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
PONDICHERY 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 stakeholders.

**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 to 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 carry out 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 psychological 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:

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**M.Sc (Applied Psychology)**

**Course Structure**

(Hard Core Courses offered)

(Regulations 2016-17)

<table>
<thead>
<tr>
<th>FIRST SEMESTER</th>
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</thead>
<tbody>
<tr>
<td><strong>Code</strong></td>
</tr>
<tr>
<td>APSY 411</td>
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<td>APSY 412</td>
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<td>APSY 413</td>
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<td>APSY 414</td>
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<tr>
<td>APSY 415</td>
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**SECOND SEMESTER**

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>APSY 421</td>
<td>Rehabilitation Psychology</td>
<td>3</td>
</tr>
<tr>
<td>APSY 422</td>
<td>Positive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>APSY 423</td>
<td>Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>APSY 424</td>
<td>Statistics in Psychology</td>
<td>3</td>
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<tr>
<td>APSY 425</td>
<td>Practicum - Psychological Testing</td>
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**THIRD SEMESTER**

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<tr>
<td>APSY 510</td>
<td><strong>Summer Internship 1 – General</strong></td>
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<tr>
<td>APSY 511</td>
<td>Psychopathology</td>
<td>3</td>
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<tr>
<td>APSY 512</td>
<td>Psychological Therapies</td>
<td>3</td>
</tr>
<tr>
<td>APSY 513</td>
<td>Community Psychology</td>
<td>3</td>
</tr>
<tr>
<td>APSY 514</td>
<td>Neuropsychology</td>
<td>3</td>
</tr>
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<td>APSY 515</td>
<td>Practicum – Clinical Psychology</td>
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<tr>
<td>APSY 521</td>
<td>Organisational Behaviour</td>
<td>3</td>
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<tr>
<td>APSY 522</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>APSY 523</td>
<td>Training and Development in Organisations</td>
<td>3</td>
</tr>
<tr>
<td>APSY 524</td>
<td>Industrial Relations and Labour Welfare</td>
<td>3</td>
</tr>
<tr>
<td>APSY 525</td>
<td>Practicum - HRD Psychology</td>
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<td><strong>Total Credits</strong></td>
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<tr>
<td>APSY 531</td>
<td>Theories and Approaches to Counselling</td>
<td>3</td>
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<tr>
<td>APSY 532</td>
<td>Counselling Skills</td>
<td>3</td>
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<tr>
<td>APSY 533</td>
<td>Career Guidance and Counselling</td>
<td>3</td>
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<tr>
<td>APSY 534</td>
<td>Counselling in Educational Settings</td>
<td>3</td>
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<tr>
<td>APSY 535</td>
<td>Practicum – Counselling Psychology</td>
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FOURTH SEMESTER

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<tbody>
<tr>
<td>APSY 541</td>
<td>Internship</td>
<td>4</td>
</tr>
<tr>
<td>APSY 542</td>
<td>Dissertation and Viva-Voce</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
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</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>APSY 551</td>
<td>Environmental Psychology</td>
<td>3</td>
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<tr>
<td>APSY 552</td>
<td>Psychology of Interpersonal Relationship</td>
<td>3</td>
</tr>
<tr>
<td>APSY 553</td>
<td>Psychology for Effective Living</td>
<td>3</td>
</tr>
<tr>
<td>APSY 554</td>
<td>Para Psychology</td>
<td>3</td>
</tr>
<tr>
<td>APSY 555</td>
<td>School Psychology in Indian Context</td>
<td>3</td>
</tr>
<tr>
<td>APSY 556</td>
<td>Psychology for Social Problems</td>
<td>3</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APSY 411 : Cognitive Psychology</td>
<td>--- 3</td>
</tr>
<tr>
<td>APSY 412 : Advanced Social Psychology</td>
<td>--- 3</td>
</tr>
<tr>
<td>APSY 413 : Theories of Personality</td>
<td>--- 3</td>
</tr>
<tr>
<td>APSY 414 : Research Methodology</td>
<td>--- 3</td>
</tr>
<tr>
<td>APSY 415 : Practicum – Experimental Psychology</td>
<td>--- 3</td>
</tr>
</tbody>
</table>
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-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- V: Consciousness: Meaning, history. Consciousness and cognitive psychology. Modern theories of consciousness – DICE, Global Workplace. 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**

**Suggested Reference Materials**
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 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 Penal 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**

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

**Suggested Reading Materials**


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APSY 413 Theories of Personality

Learning Outcomes

- 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


Suggested Reading Materials


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
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


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


Suggested Reading Materials


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

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 – 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


**Suggested Reference Materials**


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.

Text Books


Suggested Reference Materials
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 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


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

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<thead>
<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>APSY 511</td>
<td>Psychopathology</td>
<td>--- 3</td>
</tr>
<tr>
<td>APSY 512</td>
<td>Psychological Therapies</td>
<td>--- 3</td>
</tr>
<tr>
<td>APSY 513</td>
<td>Community Psychology</td>
<td>--- 3</td>
</tr>
<tr>
<td>APSY 514</td>
<td>Neuropsychology</td>
<td>--- 3</td>
</tr>
<tr>
<td>APSY 515</td>
<td>Practicum – Clinical Psychology</td>
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### B. Human Resource Development Psychology Specialization

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<td>APSY 521</td>
<td>Organizational Behaviour</td>
<td>--- 3</td>
</tr>
<tr>
<td>APSY 522</td>
<td>Human Resource Management</td>
<td>--- 3</td>
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<tr>
<td>APSY 523</td>
<td>Training &amp; Development in Organisations</td>
<td>--- 3</td>
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<td>APSY 524</td>
<td>Industrial Relations &amp; Labour Welfare</td>
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<tr>
<td>APSY 525</td>
<td>Practicum: HRD Psychology</td>
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### C. Counselling Psychology Specialization

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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

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

**Suggested Reference Materials**


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


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 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

**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**

**Suggested Reference Materials**


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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-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

Suggested Reference Materials
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)
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


Suggested Reference Materials


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 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


Text Books
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 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
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 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


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

Compulsory practicals

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**


**Further Readings**


**Journals**

*Australian Journal of Guidance and Counselling*

*British Journal of Guidance and Counselling*

*Journal of Counseling and Development*

*Journal of Counseling Psychologist*

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**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

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 counsellor; training programmes for counsellor and relationships with other helping professions; patterns of Counselling Programme 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


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


Suggested Reference Materials


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


**FOURTH SEMESTER**

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APSY 541: Internship 2 – 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
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 V: Psychology and Work Environment; Emerging issues: Place Attachment, Pro-Environmental Behaviour, Ecological Consumerism.

Text Books


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 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.


Text Books


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.


Text Books:


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 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.


Suggested Reference Materials

B. Greyson / Incidence and correlates of near-death experiences in a cardiac

JESSICA UTT An Assessment of the Evidence for Psychic Functioning. Journal


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 unit, 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:

Suggested Reference Materials

Peter Farrell (2010). International School Psychology

Journal
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


PhD Programme

Compulsory Paper – Research Methodology
PhD Programme
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**


**Suggested Reference Materials**


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.