to the basics of community psychology and the underlying principles</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>❖ Lecture method</li> <li>❖ Discussions</li> <li>❖ Case study</li> <li>❖ Review of relevant resources (Articles / Books, etc.)</li> <li>❖ Assignments</li> <li>❖ Presentations</li> </ul>		
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>❖ Students will be able to understand the discipline of educational psychology and the underlying principles.</li> <li>❖ Students will be able to understand the basic Principles of organizational behaviour and scope of counselling in the setting.</li> <li>❖ Students will understand the theoretical perspective for counselling in health setting</li> <li>❖ Students will have better understanding of the basics of community psychology and the underlying principles.</li> </ul>		

### **UNIT I**

**(Teaching Hours: 12)**

Counselling in Educational Settings I: Definition and Historical Background, Theories of Development and the Educational Process - Overview of theories of Piaget, Vygotsky, Erikson, Urie Bronfenbrenner, Kohlberg; Impairment, Disability, and Handicap - Definition of Children of Special Needs; Juvenile Delinquency: Definition, dynamics of juvenile delinquents, prevention and intervention.

### **UNIT II**

**(Teaching Hours: 12)**

Counselling in Educational Settings II: School counselling- Theory and techniques, Psycho education with Parents, Life Skills Training; Crisis Intervention – Suicide attempts, Sexual Abuse and Domestic Violence; Career Counselling; Individual Counselling for Personal

Growth, Adjustment Problems at home or college, Interpersonal Relationship Issues, Suicide Attempts, Substance-Abuse etc

### **UNIT III**

**(Teaching Hours: 12)**

Counselling in Organizational Setting: Definition and Meaning, Quality of Work Life Balance, Enhancement of Performance of Individuals, Well Being, Self-Regulation, Counselling for Displaced Employees, Job Satisfaction, Employee Absenteeism, Employee Turnover, Stress Management, Preretirement Counselling.

### **UNIT IV**

**(Teaching Hours: 12)**

Counselling in Health Setting: Health behavior and belief- Factors predicting health behavior and beliefs, health awareness and health seeking behavior; 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; HIV/AIDS Counselling.

### **UNIT V**

**(Teaching Hours: 12)**

Counselling in Community Settings: Description, History and Evolution, Methods of Community Intervention: Prevention – Primary, Secondary, Tertiary; Crisis Intervention – features, techniques, and current status; Disaster Management Consultation – Definition and Types; Functions of a Consultant; Phases of Consultation; Practice of Mental Health Education.

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<b>AP 401C ORGANIZATIONAL DEVELOPMENT AND CHANGE</b>			
<b>Course Credit</b>	<b>4</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>❖ To understand organizational development and its impact.</li> <li>❖ To understand the management of change in organizations.</li> <li>❖ To understand about organizational change and its role in organizational development.</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>❖ Lecture method</li> <li>❖ Discussions</li> <li>❖ Case study</li> <li>❖ Review of relevant resources (Articles / Books, etc.)</li> <li>❖ Assignments</li> <li>❖ Presentations</li> </ul>		
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>❖ Students will be able to understand the aspects of organizational development and its impact.</li> <li>❖ Students will be able to understand the management of change in organizations.</li> <li>❖ Students will be able to understand about organizational change and its role in organizational development.</li> </ul>		

#### **UNIT I**

**(Teaching hours: 12)**

Basic concepts of OD: values, Assumptions, processes; Characteristics of OD, action research, survey feedback, systems theory, teams and team work, participation and empowerment, applied behavioural science, History of OD; Future directions in OD, OD research and practice in perspective, Emergence of OD as an applied behavioural science, Competencies of an effective OD practitioner.

#### **UNIT II**

**(Teaching hours: 12)**

Organizational Growth and its implication for change: resistance to change, and overcoming resistance to change,; individual and organizational barriers to change, overcoming barriers to change; Kurt Levin's Model of change: Force Field Analysis; Organizational Renewal and Re-energizing; Role of creativity and innovation in Institution Building.

#### **UNIT III**

**(Teaching hours: 12)**

Organizational diagnosis: Models of Diagnosis; consulting process, collecting and analyzing diagnostic information; organizational diagnostics tools: questionnaires, observation, interviews, workshops, task -forces and other methods; Action Research; Change agents: role, skills and styles of change agents.

#### **UNIT IV**

**(Teaching hours: 12)**

Designing interventions, effective interventions; An overview of interventions: Human process interventions, techno structural interventions, Human resource interventions, strategic interventions



## **UNIT V**

**(Teaching hours: 12)**

Human process interventions: T Group, team building, organization confrontation meetings, grid organizational development; Techno-Structural Interventions: work design, TQM, downsizing, structural design; Human Resource Management Interventions: performance appraisal, Employee wellness, Career planning, goal setting; Strategic Intervention s: integrated strategic change, culture change, trans organizational development, organizational learning and knowledge management interventions.

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**AP 402 INTERNSHIP BASED ON SPECIALISATION**

<b>Course Credit</b>	<b>8</b>	<b>Course Marks</b>	<b>250</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>❖ To provide the opportunity to apply theoretical knowledge to the educational system and problem-solving process.</li> <li>❖ To gain an overview of the organization, including its relationship to other societal agencies, its policies, personnel, etc. To develop sensitivity to clinical setting, Industrial setting and counselling setting.</li> <li>❖ To develop an understanding of the role of preventive mental health in applied areas such as Clinical, Industrial and Counselling</li> <li>❖ To gain experience with an interdisciplinary team approach to their specialization.</li> <li>❖ To provide an opportunity to refine consultation skills with various stakeholder such as parents, teacher, personnel in hospital, schools and industry, administrators, and personnel from other community agencies.</li> <li>❖ To provide an opportunity to refine psychometric diagnostic skills.</li> <li>❖ To learn how to practice ethically within the guidelines of institution and to follow state and National educational policies and procedures.</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>❖ Supervised practice</li> <li>❖ Lecture method</li> <li>❖ Discussions</li> <li>❖ Case study</li> <li>❖ Review of relevant resources (Articles / Books, etc.)</li> <li>❖ Assignments</li> <li>❖ Presentations</li> </ul>		
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>❖ Students will be able to work independently</li> <li>❖ Students will be able to carry out assessments, counselling, case studies independently.</li> <li>❖ Students will be able to understand the complexities involved in practice.</li> <li>❖ Students will be able to understand ethical guidelines and code of conduct for practicing professionally.</li> </ul>		

**AP 403 DISSERTATION**

<b>Course Credit</b>	<b>8</b>	<b>Course Marks</b>	<b>250</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"><li>❖ To enable the students to have practical and thorough understanding of the process of research.</li><li>❖ To enable the students to design and conduct research studies independently.</li><li>❖ To enable the students to learn the process of literature review</li><li>❖ To enable the students to learn research report writing</li></ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"><li>❖ Discussions</li><li>❖ Review of relevant resources (Articles / Books, etc.)</li><li>❖ Assignments</li><li>❖ Presentations</li><li>❖ Fieldwork</li><li>❖ Project</li></ul>		
<b>Learning Outcome</b>	<ul style="list-style-type: none"><li>❖ Students will be able to design and carry out research independently</li><li>❖ Students will be able to do literature review in a scientific way.</li><li>❖ Students will be able to write different forms of research reports.</li></ul>		