DEPARTMENT OF APPLIED PSYCHOLOGY

Guidelines and Syllabus for M.Sc in Applied Psychology, and PhD Programme
Approved in the Board of Studies held on 19 – 20 February, 2016

DEPARTMENT OF APPLIED PSYCHOLOGY
PONDICHERRY UNIVERSITY
Puducherry – 605 014

THE UNIVERSITY

The Pondicherry University (A Central University) was established by an Act of Parliament in October 1985. The campus is spread over 780 acres of land rolling down to the Bay of Bengal beach. The landscape is dotted by sprawling lawns, well nurtured gardens, picturesque road shapes, and lush green belt with eco-forest; an ecologist's delight indeed! The tranquil setting makes Pondicherry University campus a unique one with exquisite natural beauty and serene sea shore that captures viewers' imagination and provides an ideal atmosphere for learning. 15 schools, 37 departments and 10 centres offering about 175 PG & Research programmes are within its fold and housed on the 800 acre sprawling Wi-Fi-enabled vibrant campus, which is just 12 kms away from the historical town of Puducherry. It has all the state-of-the-art facilities in all the schools and departments of studies paving the way for the students to have a student-friendly, result-oriented academic environment with green ambience. The University has three campuses. The Main Campus is located at Puducherry and the other two off-campuses at Karaikal and Port Blair. The University has made a giant leap in promoting the usage of Information & Communication Technology (ICT) products/ services in the areas of teaching / learning, research and administration. The University has over 400 faculty and 6100 students from across the country on its rolls. There are over 45,000 students in its 87 affiliated colleges.

DEPARTMENT OF APPLIED PSYCHOLOGY

The Department established in the academic year 2007-08, aims to bridge the gap between the theoretical concepts with practically applied domains of psychology. The Department offers PG and PhD programmes along with one Diploma. The two year M.Sc. (Applied Psychology) programme taught by competent faculty, instils in the students the professional competence and training to emerge as mental health professionals. The Department offers specialized focus on Industrial Psychology, Clinical and Counselling Psychology. The Department is well equipped with state-of-the art laboratory and a well stacked library. The curriculum is integrated with field work in hospitals, industries in association with NGOs and consultancies. The courses give a greater thrust on mentoring, counselling and guiding the student

community which is essential for today's educational and social environment. The campus boasts of excellent placement record too.

PROGRAMMES OFFERED IN THE DEPARTMENT

- M.Sc in Applied Psychology
- PhD in Applied Psychology
- PG Diploma in Industrial Psychology (Add-on Course)

MISSION

A systematic study on the scientific nature, day to day application and problem solving nature of Psychology keeping the Indian context in view and serve the people in need proactively and thus serve the society and nation.

VISION

To develop as a globally recognized destination for teaching and researching in the context of indigenous cultural and value system resulting in the further strengthening of Psychology as an academic discipline to serve all the stake holders.

GOALS

- The department was started with the aim to train students to make psychology more practically oriented and to apply the principles of psychology to cater to the needs of the society. Hence, on successful completion of the course, the students of department of applied psychology will be able to,

- Develop indigenous psychological principles keeping the cultural and value system in the Indian context for the benefit of Indian society.

- Use the psychological testing tools to assess the personality, intelligence and other psychological characteristics.

- Apply the psychological principles in the field of organizational, clinical and counselling settings.

- Understand and cater to the needs of psychologically normal and abnormal individuals by using the diagnostic principles and tools of psychology.

- Apply the knowledge of psychology in their day to day interaction with the society and serve those who seek help in psychological aspects.

- Understand the cognition, social backgrounds, basic theories and systems of psychology, the secrets of researching to equip the students for basic understanding that help in application of psychological theories to the society.

- Equip the students in many areas of psychology namely, rehabilitation, developmental, and counselling areas in addition to the training of psychological statistics that helps in simplifying and understanding of the abundant data on the human nature.

- Help students to get better clarity on their own strengths and weaknesses to select the best fit field of their choice in psychology so as to continue to facilitate research or practice of their choice in future endeavor in their psychology profession.

- Serve to the psychological needy of the university students and staff as well as to the people of adopted village.

- Organize seminars, conferences, workshops and other academic activities to update the knowledge base of the faculty and teachers.

COURSE DESCRIPTION

The M.Sc. Applied psychology aims to train the students with theoretical knowledge and practical skills of psychology. Each year of the course has two semesters numbered in succession from one to four. The first two semesters offers common papers to all the students enrolled from MSc applied psychology that aims to equip students for the theoretical and practical aspects of general understanding of psychology in its totality.

During third and fourth semesters the students are opted to choose one of the three specializations namely clinical, industrial, and counselling psychology. The specialization courses intend to train students in the different areas from both theoretical and practical application to the respective fields. Therefore, the specializations have internship as well as dissertations that equip both practice of the specialized field as well as researching in the area of specialization.

The course is designed in such way that students are trained in the overall spectrum of specialization along with the background preparation. The focus is given to the cultural context and value system of Indian subcontinent.

In view of the advancements of the field of study, the course has been designed strive to prepare competencies in theoretical and practical aspects of psychology to use the knowledge to apply it in the highest standards of morals and ethics.

- Core papers in the first two semesters comprising of papers, which can be considered to be fundamental in imparting a larger perspective of Psychology for its theoretical and practical foundation. At the end of the first year students are allowed to take an internship in their interested field to facilitate them to choose their specializations.

- The third and fourth semester aims at training students in the chosen specialisation papers namely, clinical, organizational/industrial and counselling psychology with the on field exposure through an internship. The specialization is prepared in such a manner that students can relish the knowledge of both practice and research by way of internship and dissertation work after the completion of MSc.

COURSE OBJECTIVES

The course is developed as a rigorous two-year programme with extensive theoretical knowledge and widespread practical experience to acquire the necessary skills in the area of Applied Psychology. On completion of the course, the student is expected to perform the following functions:

- Understand the human behaviour in Indian cultural context.
- Able to apply psychological tools to assess the psychological profile of individuals.
- Apply psychological techniques to help individuals in need be it in normal behaviours as well as abnormal behaviours.
- Able to apply psychological tools to diagnose the psychological issues in clinical, counselling and organizational fields.
- Facilitate students for future training into techniques of diagnostics, therapy, research, and practice in their respective field of specialization.

- Conceptualize specific adult and child mental health problems within a psychological framework, giving due consideration to psychosocial/ contextual factors, and carryout relevant treatment/management.

- Apply psychological principles and techniques in persons with mental health problems and disabilities.

- Work with the psychosocial dimensions of physical diseases, formulate and undertake focused/targeted psychosocial interventions.

- Able to work with community to promote health, quality-of-life and psycho-logical well-being.

- To develop research acumen and thereby contribute to knowledge in professional areas.

- To develop self-reflective skills.

COURSE REGULATIONS (2016-17)

The MSc in Applied Psychology offered by Department of Applied Psychology, Pondicherry University is a full-time programme of two-year duration, which consists of four semesters.

Course structure

The course structure of the M.Sc Applied Psychology Programme is given below:

M.Sc (Applied Psychology)

Course Structure
(Hard Core Courses offered)
(Regulations 2016-17)

FIRST SEMESTER		
Code	Title	Credits
APSY 411	Cognitive Psychology	3
APSY 412	Advanced Social Psychology	3

Code	Title	Credits
APSY 413	Theories of Personality	3
APSY 414	Research Methodology	3
APSY 415	Practicum - Experimental Psychology	3
	Total Credits	15
SECOND SEMESTER		
Code	**Title**	**Credits**
APSY 421	Rehabilitation Psychology	3
APSY 422	Positive Psychology	3
APSY 423	Health Psychology	3
APSY 424	Statistics in Psychology	3
APSY 425	Practicum - Psychological Testing	3
	Total Credits	15
THIRD SEMESTER		
Code	**Title**	**Credits**
APSY 510	**Summer Internship 1 – General**	3
APSY 511	Psychopathology	3
APSY 512	Psychological Therapies	3
APSY 513	Community Psychology	3
APSY 514	Neuropsychology	3
APSY 515	Practicum – Clinical Psychology	3
	Total Credits	18
APSY 521	Organisational Behaviour	3
APSY 522	Human Resource Management	3
APSY 523	Training and Development in Organisations	3
APSY 524	Industrial Relations and Labour Welfare	3
APSY 525	Practicum - HRD Psychology	3
	Total Credits	18
APSY 531	Theories and Approaches to Counselling	3
APSY 532	Counselling Skills	3
APSY 533	Career Guidance and Counselling	3
APSY 534	Counselling in Educational Settings	3
APSY 535	Practicum – Counselling Psychology	3
	Total Credits	18

FOURTH SEMESTER			
Code	Title	Credits	
APSY 541	Internship	4	
APSY 542	Dissertation and Viva-Voce	8	
	Total Credits	12	

Total Credits   **60 (Hard Core Courses)**

The student needs a total of 72 credits. The department offers 60 credits from the hard core courses. However, according to CBCS regulations, the students are required to earn a minimum of 72 credits for the successful completion of M. Sc. Degree in Applied Psychology. Hence, the remaining 12 credits have to be acquired from soft core courses either from the department or from outside the department.

Soft Core Courses offered

(Regulations 2016-17)

Code	Title	Credits
APSY 551	Environmental Psychology	3
APSY 552	Psychology of Interpersonal Relationship	3
APSY 553	Psychology for Effective Living	3
APSY 554	Para Psychology	3
APSY 555	School Psychology in Indian Context	3
APSY 556	Psychology for Social Problems	3

Examinations

Choice Based Credit System (CBCS) is followed in the department. Grading is used for performance evaluation. Grades are awarded in the final assessment taking into consideration cumulative grade point averages. Evaluation of students is done two ways:

1. **Internal assessment**: Internal assessment is continuous and is awarded out of 40 marks in each paper by the teacher concerned. The assessment is based on tests, and other participatory pedagogy (case analysis, field based projects, term papers, case discussions, class room participation, web assignments, brain storming, simulation, role plays, mini projects, industrial visit reports, quizzes etc.,).

2. **End semester examination**: The examinations comprise question paper setting by external experts and double valuation - one by the course teacher and another by external examiner. If the difference between the two valuations is more than 15%, the script will be evaluated by the examination committee formed by the HOD and the marks awarded will be the final.

3. Proportion of marks between internal and external evaluation for all subjects: 40:60

4. Question paper pattern for end semester examination is shown in the following exhibit.

FIRST SEMESTER

Course Code		Credits
APSY 411 : Cognitive Psychology	---	3
APSY 412 :Advanced Social Psychology	---	3
APSY 413 : Theories of Personality	---	3
APSY 414 : Research Methodology	---	3
APSY 415 : Practicum – Experimental Psychology	---	3

APSY 411: COGNITIVE PSYCHOLOGY

Learning Outcomes

To enable the students to understand

- ❖ The fundamental questions and findings of cognitive psychology.
- ❖ Explore the ways in which psychologists go about studying these questions.
- ❖ Explore the relationship between theories of cognition and empirical research.

UNIT-I: The Foundations of Cognitive Psychology: The Science of the Mind - scope of cognitive psychology, A Brief History, the emergence of modern cognitive psychology. Research in cognitive psychology. The neural basis of cognition -the Principal Structures of the Brain – neurons, communication of neurons, structure of functions of brain.

UNIT-II: Attention and Perception: Selective attention, divided attention, models of attention – filter model and attenuation model. Bottom up and top down processing in perception, Object Recognition – template matching, interactive activation model, feature integration theory, recognition by components theory. Gestalt laws of perceptual organization. Face perception, Speech perception.

UNIT-III: Human Memory Systems: meaning, types of memory, working memory, long term memory. Memory Acquisition; Retrieval; Encoding Specificity; Implicit Memory; Theoretical Treatments of Implicit Memory; Amnesia; Memory Errors and Memory Gaps; Autobiographical Memory. Mnemonic systems.

UNIT-IV: Language and Thinking: Concepts: Definitions and Prototypes; Organization of Language, Phonology, Words, Syntax, Sentence Parsing, Language and Thought, Judgment Heuristics, Anchoring; Reasoning: Confirmation and Disconfirmation, Logic, Decision-Making; Problem Solving: General Problem-Solving Methods, Relying on Past Knowledge. Defining the Problem.

UNIT- V: Consciousness: Meaning, history. Consciousness and cognitive psychology. Modern theories of consciousness – DICE, Global Worksplace. The functions of Consciousness – cognitive neuroscience of consciousness, the function

of neuronal workspace, consciousness as justification for action. Indian thoughts on consciousness – Vedic model -the five levels; Buddhist model.

Text Books

Reisberg, Daniel (2009). Cognition: Exploring the science of the mind. (4[th]Edition). New York: Norton.

Goldstein, E. Bruce (2007). Cognitive Psychology: connecting mind, research and everyday experience (2[nd]Ediction). Wadsworth.

Matlin, M W (2009). Cognition (7th Edition), Wiley.

Suggested Reference Materials

Baddeley, Alan (1992).Working memory. *Science, 255,* 556-559*.*

Bartlett, Sir Frederick (1932). Chapter 5: Experiments on remembering: The method of repeatedreproduction (pp. 63-93) in *Remembering.* Cambridge, England: Cambridge University Press.

Dehaene, S et al. (2006). Core knowledge of geometry in an Amazonianindigene group. *Science, 311,* 381-384.

Green CS, Bavelier D (2003). Action video game modifies visual attention. *Nature, 423,* 534-537.

Lehman, D., Lempert, R., &Nisbett, R. (June 1988), The effects of graduate training on reasoning:Formal discipline and thinking about every-day events, *American Psychologist,* 431-442.

Loftus, E. (2003). Make-believe memories. *American Psychologist, Nov 2003.*

McNally, R. J. (2003). Recovering memories of trauma: A view from the laboratory. *Current Directions in Psychological Science*, 12, 32-35

Strayer, D. L., & Johnston, W. A. (2001). Driven to distraction: Dual-task studies ofsimulated driving and conversing on a cellular telephone. *Psychological Science, 12,* 462-466

Wolfe, JM et al. (2005). Rare items often missed in visual searches. *Nature, 435,I 439-440.*

Subhash C. Kak (1997). On the Science of Consciousness in AncientIndia.*Indian Journal of History of Science,* vol. 32, 105-120.

Pier Luigi Luisi (2008). The Two Pillars of Buddhism— Consciousness and Ethics. *Journal of Consciousness Studies*,15, No. 1,84–107.

APSY 412: Advanced Social Psychology

Learning Outcomes:

To enable the students to understand

- The meaning and importance of social psychology in the present context.
- The preconceived notion about various social and health issues and its impact.
- The nature and extent of child abuse and neglect, national and international policies and program for addressing child rights.
- The causes and consequences of contemporary social problems and their evidence-based remedial measures along with national policy.

Unit I: Definition of social psychology; current trends; methods of social psychology; importance of social psychology in today's context. Group dynamics, group cohesiveness and group influence.

Unit II: Social perception and cognition. Meaning, formation and changes of attitudes, influence of attitude on behavior. Barriers in changing attitudes. Prejudice; stereotype, myths, misconception and discrimination and their effects. Measures for prevention of prejudice, stereotype, myths, misconception and discrimination.

Unit III: Population explosion: current scenario and its impact: Population of India and its growth, density of population, sex ratio and literacy status, cause of population explosion in India, consequences of population explosion, Population Policy in India.

Unit IV: Violence and types of violence. Violence against children, causes and consequences, prevention and intervention. UN Convention on Rights of the Child, Role of International Agencies, legal measures for prevention of violence against children, National Commission for Protection of Child Rights, its objectives and importance; Integrated Child Protection Scheme (ICPS).

Unit V: Application of social psychology in different fields. Legally dangerous behavior: Major modes of crime in India, Forms of cognizable and non-cognizable offences, factors responsible for criminal behaviour, Prevention and Intervention, Major laws in India viz., The Indian Panel Code (IPC), The Indian Evidence Act and the Code of Criminal Procedure. (ii) Juvenile Delinquency: Definition, profile of the

juvenile delinquents and their activities, prevention and intervention, Juvenile Justice (Care and Protection) Act 2000.

Text Books

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

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

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

Deb, S. (2016). Child Safety, Welfare and Well-being: Issues and Challenges, New Delhi, Springer.

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

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

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

Suggested Reading Materials

Deb, S. & Gireesan, A. (2015). Contexts of Risks and Exploitation'. In Farrell Ann et al., (Ed.), *The SAGE Handbook of Early Childhood Research, SAGE Publication, Australia.*

Deb, S. & Modak, S. (2010). Prevalence of Violence against Children in Families in Tripura and Its Relationship with Socio-economic, Cultural and Other Factors. *Journal of Injury and Violence Research*, 2, 1, 5-18.

Deb, S. & Ray, M. (2016). Child Abuse and Neglect in India: Risk Factors and Protective Measures. In Deb, S. (Ed.) '*Child Safety, Welfare and Well-being'* (2016), New Delhi, Springer.

Deb, S. (2009). Child Protection: Scenario in India. *International Journal of Child Health and Human Development*, 2, 3, 339-348.

Deb, S. (2011). Background and Adjustment Capacity of Sexually Abused Girls and their Perceptions of Intervention. *Child Abuse Review, .*20: 213-230.

Deb, S. (2014). Legislation Concerning Reporting of Child Sexual Abuse and Child Trafficking in India: A Closer Look. In Mathews Ben & Bross C. Donald (Ed.) '*Mandatory Reporting Laws and the Identification of Severe Child Abuse and Neglect'*, Australia, Springer.

Deb, S. and Mathews, B. (2012). Children's Rights in India: Parents' and Teachers' Attitudes, Knowledge and Perceptions. *International Journal of Children's Rights*, 20, 1-24.

Deb, S., & Walsh, K. (2012). Impact of physical, psychological, and sexual violence on social adjustment of school children in India. *School Psychology International*, *33*(4), 391-415.

Deb, S., Ray, M., Bhattacharyya, B., & Sun, J. (2016). Violence against the adolescents of Kolkata: A study in relation to the socio-economic background and mental health. *Asian Journal of Psychiatry*, *19*, 4-13.

Deb, S., Sun, J., Gireesan, A., Kumar, A., & Majumdar, A. (2015). Child Rights As Perceived by the Community Members in India. International Law Research, 5(1), 1-15.

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APSY 413 Theories of Personality

Learning Out come

- The students will be able to understand the nature of historical development of contemporary psychological theories on personality
- The students will be trained in such a way to learn the concepts of psychological foundations with suitable examples and application to the personality theories.
- The students will be able to know the Indian context of self and personality development.

Course Structure

Unit I: Introduction to Personality theories, major theoretical perspectives of cognitive; behavioural; psychoanalytic; humanistic, and biological theories

Unit II: Freud's Psychoanalytic theory, Jung Analytical, Adler's Individual theory, Horney's social and cultural theory, Allport theory of personality

Unit III: Humanistic Perspectives: Maslow's self-actualization theory, Carl Roger's person centred theory

Unit IV: Eysenck's biological theory, Kelly's personal construct theory, Bandura's social cognitive theory, Integration of personality theories

Unit V: Indian perspectives of psychology, Sri Aurobindo's Integral yoga, Mediation, Spirituality, Yoga Psychology, Self and Personality in Indian context.

Text Books

Baron (2005). Psychology: An Introduction New Delhi: Prentice Hall of India, Pearson Education, 5/e, 2005

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

Morgan, King and Robinson (2015) Introduction to Psychology, 7[th]edn, Tata McGraw Hill, Delhi

Suggested Reading Materials

Crowne, D. P.   (2009).   Personality theory   (2nd ed.). Oxford: Oxford University Press.

Feist, J., & Feist, G. J. (2006). Theories of personality (6th ed.). New York: McGraw-Hill. [Chapter 16 "Bandura: Social Cognitive Theory", pp. 467- 498.]

Olson, M., & Hergenhahn, B. R. (2012). A n introduction to theories of personality (8th ed.). New York: Pearson. [Chapter 15 "Abraham Maslow", pp. 466 - 499.].

APSY 414 Research Methodology

Learning Objectives:

To enable the students to understand

- The need and purpose of research, various types of research and its importance in overall social development.
- The ethical issues involved in research and importance of ethical issues in research.
- How to conceptualize a research problem; write objective and hypothesis along with design of the study?
- The various data collection techniques, both qualitative and quantitative.
- Writing a good research proposal and report as well as article for the journals.

Unit I: Purpose and types of research: Basic research; applied research; action research; Quantitative and qualitative research; difference between qualitative and quantitative research and their strengths and weaknesses.

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

Unit III: (a) Sampling: Definition; sample size and representativeness; kinds of sampling- probability and non- probability.

(b) Research Designs**:** Meaning, purpose and principles; Experimental design, non-experimental design, other specialised designs like pre-post-test design, the cross-sectional design, single subject study design, the longitudinal study design, survey research, correlational design, observational design and ethnography design.

Unit IV: Methods of Data Collection: (i) Quantitative (structured questionnaire, semi-structured questionnaire and standardized questionnaire) and (ii) qualitative (informal interview, case study, in-depth interview, focus group discussion, observation, participatory rural appraisal, projective tests); tool development.

Unit V: (a) Ethics in research and its importance especially need for informed consent, confidentiality of information, compensation and deciding date and time for data collection as per convenience of the study subjects and giving feedback about the findings. Reference writing styles; (b) Monitoring and evaluation: Utility of monitoring and evaluation of programs; preparing a research proposal and writing research report and article; plagiarism.

Text Books

Best, J.W. and Kahn, J.V. (2006). Research in education (9th Edition) New Delhi: Pearson Education.

Kenneth, B.S.& Bruce, A.B. (2005). Research Design and Methods. New Delhi: Tata McGraw Hill Publishing Company Ltd.

Kerlinger, F.N. (1983). Foundations of Behavioural Research. Delhi: Surjeet Publications.

Kothari, C.R. (1988). Research Methodology. New Delhi: Tata – McGraw Hill.

Russell, B.H. (1988). Research Methods in Cultural Anthropology. New Delhi: Sage Publications

Singh, A.K. (1990). Tests, Measurements and research Methods in Behavioural Sciences. Patna: BharatiBhaban Publishers.

APSY 415: Practicum: Experimental Psychology

(Any Ten Experiment to be conducted)

Measurement / Assessment of

1. Subliminal Perception

2. Suggestibility

3. Effect of knowledge of results

4. Types of learning (Whole Vs part, Massed Vs spaced, Meaningful Vs rote)

5. Styles of learning and Thinking (SOLAT)

6. Memory

7. Imagery

8. Free association (Chain method or Word association method)

9. Concept formation

10. Social facilitation (Vowel cancellation test)

11. Motives

12. Judging Emotions

13. Intelligence

14. Problem Solving

15. Stroop effect.

SECOND SEMESTER

APSY 421 : Rehabilitation Psychology	---	3
APSY 422 : Positive Psychology	---	3
APSY 423 : Health Psychology	---	3
APSY 424 : Statistics in Psychology	---	3
APSY 425 : Practicum – Psychological Testing	---	3

APSY 421: Rehabilitation Psychology

Learning Outcomes:

To enable the students to understand

- The nature and extent of problems faced by specific categories of people who badly require safe shelter and rehabilitation.
- The Government response toward rescue, intervention and rehabilitation for people who require immediate attention.
- The national and international efforts for rehabilitation of street children, trafficked children, people affected by natural calamities and/or war and HIV/AIDS infected people.

Unit I: Street/destitute children: Definition, background of street/destitute children, prevalence, living condition of street children, problems encountered by the street/destitute children, reasons for leaving home and accepting street life, prevention, role of psychologists in intervention and rehabilitation of street children, steps for effective implementation of intervention programme, social measures.

Unit II: Child trafficking and prostitution: Definition, genesis of trafficking in South East Asia, factors responsible for trafficking and prostitution, consequences, prevention, intervention and rehabilitation, legal measures for prevention of human trafficking in India.

Unit III: Project affected people: Definition, reasons for taking up development projects, consequences of development projects; psychological attachment towards land, empowerment of displaced people; development, implementation and monitoring of rehabilitation and resettlement (RR) plan keeping interest of the displaced people through participatory approach, RR Policy of the Government of India.

Unit IV: People affected by natural calamities/war/violence: Definition, rescue, assessment of the physical situation, and psychological (trauma) of the affected people, planning and coordination of the relief work, addressing psychological trauma and arrangement of safe shelter and rehabilitation.

Unit V: (i) HIV/AIDS: Definition, basic information, importance of HIV/AIDS counseling, qualities of a counselor, micro-skills in counseling, objectives of pre and post test counseling, psycho-social impact of the disease, stigma attached with the disease, prevention, intervention and rehabilitation, National AIDS Control Program with special reference to care and support services for the people living with HIV/AIDS.

(ii) Rehabilitation of migrant people, differently able people, psychiatric cases and people suffering from leprosy.

Text Books

Aptekar, Lewis, Stoeckliin & Daniel (2014). Street Childen and Homeless Children, Springer, New Delhi

Deb Sibnath, Mitra Chirasree, Majumdar Bishakha and Sun Jiandog (2011). Effect of '12 Day Induction Training for ART/CCC Counsellors' under GFATM Project in India: an In-depth Study, *Indian Journal of Health and Wellbeing*, 2 (2), 5-11.

Deb, S. & Shukla, A. (2015). HIV/AIDS in India: A Public Health Approach on Contemporary Trends. Global Vision Publishing House, New Delhi.

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

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

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

Sharma, D. (2011). Immoral Trafficking of Women and Children. Gaurav Book Centre Pvt.Ltd, New Delhi.

Suggested Reading Materials

Strodl, E., Stewar, L., S. & Deb, S. (2015). Metacognitions Mediate HIV Stigma and Depression/Anxiety in MSM living with HIV, *Health Psychology Open,* 1-11.

Sinha, A., Chandhiok, N., Sahay, S., Deb, S., Bharat, S., Gupta, A., ... & Mehendale, S. (2015). Male circumcision for HIV prevention in India: emerging viewpoints and practices of health care providers. *AIDS care*, (ahead-of-print), 1-3.

Sahay, S., Nagarajan, K., Mehendale, S., Deb, S., Gupta, A., Bharat, S., Bhatt, S., Bijesh, K. Athakopom, K., Vidisha, Sinha Anju, & Chandhiok, N. (2014).

Community and healthcare providers' perspectives on male circumcision: A multi-centric qualitative study in India. *PLOS ONE,* 9, 3, e91213.

Deb, S., Mitra. C., Majumdar, B. & Sun, J. (2011). Effect of '12 Day Induction Training for ART/CCC Counsellors' under GFATM Project in India: an In-depth Study, *Indian Journal of Health and Wellbeing*, 2 (2), 5-11.

APSY 422: Positive Psychology

Learning Outcomes:

To enable the students to

- Understand the aims and scope of positive Psychology
- Apply the basic concepts from the course to an analysis of their own lives and personal strength

Unit–I: Introduction to Positive Psychology, Assumption and Goals of Positive Psychology; Genesis of Positive Psychology as a separate Branch; Eastern and Western Perspectives of Positive Psychology

Unit – II: Happiness: Meaning and Measure; Hedonic and Eudaemonic Approach to Happiness; Determinants of happiness; Happiness and Well-being, Positive Emotion: Defining Emotional Terms; Distinguishing the Positive and the negative affect; Broaden-and-Built Theory; Cultivating Positive Emotion

Unit – III: Positive Cognitive States: Optimism; Mindfulness; Flow; Courage. Self – regulation and self –control: The value of self-control; Personal goals and self - regulation; goals that create self – regulation problems; everyday explanations for self–control failure; goal disengagement.

Unit – IV: Prosocial Behaviour: Altruism; Gratitude; Forgiveness; Positive Relationship, Successful Aging: Physical and Mental Health; Social Interaction and Support; Cognitive reserve

Unit – V: Positive Schooling: Care; Trust; Respect for Diversity; Goals; Plans; Motivation, Positive Behaviour at Workplace: Positive Organisational Behaviour; Positive Organisational Scholarship; Psychological Capital; Thriving; Flow at Work; Employee Engagement;

Text Books

Baumgardner, S. R., & Crothers, M. K. (2009). *Positive psychology*. Prentice Hall/Pearson Education.

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

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

Suggested Reference Materials

Baltes, P. B., & Smith, J. (2003). New frontiers in the future of aging: From successful aging of the young old to the dilemmas of the fourth age. *Gerontology*, *49*(2), 123-135.

Kumar, U , Archana & Prakash, V. (2015) Positive Psychology: Applications in Work, Health and Well-being. New Delhi: Pearson

Bierhoff, H. W. (2002). *Prosocial behaviour*. Psychology Press.

Goldstein, T., Russell, V., & Daley, A. (2007). Safe, positive and queering moments in teaching education and schooling: A conceptual framework. *Teaching Education*, *18*(3), 183-199.

APSY 423: Health Psychology

Learning Outcomes:

To enable the students to understand

- The theoretical concept of health psychology and various psycho-social models of health.
- The causes and consequences of chronic illness and psycho-social impact of the same and remedial measures.
- The reproductive health problems especially the problems which affect adolescent population and reproductive and child health policy of the Government of India.
- The need for periodic health assessments and methods to enhance good health through education and awareness.

Unit I: Introduction to health psychology. Concept of health, branches of health psychology, models of health with special reference to bio-psychosocial model of health.

Unit II: Health behavior and belief: Factors predicting health behavior and beliefs, health awareness and health seeking behavior, doctor-patient communication and compliance

Unit III: Chronic, non-communicable diseases (NCDs): Psychological aspects of management, Hypertension (HTN or HT), Diabetes mellitus type 2, Arthritis, respiratory infection, Reproductive health. Adolescent risk behavior, early pregnancy and intervention. Reproductive and Child Health Policy, Govt. of India.

Unit IV: Essential Interventions: Trauma and pain management, emergency health psychology, terminal illness, chronic illness; and palliative care.

Unit V: Assessment of wellness and illness using general health questionnaire, quality of life, life styles, perceived psychological well-being. Health seeking behaviour and promotion: Quality of life scales, coping scales, health indices checklist. Health promotion strategies, psychological intervention, lifestyle modification techniques, utility of relaxation and bio-feedback methods. Intervention for care providers for addressing their stress.

Text Books

Brannon, L. & Feist, J. (1989). Health Psychology: An Introduction. 4th Edition, Wordsworth.

Deb, S. (2009). Reproductive Health Management, New Delhi, Akansha Pub.

Dimmates, M.R. & Martin, L.R. (2007). Health Psychology. Pearson.

Friedman, H.S. (1998). Encyclopedia of Mental Health. Academic Press.

Kleinman, A. (1988). Rethinking Psychiatry from Cultural Category to Personal Experience. Free Press. NY.

Marks D.F. (2002). The Health Psychology Reader. Sage.

Ogden, J. (1996). Health Psychology. A Textbook. Open University Press.

Rice, P.L. (1998). Health Psychology. Pacific Grove Books. Cole Pub.

Taylor, S.E. (1999). Health Psychology. McGraw Hill.

Suggested Reference Materials

Barua, A., & Kurz, K. (2001). Reproductive health-seeking by married adolescent girls in Maharashtra, India. *Reproductive health matters*, *9*(17), 53-62.

Oliver, M. I., Pearson, N., Coe, N., & Gunnell, D. (2005). Help-seeking behaviour in men and women with common mental health problems: cross-sectional study. *The British Journal of Psychiatry*, *186*(4), 297-301.

Ong, K. L., Cheung, B. M., Man, Y. B., Lau, C. P., & Lam, K. S. (2007). Prevalence, awareness, treatment, and control of hypertension among United States adults 1999–2004. *Hypertension*, *49*(1), 69-75.

Shaikh, B. T., & Hatcher, J. (2005). Health seeking behaviour and health service utilization in Pakistan: challenging the policy makers. *Journal of public health*, *27*(1), 49-54.

Speizer, I. S., Magnani, R. J., & Colvin, C. E. (2003). The effectiveness of adolescent reproductive health interventions in developing countries: a review of the evidence. *Journal of Adolescent Health*, *33*(5), 324-348.

APSY 424: Statistics in Psychology

Learning Outcomes

After completing the course students will be able to

- ➤ Understand the meaning of statistics along with different types of statistical analyses.
- ➤ Understand difference between various types of statistics and their place of application.
- ➤ Understand the concept of normal distribution and its importance in the statistical inferences.

Unit I Introduction: Meaning of statistics, Classification of statistics – descriptive vs inferential, parametric vs non-parametric. Levels of Measurement. Measures of central tendency – Mean, median, Mode. Measures of variability – range, average deviation, quartile deviation, standard deviation.

Unit II Correlation – Meaning, product moment correlation, partial correlation, multiple correlation. Regression – linear, multiple. Brief introduction to factor analysis (without statistical problems).

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

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

Unit V Non parametric tests – chi-square, Mann Whitney U-test, Kruskal Wallis, Rank order (Spearman, Kendell Tau), Biserial, Point Biserial, Tetra choric, Phi Coefficients.

Text Books

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

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

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

Jeremy Miles & Philip Banyard (2007). Understanding and Using Statistics in Psychology A Practical Introduction. Sage Publications

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

APSY 425: Practicum: Psychological testing

(Any Ten test to be conducted)

Measurement / Assessment

1. 16 P.F

2. MMPI

3. NEO-5

4. Sentence completion test

5. Draw –a-person test

6. Bell's adjustment inventory

7. Transactional styles

8. Locus of control

9. Interpersonal sensitivity

10. State and Trait Anxiety

11. Emotional Intelligence

12. Personal Effectiveness

13. Creativity

14. Psychological mindedness

15. Self-Efficacy

APSY 510: SUMMER INTERNSHIP – 1: GENERAL

After second semester during summer vacation students will undergo an internship called as Internship 1 – General with 3 credits, which will help them to opt their specialisation in third semester. Therefore, this internship is part of third semester.

Internship I – General

The first internship will be immediately after the first year during the summer vacations. The place of internship could be selected by the students themselves. The duration of the internship is one month, which could be divided into two halves, if student wished. There will be a presentation of the internship on reopening of the classes.

THIRD SEMESTER

APSY 510: Summer Internship – General   ---   3

A. Clinical Psychology Specialization

APSY 511 :	Psychopathology	---	3
APSY 512 :	Psychological Therapies	---	3
APSY 513 :	Community Psychology	---	3
APSY 514 :	Neuropsychology	---	3
APSY 515 :	Practicum – Clinical Psychology	----	3

B. Human Resource Development Psychology Specialization

APSY 521 :	Organizational Behaviour	---	3
APSY 522 :	Human Resource Management	---	3
APSY 523 :	Training & Development in Organisations	---	3
APSY 524 :	Industrial Relations & Labour Welfare	---	3
APSY 525 :	Practicum: HRD Psychology	----	3

C. Counselling Psychology Specialization

APSY 531 :	Theories and Approaches to Counselling	---	3
APSY 532 :	Counselling Skills	---	3
APSY 533 :	Career Guidance and Counselling	---	3
APSY 534 :	Counselling in Educational Settings	---	3
APSY 535 :	Practicum: Counselling Psychology	----	3

A. Clinical Psychology Specialisation

APSY 511: PSYCHOPATHOLOGY

Learning Outcomes :

To acquaint the students with:

- Various paradigms of Psychopathology

- Latest DSM-5 classification system of Mental Disorders

- The symptoms, etiology and prognosis of different Mental Disorders

UNIT – I Ancient and modern conceptions of mental abnormality, Classification and assessment of mental abnormality - DSM -V and ICD -10, Methods of clinical assessment – interviews, case studies, psychological tests and behavioral observation, Case history and Mental Status Examination

UNIT – II Schizophrenia Spectrum and Other Psychotic Disorders, Bipolar and Related Disorders, Depressive Disorders

UNIT – III Anxiety Disorders, Obsessive-Compulsive and Related Disorders, Trauma and Stressor –Related Disorder

UNIT – IV Dissociative Disorders, Somatic Symptom and Related Disorders, Sexual Dysfunctions, Paraphilic Disorders

UNIT – V Disruptive, Impulse - Control and Conduct Disorders, Substance-Related and Addictive Disorders, Personality Disorders

Text Books

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

Butcher J.N; Mineka Susan; and Hooley Jill M. (2014). *Abnormal Psychology* (15th Ed.) Dorling Kindersley(India) Pvt.Ltd. of Pearson Education

Comer, R.J., (2007). *Abnormal Psychology.* New York: Worth.

Suggested Reference Materials

Puri, B.K., Laking, P.J. & Treasaden, I.H. (1996). *Textbook of psychiatry.* New York:
    Churchill Livingstone.

Sue, D., Sue D. W. & Sue S. (2006) *"Abnormal Behavior" (*8th Edi) Houghton Mifflin
    Company.

World Health Organization (1992). *The ICD-10 Classification of mental and
    behavioural disorders: Clinical description and diagnostic guidelines:* Delhi:
    Oxford University Press.

APSY 512: Psychological Therapies

Learning Outcomes:

To orient the students

- Towards the nature, goals and prerequisites of psychopathology
- About the different schools and techniques in psychotherapy.

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

Unit II: Psychodynamic Therapy; Humanistic Therapy (Client Centered Therapy); Gestalt Therapy.

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

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

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

Text Books

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

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

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

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

J.C. (1980). Handbook of Psychotherapy Integration New York: Basis Books.

Jones, C.C. (1993) Family Systems Therapy, Wiley Norcross

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

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

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

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

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

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

APSY 513: Community Psychology

Learning Outcomes:

To enable the students to understand

- The theoretical concepts of community psychology and importance of the subject in the present context, parameters for measuring quality of life and strength of empowerment.
- The role of community psychologist at the grass-root level, family level and institutional level in addressing mental health issues and related factors which affect mental health of the people, national policies for addressing the rights of disabled and elderly people.
- The major signs and symptoms of common childhood disorders, identification of the same and remedial measures.

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

Unit II: Mental health: Definition and characteristics of good mental health. Characteristics of positive health. Global epidemic of mental disorders. Prevention, identification and intervention services with regard to mental health problems and disability at the community level, quality of life, parameters for measuring quality of life, Mental Health Act, 1987, The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. Role of NGOs in community intervention.

Unit III: Maladjustment and role conflict, domestic violence and its impact on children, aged in the family, problems faced by the elderly people in the family, support services for the family and elderly people, perception about support services, National Policy for Protection of Rights of Aged People.

Unit IV: Student mental health: Academic stress, anxiety related to examination, depression, adjustment of the students, institutional disciplinary measures and its

impact, motivating students for better academic performance. Intervention program for parents and teachers for creating student friendly environment. Government response for prevention of corporal punishment. National Education Policy. Integrated school-based intervention program for addressing students' mental health.

Unit V: Different levels of intervention at the community level with special reference to mental retardation, learning disability, autism, and common mental health problems. Health campaign and awareness about common mental health problems. Gender and health hazards. National health policy.

Text Books

Cariappa, M. & Geeta, D. (1997). How to help your disabled child. UBSPD.

Carter, J.W. (1986). Research contributions from community psychology in community health health. Behaviour Pub. NY.

Dalton J.H., Elias, M.J. et al., (2007). Community psychology, linking individuals and communities. Wadsworth, Thomson Learning US.

Desai, A.N. (1995). Helping the handicapped. Ashish Pub. House.

Duffy, Karan (2002). Community Psychology (3rd Ed.), Allyn & Bacon.

Iscoe, I. Block, B.L. & Spielberger, CD (Eds.) (1997). Community psychology: Perspectives in training and research. Appleton Century Crofts. NY.

Kapur, M. (1995). Mental health of Indian Children, Sage Pub.

Mandelbawn, B. (1972). Society in India. Popular Prakashan. Bombay.

Mann, P.A. (1978). Community Psychology: Concepts and Applications. The Free Press.

Moritsugu, John, Duffy, Karan and Worg Frank (2009). Community Psychology, Allyn & Bacon.

Murrell Stanley A. (1977). Community Psychology & Social Systems, Humarn Sciences Press, US.

Part, J.E. & Park, K. (1989). The Text Book of Social and Preventive Medicine. Baranasidas, Jubbalpur.

Rajan, S.I. et al., (1999). Indian's elderly: Burden or challenge, Sage Pub.

Suggested Reference Materials

Deb, S., Chatterjee, P. & Walsh, K. (2010). Anxiety among High School Students in India: Comparisons across Gender, School Type, Social Strata and Perceptions of Quality Time with Parents. *Australian Journal of Educational and Developmental Psychology*, Vol.10, pp.18-31. www.newcastle.edu.au/.../ Journals/.../ *Vol%2010/V10_deb_et_al.pdf*

Deb, S., Kumar, A. & Gireesan, A. (2015). Stress and Resilience Capacity of Students: A Burning Public Health Issue. In Kumar Updesh, Archana & Prakash Vijay (Ed.) 'Positive Psychology: Applications in Work, Health and Well-being, New Delhi, PEARSON.

Deb, S., Strodl, E., & Sun, J. (2014). Academic-related stress among private secondary school students in India. *Asian Education and Development Studies*, *3*(2), 118-134.

Deb, S., Strodl, E., & Sun, J. (2015). Academic stress, parental pressure, anxiety and mental health among Indian high school students. *International Journal of Psychology and Behavioral Sciences*, *5*(1), 26-34.

Khawaja Nigar G. and Bryden J. Kelly (2006). The Developmental and psychometric investigation of the university student depression inventory. *Journal of Affective Disorders*, XX (2006), XXX.

Kumar, V., & Talwar, R. (2014). Determinants of psychological stress and suicidal behavior in Indian adolescents: a literature review. *Journal of Indian Association for Child & Adolescent Mental Health*, *10*(1).

Patel, Vikram, Flisher alan, Hetrick Sarah and McGorry Patrick (March, 2007). Mental Health of Young People: A Global Public-health Challenge, *the Lancet*.

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APSY 514: NEUROPSYCHOLOGY

Learning Outcomes

- To enable the students to understand
- The fundamentals of neuropsychology
- relationship of Brain-behaviour
- psychological disorders and neuropsychology
- neuropsychological testing

UNIT-I INTRODUCTION: The Brain Versus Heart, Aristotle, Descartes, Darwin and Materialism; Experimental Approaches To Brain Function- Localization of Function, Localization and Lateralization of Language, Sequential Programming and Disconnection, Loss And Recovery Of Function, Hierarchical Organization And Distributed Systems In The Brain; Contributions to Neuropsychology From Allied Fields- Neurosurgery, Psychometrics and Statistical Evaluation, Brain Imaging.

UNIT-IITHE ORGANIZATION OF THE NERVOUS SYSTEM: Neuroanatomy, Nervous System, The Spinal Cord- structure and functions, CNS, PNS, The Brainstem- Hindbrain, Midbrain, Diencephalon, Forebrain, Basal Ganglia, Limbic System, Neocortex, Fissures, Sulci, and Gyri; Organization of the Sensory Systems- General Principles of Sensory-System Function, Vision, Hearing, Body Senses, Taste and Smell. Anatomical Symmetry In The Human Brain- Cerebral.

UNIT-III CORTICAL FUNCTIONS: Occipital Lobes- Anatomy, Disorders of Cortical Function, Visual Agnosia; Parietal Lobes- Anatomy, Somatosensory Symptoms of Parietal Lobe Lesions, Symptoms of Posterior Parietal Damage, Apraxia; Temporal Lobes- Anatomy, Symptoms of Temporal Lobe Lesions, Disorders of Music and Visual Perception; Frontal Lobes- Anatomy, Symptoms of Frontal Lobe Lesions

UNIT-IV Neurological Disorders: Vascular Disorders, Traumatic Brain Injuries, Epilepsy, Tumors, Headaches, Infections, Disorders of Motor Neurons and The Spinal Cord, Disorders of Sleep;

UNIT-V Neuropsychological testing: Neuropsychological Assessment- Rational Behind Neuropsychological Assessment, Neuropsychological Tests and Brain Activity, brain plasticity, neuropsychological retraining.

Text Book

Bryan, Kolb & Ian Q. Whishaw. (2008). Fundamentals of Human Neuropsychology. (6th Edition). Worth Publishers.

Pinel,J.P.J. (2007). Biopsychology, 6th edn. New Delhi, Pearson.

Suggested Reference Materials

Harry A. Whitaker. (1988). Neuropsychological Studies of Nonfocal Brian Damage. New York: Springer-Verlag.

Ottoson, D. (1987). Duality and Unity of the Brain. London: MacMillan.

APSY 515: Practicum – Clinical Psychology

Learning Outcomes

- Administration, Scoring & Interpretation of various clinical tests

Any Ten tests to be conducted

Neuropsychological Assessment
NIMHANS Neuropsychological Battery,
Finger Tapping Test, Tactile Perception Test (using Seguin Form Board).
Psychological Assessment of Children
CBCL
Raven's Colored Progressive Matrices
WISC
Tests of Cognitive Functions
WAIS
Bender Gestalt Test
Wechsler Memory Scale
Wisconsin Card Sorting Test
Dyslexia Adult Screening Test
Knox- Cube Test
Seguin Form Board
Benton Visual Retention Test
Projective Tests (any one)
Sentence Completion Test
Children Apperception Test
Rorschach Inkblot Test
Somatic Inkblot Test
Draw-a-person test
House-tree-person test
TAT
Personality (any one)
MMPI
16 PF
NEO – 5 Personality Inventory
Vineland Social Maturity Scale
Multidimensional Assessment of Personality (Manju Agarwal, 1988)
Mental Disposition
Beck Anxiety Scale
Beck Depression Scale or Centre for Epidemiologic Studies Depression Scale (CES-D)

B. Human Resource Development Psychology Specialisation

APSY 521: Organisational Behaviour

Learning Outcomes:

To enable the students to

- Understand the aims and scope of Psychology in Organisational Context
- Develop an idea about the individual grounding in organization
- Comprehend the various Group related aspects in organization
- Understand the contextual impact of organization on the individual member
- Apply the basic concepts from the course to various types of organisations in field.

Unit – I Introduction to Organisational Behaviour: Defining organization; Analysing behavior in Organisation at different levels; Historical foundation of modern organizational behaviour; Theoretical frame works – cognitive frame work, behaviouristic frame work and social learning framework; Challenges and opportunities before Organisational behaviour. **Personality & Ability:** Definition and meaning; Determinants- heredity, environment; Five-factor personality model; Organisational uses. **Ability:** The Intellectual Abilities, Physical Abilities; The Ability-Job fit

Unit – II Work Attitudes: Components and functions of attitude; Job satisfaction – factors, outcomes; Organisational commitment- types, consequences. **Work Motivation:** Meaning – primary, secondary and general motives; Content theories of work motivation- Maslow's need hierarchy, Herzberg's two factor theory, Alderfer's ERG model; Process theories of work motivation – Vroom's expectancy theory; Job design and motivation.

Unit – III Communication: Historical back ground- Fayol's contribution, Bernard's contribution; Communication process; Non-verbal communication; Communication networks; Barriers to effective communication. **Decision Making:** Individual and group decision making; Models of managerial decision making – Rational model, Bounded rational model, Social model; Group decision making – Interacting group method, Delphi technique, Nominal group method.

Unit – IV Group Dynamics: Fundamentals of group; Dynamics of group formation; Classification of groups; Group vs Team; Types of teams; Characteristics of effective teams; Factors influencing team effectiveness. **Leadership**: Leadership vs management; Established approaches to leadership- Trait model, Behavioural model, Contingency approach; Contemporary approaches to leadership – Transformational Leadership approach, Servant leadership

Unit – V Organisational Change: Forces of Change; Planned Change; Resistance to Change; Approaches to manage Organisational Change. **Occupational Stress:** Meaning; Causes-Individual and Organisational Stressors; Effects –Physical; Psychological and Behavioural; Coping Strategies-Individual and Organisational

Text Books

Luthans, F. (2010). *Organizational Behavior*. New Delhi: Mc Graw Hill Irwin (12th Edition)

Pareek, U. (2008). *Understanding organizational behaviour*. Oxford university press.

Robbins, S. P. & Judge, T.A. & Sanghi, S. (2012). *Organizational Behavior*. New Delhi: Prentice Hall, India International Edition

Suggested Reference Materials

Greenberg, J., & Baron, R. A. (2011). Behavior in organizations. Texas: Prentice Hall

Gregory Stone, A., Russell, R. F., & Patterson, K. (2004). Transformational versus servant leadership: A difference in leader focus. *Leadership & Organization Development Journal*, *25*(4), 349-361.

Hellriegel, D. & Slocum, J. W. (2011). *Organizational behavior*. Singapore: Thomson Asia Pvt Ltd. 13th Edition

Sinha, J. B. (1995). *The cultural context of leadership and power*. SAGE Publications Pvt. Limited.

APSY 522: Human Resource Management

Learning Outcomes:

To enable the students to understand

- The importance of human being (Employee) as an asset
- The importance of human resource in any organization
- The operative functions dealt by Human Resource Managers
- Psychological aspects involved in various HR functions.

Unit I: Human resource management: Nature, Function, Personnel Management vs. HRM, HRD vs. HRM, Strategic Role, International human resource management.

Unit II: Human Resource Planning: Importance, process, Forecasting Demand, Estimating Supply, Effective HRP, Human resource accounting. Job Analysis**:** Uses, Process, Methods, job description & job specifications.

Unit III: Recruitment: Objectives & Constraints, Sources, Methods, Selection: Process, Tests for Selection (Cognitive Ability, Motor & Physical Ability, Personality, Achievement), Interview as selection Device.

Unit IV: Job Evaluation: Uses, Methods, job evaluation and Establishing pay structure. Performance Appraisal: Comparing with Performance Management, Methods, Challenges, Legal implications

Unit V: (i) Employee compensation: Incentive Plans: Individual Employee, Team/Group, organisation-wide. Employee Benefits: Pay for time not worked, Insurance benefits, Retirement benefit, Personal & Family friendly benefits.

(ii) Health & Safety: Legal Provisions, Measures, Accidents, Safety Management. Grievance & Discipline: Features & Forms, Model Grievance Procedure, Approaches to Discipline, Disciplinary Action, Essentials for a Good Disciplinary System.

Text Books

Bermardin, H.J. (2007). Human resource management. New Delhi: Tata McGraw
Hill.

Decenzo, D.A. & Robbins, S.P. (2004). Personnel and human resource
management. New Delhi

Dessler, G. (2005). Human resource management. New Delhi: PearsonPrentice Hall.

Rao V.S.P. (2007). Human resources management: Text and cases. New Delhi:
Excel Books .

APSY 523: Training and Development in Organisations

Learning Outcomes:

- To enable the students to understand various concepts in Training and Development.
- Gain an in-depth understanding of various Training Methods
- Understand the principles of Organization Development and its Techniques

UNIT I Training and Assessment of Needs: Definition -Importance of training in organizations, Training as a profession, skills for trainers, Training Needs Analysis, Training design

UNIT II Training Methods: Non-experiential Training Techniques: Lecture method, Audio Visual assisted method, Programmed Instruction and Computer Assisted Instruction method: Suitability, advantages and limitations.
Experiential Training Techniques: Experiential Learning approaches; Simulation, In-basket Technique, Case- study, Role- Playing, T- Groups, group Discussion, business games-suitability, advantages and limitations.

UNIT III Technical Training Systems: On- the- job and off- the- job technical training-Training approaches to improve productivity and quality: TQM and TPM, 5-s concept, six sigma, Quality circles and KAIZEN.

UNIT IV Training and Developing Managers: Management Development: The nature of the Managerial job- Knowledge and Skills requirements of managers-Management Development Programs and Techniques-Career Planning and Development - Assessment centres

Unit V Organizational Development: Definition, nature and objectives - Phases of an OD Programme-OD Interventions-Limitations

Text Books

Aswathappa (2005). Organizational Behavior. Text, cases, games. Mumbai. Himalaya Publishing House.

Camp, Blanchard & Huszczo (1986). Toward a more Organizationally Effective Training Strategy & Practice. New Jersey. Prentice Hall.

French & Bell (1989). Organization Development. Behavioral Science Interventions for Organization Improvement(3rd edition). Prentice Hall.

Goetsch, D. L., & Davis, S. B. (2014). *Quality management for organizational excellence*. Pearson

Goldstein (2001). Training in Organizations. 4th edition. Thomson & Wadsworth.

Landale (2006). Advanced Techniques for Training and Development. Infinity Books.

Muchinsky (2006). Psychology Applied to Work. 8th edition. Thomson Wadsworth.

Tripathi (2003). Organizational Development & Human Resource Development. New Delhi. Sultan Chand & Sons.

APSY 524: Industrial Relations and Labour Welfare

Learning Objectives:

To enable the students to

- Understand the importance of Industrial relation and ways of promoting sound industrial relations in an organization.
- Have an insight into the various kinds of statutory and non statutory welfare measures for employees in different organizational set up
- Understand about the emerging issues in Industrial relations and Global HR practices.

UNIT I Industrial Relations and Industrial Disputes: Definition and Evolution of Industrial Relations-Need for sound Industrial Relations-Tripartite System; Role of ILO, Central and State Governments-Salient features of Industrial Disputes Act, 1947, nature and causes methods and machinery for settlement of disputes

UNIT II Labour- management co-operation: Meaning and Goals- different degrees and forms of Co-operation- workers participation in management- Trade Union Movement, Types, structure and functioning of trade unions-registration and recognition of trade unions-collective bargaining: importance, factors involved and methods.

UNIT III Social Security and Welfare: meaning of social security-major social security provisions: Employees Provident Fund, Employees state insurance, Payment of Bonus, Gratuity. Welfare provisions under Factories Act and Maternity Benefits.

UNIT IV Emerging Issues in Industrial Relations: Issues relating diverse and cross cultural workforce-New categories of Labour; Knowledge workers, workers in service sectors- Global HR Practices: Personnel Practices and Industrial Relations in multinational companies- Effect of globalization on working class: need for a new outlook on industrial relations, labour welfare and legislations

UNIT V Corporate Social Responsibilities- Quality of work life and work life balance. Sexual harassment at workplace: prevention and legislation

Text Books

Cascio(1986). Managing Human Resources. Productivity, Quality of Worklife, Profits. Singapore. McGraw Hill.

Mamoria (1999). Personnel Management. New Delhi. Himalayan Publishing House.

Rao, Subba (1997). Essentials of HRM and Industrial Relations. New Delhi. Himalayan Publishing House.

Sinha & Sinha, Shekar (2006). Industrial Relations, Trade Unions and Labour Legislations. 1stEdition. New Delhi. Pearson Publishers.

Srivastava (2000). Industrial Relations and Labour Laws. New Delhi. Vikas Publishing House.

APSY 525: Practicum - HRD Psychology
(Any TEN tests to be conducted)

Learning Outcomes

- Administration, Scoring & Interpretation of various test results
- Developing modules for various training/OD activities

1. Fundamental interpersonal relations orientation (FIRO-B)
2. MBTI
3. Developing Job Evaluation Profile (Point Ranking/Factor Comparison)
4. Group Decision Making (Nominal Group/Delphi)
5. Organisational Climate
6. Dexterity Test (Minnesota Manipulation/ O'Conner's/Stromberg/Purdue)
7. Adult Intelligence (WAIS/Kaufmann/Slosson)
8. Emotional Intelligence

<center>**Compulsory practicals**</center>

5. Developing a management game (Leadership/Motivation/Interpersonal Relationship)
10. Designing any OD intervention
11. Preparing a training module for a given case situation.
12. Developing soft skill based training module for school/colleges students

a. Counselling Psychology Specialisation

APSY 531: Theories and Approaches to Counselling

Learning Outcome

By the end of these units, students will be able to:

- Describe the historical development, philosophical influences and theoretical bases of major psychotherapeutic schools;

- Understand and apply important skills and processes from a range of counselling approaches;

- Critically evaluate the strengths, limitations and evidentiary base of major schools of counselling;

- Evaluate the potential application of a variety of counselling frameworks with diverse groups of clients;

- Critically reflect on the potential relevance of counselling schools studied in the unit for their own developing approach to practice.

Course Structure

Unit I: Meaning, purpose and goals of counselling, Distinction between psychotherapy and Counselling: Arts and Science perspective, Process of counselling, Characteristics of Counsellors.

Unit II: Introduction - Psychodynamic school- Classical psychoanalysis by Sigmund Freud; Analytical therapy by Carl Jung; Historical development and theoretical perspectives, Processes and skills. Humanistic-existential school – Person centred therapy by Carl Rogers, Gestalt therapy by Fritz Perls, Transactional analysis by Eric Berne, Reality therapy by William Glasser, Existential therapy by Irvin Yalom, Logotherapy by Viktor Frankl.

Unit III: Cognitive-behavioural school – Behaviour therapy by Ivan Pavlov, Rational emotive behaviour therapy by Albert Ellis, Cognitive therapy by Aaron Beck, Multimodel therapy by Arnold Lazarus.

Unit IV: Postmodern school – Solution-focused therapy by Steve de Shazer, Narrative therapy by Michael White.

Unit V: Integration of diverse approaches, contemporary trends and controversies, crisis intervention.

Text Books

Corey, G. (2009). Theory and Practice of Counseling and Psychotherapy (8th Ed). Belmont, CA, Thomson Learning (Brooks/Cole).

Corsini, R.J. & Wedding, D. (2008). *Current Psychotherapies.*(8th Ed). Belmont, CA, Thomson Learning (Brooks/Cole).

Richard Nelson – Jones (2011). *Theory and Pracitice of Counselling and Therapy*, 5thedn. London: Sage Publications.

Further Readings

Mearn, D & Thorne, B. (2007). Person-Centred Counselling in Action, 3rdedn. London: Sage Publications.

Sanders, P. (2002). *First Steps in Counselling: A Studnets'sCompanian for Basic Introductory Courses*, 3rdedn. Ross-on-Wye: PCCS Books

Sanders, D. & Wills, F. (2005). Cognitive Therapy: An Introduction, 2ndedn. London: Sage Publications.

Journals

Australian Journal of Guidance and Counselling

British Journal of Guidance and Counselling

Journal of Counseling and Development

Journal of Counseling Psychologist

APSY 532: Counselling Skills

Learning outcomes

To enable the student understand
- Micro skills in counselling
- Understanding skills required at various stages of counselling
- Professional and Ethical issues in counselling

UNIT I Skills in Counselling: Counsellors as helpers, communication skills in counselling, counselling and helping process, micro skills in counselling

UNIT II Skills in Relating Stage: Understanding internal frame of reference, showing attention and interest, reflecting feelings, managing resistance

UNIT III Skills in understanding stage: Assessing feelings, thinking and physical reactions, Assessing communication, challenges feedback and self-disclosure, monitoring, summarising and identifying.

UNIT IV Skills in changing stage: Coaching skills; speaking, demonstration and rehearsing, improving communication, thinking and actions, negotiation homework, terminating counselling

UNIT V Professional and ethical issues in counselling: Professional code of ethics in counselling, client diversity issues in counselling, distance counselling mediated by technology and social media.

Text Books

American Counselling Association (2014).Code of Ethics.Alexandria.

Corey, G. (2015). *Theory and practice of counseling and psychotherapy*. Nelson Education.

Nelson-Jones, R. (2008). *Introduction to counselling skills: Text and activities*. Sage.

Nelson-Jones, R. (2015). *The theory and practice of counselling psychology(Sixth Edition).SAGE Publications*.

Nystul, M. S. (2015). *Introduction to counseling: An art and science perspective*. SAGE Publications.

APSY 533: Career Guidance and Counselling

Learning Outcomes

To enable the students to

- Understand the basic principles of Career Guidance and Counselling
- Develop insight into different models in Career Counselling

Unit– I: Counselling as a helping profession; the Professional Counsellor; counselling as a discipline; Traditional activities; Basic principles for schools and community agencies; Future Directions for the profession.

Unit – II: Counselling and misconceptions, Skills necessary to be an effective career counsellor, Principles and stages in career counselling, Goals of Counselling; The Counselling Process; Relationship establishment; Problem Identification and exploration.

Unit – III: Counsellors in educational settings: role and function as career guidance and councellor; training programmes for counsellor and relationships with other helping professions; patterns of Counselling Programmme Organization in educational settings; future directions for programmes of Counselling; Guidance – personal, academic and vocational.

Unit – IV: Theories of Career Development and Decision Making; Overview of Career Development Models: Donald's Super, Bandura's Social Cognitive Theory, Nancy Schlosberg Career Shift Theory, Holland's Self Directed Search, 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.

Unit – V: (i) Assessment in Career Counselling: Guiding the students to prepare for career entry by designing good bio-data/resume, facing interviews and group discussion and excelling in the career path. (ii) Types of standardized tests: 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. (iii) Ethical issues; The Counsellor and the Law; Legal concerns of Counsellors

Text Books

Gibson & Mitchell (2003) Introduction to Counseling and Guidance. 6th edition Pearson Education.

Narayana Rao (2003) Counseling and guidance. 2nd edition. New Delhi. Tata Mc Graw Hill.

Nystul (1999). Introduction to Counseling. As art and science perspective. Allyn & Bacon.

APSY 534: Counselling in Educational Settings

Learning Outcome

- To enable the students to acquire the skills to work as counsellors in the schools and educational institutions
- To enable the students to understand the role of counsellors in special schools and institutions
- To learn the art of assessment based on data based decision making and intervention in educational setting
- To acquire the knowledge of right to education, inclusive policies and ethical issues

Unit I Understanding the different patterns of education system in India, school education, higher education, technical education, and special education, Characteristics of Counsellor in educational setting, Specific Counselling Skills for educational institutions.

Unit II Preparation for Counsellors in educational institutions: Growth and training programmes in counselling, Characteristics of students, Attention Deficit Hyper-Activity Disorder among the School - Going Children, Developing children in mainstream classrooms: Buddies or Bullies of Children with Special Needs

Unit III Educational institution ethos and culture, Policies and Procedures in educational institutions, application of assessment tools in schools, Classroom application, Out of class application, Parental expectations with special needs, Problems of Inclusive Education

Unit IV Student Counselling in educational institutions, Types of students, bullying, Special counselling situations – drug abuse, tobacco use, alcohol abuse, Victims of abuse, students with disabilities, students with poverty, HIV AIDS.

Unit V: Ethical and Legal Guidelines: Nature of ethics, Ethical issues – competence, confidentiality and privileged communication, personal relationship with clients, The counsellor and law, Right to education, inclusive policies.

Text Books

Richard Nelson – Jones (2012). Basic Counselling Skills. 3rd Edn. New Delhi: Sage
Publication

Robert L. Gibson & Marianne H. Mitchell (2005). Introduction to Counseling and
Guidance, Delhi: Pearson Education

Thomas K. Fagan & Paula Sachs Wise (1994). School Psychology, London:
Longman

Suggested Reference Materials

Bond, T. (2010). Standards and Ethics for Counselling in Action, 3rd Edn. London:
Sage Publication

Griffiths, & Weatherilt, T. (2001). Safe School, Friendly School: A Framework for
Developing a Safe and Friendly School. Swan Education District, Perth, WA:
Department of Education.

Woolfe, R., Strawbridge, S., Douglas, B and Dryden, W. (2010). Handbook of
Counselling Psychology, 3rd Edn. London: Sage Publication

APSY 535: Practicum - Counselling Psychology

Learning Outcomes

- Administration, Scoring & Interpretation of various test results

Any Ten, two from each group except first category to be conducted

1. Case History Taking
2. Observation
3. Clinical Interview
4. WISC
5. Wechsler Adult Intelligence Scale (Indian Adaptation)
6. Culture Fair Intelligence Scale for Children (Indian Adaptation)
7. Dyslexia Adult Screening Test (DAST)
8. Davis Battery of Differential Abilities (Indian Adaptation)
9. Super Career Maturity Inventory
10. Entrepreneurial Talent Measure
11. Differential Abilities
12. Interest Measurement
13. Anxiety
14. Depression
15. Multidimensional Assessment of Personality
16. Learning Disability

Text Books

Bellack, A.S. & Hersen, M (1998). *Comprehensive Clinical Psychology: Assessment,* Vol. 4, Elsevier Science Ltd., Great Britain.

Hersen, M, Segal, D.L, Hilsenroth, M.J. (2004). *Comprehensive Handbook of Psychological Assessment,* Vol. 1 & 2, John Wiley & Sons: USA.

Lezak (2004). *Neuropsychological Assessment.* 4th Edition, Oxford University Press, London.

Murray H.A. (1971). *The Thematic Apperception Test Manual,* Harvard University Press.

FOURTH SEMESTER

APSY 541: Internship 2 – Specialization   ---- 4 credits

APSY 542: Dissertation and Viva-Voce   --- 8 credits

APSY 541: Internship II – Specialization

The second internship will be carried out in the beginning of the fourth semester. The duration of the internship is one month without any break. The place of internship could be selected by the students themselves. In both the internships it is important that students keep their faculty guides informed regarding the place of internship, contact details of the personnel at the place of internship, and maintain daily activity diary for the internship. The faculty

guide will consider these and other related aspects while assigning internal marks. The daily activity diary should also be submitted to the department at the time of presentation of internship.

APSY 542: Dissertation and Viva-Voce

Dissertation

The project work or the dissertation that the students carry out is assessed based on the quality of research they have undertaken. Students are assessed by both internal examiner as well as external examiner by way of viva-voce in front of an examination committee comprised of Head of the Department, external examiner and an internal examiner.

Awarding Marks for Dissertation and Viva- Voce

Marks are awarded based on the internal and external evaluation. Internal Evaluation carries 40 marks and External carries 60 marks. The 60 marks are awarded based on the following criteria for the Viva Voce:

    i.   Organisation and structure of report 20

    ii.   Presentation   20

    iii.   Novelty and utility   10

    iv.   Interaction   10

Soft Core Courses

APSY 551: Environmental Psychology

Learning Outcomes:

To enable the students to

- Understand the relationship between environment and behavior
- Analyze person-environment processes
- Understand the psychological aspects behind societal issues of environment

Unit I: Nature and scope of Environmental Psychology, Environmental Perception, Spatial Cognition.

Unit II: Personal Space: Measurement, Influences, Theories; Territoriality: Factors, theories, and Measurement.

Unit III: Crowding: Factors, Theories, Crowding & Environmental Design, Environmental Psychology in Residence and Community.

Unit IV: Psychology in Relation to Physical Environment: Noise, Climate, Light and Colour, Environmental Psychology & Social Dilemmas: Pollution, Energy-Conservation, Recycling.

Unit V: Psychology and Work Environment; Emerging issues: Place Attachment, Pro-Environmental Behaviour, Ecological Consumerism.

Text Books

Dolnicar, S. & Grun, B. (2009). Environmetally friendly behavior. *Environment & Behaviour*, 41(5), 693-714.

Easton, J., Ljungberg, M. K, & Cheng, J.C.H. (2009). Discourses on pro-environmental behaviour. *Applied Environmental Education and Education, 8,* 126-134.

Gifford, R. (2007). Environmental Psychology: principles and practice. Massachusetts: Allyn and Bacon, Inc.

Knussen, C. & Yule, F (2008). I am not in the habit of recycling. *Environment and Behaviour,40 (5),* 683-702.

Tanner, C., Kaiser, F. G., & Kast, S. W. (2004). Contextual Consideration of ecological consumerism. *Environment & Behaviour. 36 (1),* 94-111.

APSY 552: Psychology of Interpersonal Relationship

Learning Outcomes

To enable the students to

- Understand the various kinds of Interpersonal Relationships and related theories
- Understand about interpersonal relationships in various social settings
- Understand about the various interpersonal communication styles and techniques to improve relationship

Unit I: Concept and Types of Interpersonal Relationship: Interaction: the essence of a relationship –Theories of Social Interaction, Interpersonal Attraction, Transactional Analysis- types of relationship.

Unit II: Romantic and Marital Relationship: Taxonomies of love- Psychometric approaches to love- theories of Love- passionate and companionate Love- theoretical approaches to mating relationships- Mate preferences, relational sex-sexual attitudes – sexuality in established relationship. Nature of marital relationships- distinction from romantic relationships- factors associated with satisfaction- happy and unhappy marriages- distress in marital relationships, therapeutic interventions for distressed paths to divorce and separation-bereavement.

Unit III: Relationship at Work: Nature, purpose and importance of human relations at work-forces influencing behavior at work- development of human relations movement- team work and team building- social loafing- leader-follower, formal and informal relationship at work.

Unit IV: Interpersonal Communication: Basic nature and forms of communication-verbal and nonverbal communication- communication channels, process and barriers- communication through body language- improving personal communication.

Unit V: Conflicts in Relationship and Strategies for Improving Human Relationship: Self disclosure: JOHARI window- SWOT Analysis- barriers to self disclosure-improving self perception- positive strokes and relationship building. Prosocial behavior- factors involved in co- operation- selfishness and altruism- Conflict: nature and major causes of conflict in relationships- individual level conflict- group conflict-conflict management techniques.

Text Books

Berscheid, E., & Regan (2005). The Psychology of Interpersonal Relationships. Englewood Cliffs, NJ: Prentice Hall.

Duck (2007). Human Relationships. 4th Edition. Thousand Oaks, CA: Sage Publications.

Greenberg & Baron (2008). Behavior in organizations. 9th edition. NJ. Prentice Hall.

Hendrick & Hendrick (Eds) (20000). Close Relationships: A Sourcebook 2nd ed. London: Sage Publications.

Reece & Brandt (2007). Effective Human Relations. Personal and Organizational Applications. 10th Edition. New York. Houghton Mifflin Company.

APSY 553: PSYCHOLOGY FOR EFFECTIVE LIVING

UNIT –I: **Seeking Selfhood**- Self-Concept, Self-Image, Ideal Self, Multiple Selves; Core Characteristics of Self-Concept: Self-Consistency, Self-Esteem, Self-Enhancement and Self Verification; The Self-Concept and Personal Growth: The Self You'd Like to Be, Our Social Selves, Learning from Criticism, Greater Self-Direction.

UNIT-II: **Taking Charge**- Mastery and Personal Control: Perceived Control, Consequences of Perceived Control, Misperception and Maladjustment, Learned Optimism; Personal Resolve and Decision Making: The Process of Decision Making, Making Better Decisions; Decisions and Personal Growth: Identifying the Basic Decisions in Your Life, Making New Decisions, Some Practical Applications.

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

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

UNIT-V: **Stress**- Oh No! - Understanding Stress: Conceptualizing Stress, Stress and You; Yikes! – Reactions to Stress: Physiological Stress Reactions, Psychological Stress Reactions, How Do You React to Stress? Phew! – Managing Stress: Modifying Your Environment, Altering Your Life Style; Using Stress for Personal Growth.

Text Books:

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

APSY 554: Para Psychology

Unit I: INTRODUCTION: Definition of Terms, Scope of the phenomena, Science vs. the Supernatural: What makes psi research a science? The Scientific Method, Popular Misconceptions and their origins: Parapsychology, the Occult & the New Age, The Interdisciplinary Nature of Parapsychology; where it overlaps with other fields of science.

Unit II: HISTORY: The Roots of Psychical Research, Spiritualism, Empirical Science and the Serious Investigation/Research of Psychic Experience, The Rise of Parapsychology and Controlled Laboratory Research, Yoga, meditation and Siddhis, Psi Research in the 20th Century.

Unit III: EXTRASENSORY PERCEPTION: Phenomenology of ESP: Spontaneous ESP Experiences, Conceptual Issues, Experimental Research: Methodologies and Findings, Theoretical Considerations.

Unit IV: PSYCHOKINESIS: Phenomenology of PK: Spontaneous PK Experiences, Conceptual Issues, Experimental Research: Methodologies and Findings, Theoretical Considerations. Psychic Fraud: In the "Wild": Psychics, Mediums, Magicians, and Mentalists. In the Laboratory: Controlling for Potential Fraud

Unit V: SURVIVAL OF BODILY DEATH: Consciousness. What Might Survive? What is the Evidence for Survival? Out of Body Experiences, Near Death Experiences, Apparitional Experiences, the Super-Psi Hypothesis vs. the Survival Hypothesis. Key Correlates to ESP and PK: Personality, Belief, Environmental, etc. Criticisms of Parapsychology.

Text Book

Introduction to Parapsychology, 5th ed. by Harvey J. Irwin & Caroline A. Watt. McFarland & Company: 2007.

An introduction to parapsychology. William Flexner, 2004, Sage

Suggested Reference Materials

B. Greyson / Incidence and correlates of near-death experiences in a cardiac care Unit. *General Hospital Psychiatry* 25 (2003) 269–276.

JESSICA UTT An Assessment of the Evidence for Psychic Functioning. Journal of Scientific Exploration, Vol. 10, No. 1, pp. 3-30, 1996

Pasricha S, (1993). A Systematic Survey of Near-Death Experiences in South India. Journal of Scientific Exploration, Vol. 7, No. 2, pp. 161-171, 1993

WILLIAM G. BRAUD Patañjali Yoga and Siddhis: Their Relevance to Parapsychological Theory and Research

APSY 555: School Psychology in Indian Context

Learning objectives

By the end of this units, students will be able to:

- Describe the concept of school psychology, historical development, and clinical and educational psychology

- Understand the need of School Psychology services, Role of School Psychologists, Counselling, Consultation, Intervention, Testing and Assessment, Academic Factors, Mental Health Factors, Health and Prevention factors, and Environmental Factors

- Understand the competencies of School Psychologists, how these are integral part of school system, Fidelity and responsible care, Professional learning and application to practice, Professional attributes, collaboration, commitment, communication, Ethical behaviour, inclusive practice, Dimensions of school psychologist's work

- Describe the Indian context of school psychology and role of School Psychologists in school setting and special schools,

- Knowing the futuristic aspects of school psychology in and role of professional association in promoting school psychology in India.

Course Structure

Unit I: Introduction to school Psychology, Concept of school psychology, Historical foundations of school psychology, Clinical and educational psychology

Unit II: School psychology services: Need of School Psychology services, Role of School Psychologists, Counselling, Consultation, Intervention, Testing and Assessment, Academic Factors, Mental Health Factors, Health and Prevention factors, Environmental Factors

Unit III: Competencies in school psychology: School Psychologists are integral part of school system, Fidelity and responsible care, Professional learning and application to practice, Professional attributes, collaboration, commitment, communication, Ethical behaviour, inclusive practice, Dimensions of school psychologist's work

Unit IV: Indian context of school psychology: School system in India, Right to education, Role of Government in promotion of school education, Essential School Psychology Services in Schools, Inclusive education, Role of School Psychologists in special schools,

Unit V: Futuristic aspects of school psychology in India: Promotion of school psychology in India, role of professional association in promoting school psychology in India.

Text Books:

Ramalingam, Panch. (2016). *School Psychology in Indian Context*, Delhi: Sage Publications

Department of Education, Western Australia (2015). Competency Framework for School Psychologists

Suggested Reference Materials

Peter Farrell (2010). International School Psychology

Ramalingam, Panch. (2013). *Educational Psychology*, New Delhi: McGraw Hill Publishers

Journal

International Journal of School Psychology, Sage Publications

APSY 556: Psychology of Social Problems

Learning Outcomes:

To enable the students to

- Have a clear idea about nature and application of Applied Psychology
- Understand the psychological processes mediating various Social Problems

Unit I: Media Influences on Social Behaviour: Depiction of violence and aggression; nudity and pornography; surrogate advertisements; pro-social behaviour – role of persuasion and cognitive dissonance.

Unit II: Gender and Sexuality: Theories of gender identity development; cultural construction of feminine and masculine identity in India; gender differences and discrimination; socio-legal issues of transgender and homosexuals.

Unit III: Group Conflicts: Psychological underpinnings - stereotypes, prejudices and discrimination; racism, communalism and terrorism; socio – economic and personality dynamics; primary and secondary victims.

Unit IV: Suicides: Psychological perspectives on suicidal behaviour; neurobiological basis of suicidal ideation; risk factor assessment and prediction; suicide in India; suicide in Pondicherry – A case study.

Unit V: Psychology and Sustainable Future: Earth's carrying capacity and sustainable lifestyle; materialism and consumerism; post-materialist attitudes and behaviour; globalisation and its impact on human behaviour.

Text Books

Alexander. R. (2010). *Human Behaviour in the Social Environment: A macro, National and International Perspective,* Sage Publications

Anthony Gale and Antony J. Chapman (1987). *Psychology and Social Problems : An Introduction to Applied Psychology*, John Wiley and Sons

Baron,R.A.,Branscombe.N.R, Byrne.D. and Bhardwaj.G. (2009). *Social Psychology* (12th Edition). Pearson Publications.

David G. Myers (2007). *Social Psychology* (8th edition). New Delhi: Tata-McGraw Hill

John W. Berry., Mishra R.C. and Tripathi,. R.C. (2003). *Psychology in Human and Social development*, Sage Publications

Kumar.U and Mandal.M.K. (2010). *Suicidal Behaviour: Assessment of people at Risk,* Sage Publications India Pvt. Ltd.

Mayer.P., Bradley.C.,Steen.D.,Ziaian.T.(2011). *Suicide and Society in India*, Routledge/ASAA South Asian Publications Series

Saundra K. Ciccarelli and Glen E. Meyer. (2008). *Psychology,* Sage Publications

PhD Programme

Compulsory Paper – Research Methodology

PhD Programme

Compulsory Paper – Research Methodology

(Pre – Ph. D. Compulsory paper)
(Revised 2016-17)

Learning Objectives

On completion of the study of the compulsory paper, it is desired that the student has to:

- acquire necessary skills to formulate appropriate research questions and frame testable hypotheses to the research in hand
- require knowledge about sampling techniques suitable to the research
- review the literature available in the field of research and find out the gap
- acquire the skills to analyse the quantitative and qualitative data by using appropriate statistical techniques
- know the art of interpreting the data
- understand the suitable method to write a research proposal, research paper and write a scientific report
- Understand the skill of applying APA style (using APA manual 6th edition) in formatting, citation and referencing so as to meet the International requirements in publication.

UNIT I: FOUNDATION: Meaning of Research, Characteristics of Good Research, Scientific Methods: Features, Deductive and Inductive Methods; Research Methods: Steps in Research Process, Nature of Psychological Research, Identifying the Problem: Sources and Criteria for Problem Identification; Types of Research: Qualitative and Quantitative, Case Study, Survey, Observation, Formulation of testable hypotheses. Review of related literature, population and using appropriate sampling technique,

UNIT II: CONSTRUCTION OF RESEARCH TOOL – Item generation, item analysis, Reliability - Split half, Odd-even, Test – retest methods, Validity, Norms, Objectivity, Standardization,

UNIT III: (i) **DESIGN:** Introduction to Design; Types of Designs. (ii) **EXPERIMENTAL DESIGN**: Classifying Experimental Designs; Factorial Designs; Randomized Block

Designs; Covariance Designs; Hybrid Experimental Designs. (iii) **EX POST FACTO DESIGN (**Non experimental design): Ex Post Facto Research and Independent variable, Ex Post Facto Research and Dependent variable, Co relational and Criterion Group Study, (iv) **QUASI EXPERIMENTAL DESIGN** - The Non Equivalent Groups Design; The Regression Discontinuity Design; other Quasi- Experimental Designs. iv) **ADVANCED DESIGN TOPICS** - Designing Designs for Research; relationships among the Pre- Post Designs; Contemporary Issues in Research Design.

Unit IV: PRESENTATION AND PROCESSING OF DATA: Tabulation of Data, Figures, Data Analysis, Computerized Data Processing, Application of SPSS package for the analysis of results.

UNIT V: RESEARCH PROJECTS AND PUBLICATIONS: Research projects - Key elements, Concept note preparation, General format for research proposals, Funding agencies; (ii) Research Publications- APA writing Style, Major component of a research paper, APA style citation and References, Formatting journal paper, Evaluation of research paper

Text Books

Best, J.W. & Kahn, J.V. (2006). *Research in Education.* (9th Edition). New Delhi, Pearson Education.

John J. Shaughnessy (2011). Research Methods in Psychology. McGraw Hill Higher Education; 9th revised edition

Lammers, W. J., & Badia, P. (2005). Fundamental of Behavioral Research. California: Thomson and Wadsworth.

Suggested Reference Materials

Panch. Ramalingam (2013). Educational Psychology. McGraw Hill Education (India), New Delhi.

Trochim, William. M.K. (2003). *Research Methods.* 2nd Edition. Atomic Dog Publishing, USA.

Website: http://www.apastyle.org/ for guidelines for APA Style (6th edition). The Publication Manual of the American Psychological Association is the style manual

of choice for writers, editors, students, and educators in the social and behavioral sciences. It provides invaluable guidance on all aspects of the writing process, from the ethics of authorship to the word choice that best reduces bias in language.