

DEPARTMENT OF APPLIED PSYCHOLOGY

**Guidelines and Syllabus for M.Sc in Applied Psychology and
PhD Programme
Approved in the Board of Studies held on 09-05-2019**



**SCHOOL OF PHYSICAL, CHEMICAL & APPLIED SCIENCES
PONDICHERY UNIVERSITY
Puducherry – 605 014**

THE UNIVERSITY

Pondicherry University, a Central University established in 1985 by an Act of Parliament with the objective to disseminate and advance knowledge by providing instructional and research facilities in such branches of study as it may deem fit and more specifically, to make special provisions for studies in French and for integrated courses in Science and Humanities and to promote inter-disciplinary studies and research in the University. The university has secured 48th place under the university category and 72nd place under overall category in National Institutional Ranking Framework for the year 2019. The University has 15 Schools, 39 Departments, 11 Centres and One Chair offering over 141 PG, P.G. Diploma/ Certificate & Research programmes. Students are selected through an All-India Common Entrance Examination. The University has been constantly receiving more than 35,000 applications for its various programmes year after year. The University has more than 6400 students (40% of the students are female students) including foreign students on its rolls.

The University has over 357 faculty and more than 6400 students on its rolls from across the country. There are over 49,000 students in its 95 affiliated colleges. 14 Departments of the University has already been covered under Special Assistance Programme (SAP Departments) of UGC, three DSTFIST Programme, one DBT-BINC scheme and DST-PURSE II, a 2nd phase of the PURSE grant scheme awarded with Rs.8.45 Crores. The campus is vibrant with a series of conferences, seminars, symposia, cultural programmes, festivals etc., The University has 48 MoUs (25 international and 23 national) with Foreign Universities / Institutions and Indian Institutions. The University Library has a good collection of 4,67,143 books and 37,587 Nos. of Journals (Print: 13,352 & Electronic 24,235) and over 2,49,676 e-resources comprising 1,59,894 e-books, 24,235 e-journals, 46 e-databases and 896 e-theses.

The University, though located in deep south, is popularly known throughout the length and breadth of the country for its quality education and academic excellence all through the days of its existence from 16th October 1985, thereby retaining its continuous glory, to attain the pinnacle of its success in academic circles.

DEPARTMENT OF APPLIED PSYCHOLOGY

To meet the contemporary needs of the society the department was established in October 2007 with a view to offer two year Post Graduate course in Applied Psychology. The department started functioning with 20 students during the academic session 2007-08. The course aims at preparing students with both theoretical and practical knowledge so that in turn they can render professional services to the society through different organizations. Currently there are three specializations in Applied Psychology viz., Clinical Psychology, Industrial/Organizational Psychology and Counseling Psychology. The department started running one year P.G. Diploma Course in Industrial Psychology from 2009 and PhD programme from 2010. The mission of the department is to empower students with psychological knowledge, skills and evidence to make them confident mental health professional for serving the society. And the vision of the department is 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.

The department has three classrooms with in-built ICT arrangements and one seminar room in addition to two well equipped labs with psychological test and experiments. Apart from test materials, clinical equipments such as Multi Behavior Therapy, EEG Alpha Bio Feedback, and Respiration Bio- Feedback are also used for research purpose. During the short span of 11 years the department has organized three national and three international conferences. The faculty members have completed eight national and international research projects. The alumni of this department have been appointed in various reputed organizations like, DIPR, Central Universities and State Universities, professional institutes spread across India and abroad.

PROGRAMMES OFFERED IN THE DEPARTMENT

- M.Sc in Applied Psychology
- PhD in Applied Psychology

VISION

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.

MISSION

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.

AIMS & OBJECTIVES

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.

PROGRAMME OUTCOME (M.Sc. Applied psychology)

The M.Sc. Applied psychology programme 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 cultural and intercultural 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 psychological well-being.
- To develop research acumen and thereby contribute to knowledge in professional areas.
- To develop self-reflective skills.

COURSE REGULATIONS (2019-20)

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.

Academic year of the Course Implementation: 2019-20

Eligibility: B.A./ B.Sc. three years course in Psychology with at least 55% marks or Bachelor's degree with at least 55% marks in aggregate in any discipline with Psychology as one of the subjects for all three years.

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 2019-20)

FIRST SEMESTER			
Code	Title	Credits	Marks
APSY 411	Cognitive Psychology	3	100
APSY 412	Advanced Social Psychology	3	100
APSY 413	Theories of Personality	3	100
APSY 414	Research Methodology	3	100
APSY 415	Practicum - Experimental Psychology	3	100
Total Credits/Marks		15	500
SECOND SEMESTER			
Code	Title	Credits	Marks
APSY 421	Biological Psychology	3	100
APSY 422	Positive Psychology	3	100
APSY 423	Health Psychology	3	100
APSY 424	Statistics in Psychology	3	100
APSY 425	Practicum - Psychological Testing	3	100
Total Credits/Marks		15	500
THIRD SEMESTER			
Code	Title	Credits	Marks
APSY 510	Summer Internship 1 – General	3	100
A. Clinical Psychology Specialisation			
APSY 511	Psychopathology	3	100
APSY 512	Psychological Therapies	3	100
APSY 513	Community Psychology	3	100
APSY 514	Neuropsychology	3	100
APSY 515	Practicum – Clinical Psychology	3	100
Total Credits/Marks		18	600

THIRD SEMESTER			
Code	Title	Credits	Marks
APSY 510	Summer Internship 1 – General	3	100
B. Human Resource Development Psychology Specialisation			
APSY 511	Psychopathology	3	100
APSY 521	Organisational Behaviour	3	100
APSY 522	Human Resource Management	3	100
APSY 523	Training and Development in Organisations	3	100
APSY 524	Practicum - HRD Psychology	3	100
Total Credits/Marks		18	600
THIRD SEMESTER			
Code	Title	Credits	Marks
APSY 510	Summer Internship 1 – General	3	100
C. Counselling Psychology Specialisation			
APSY 511	Psychopathology	3	100
APSY 531	Theories and Approaches to Counselling	3	100
APSY 532	Counselling Skills	3	100
APSY 533	Career Guidance and Counselling	3	100
APSY 534	Practicum – Counselling Psychology	3	100
Total Credits/Marks		18	600

FOURTH SEMESTER			
Code	Title	Credits	Marks
APSY 541	Internship	4	100
APSY 542	Dissertation and Viva-Voce	8	100
Total Credits/Marks		12	200

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 2019-20)

Code	Title	Credits	Marks
APSY 551	Environmental Psychology	3	100
APSY 552	Psychology of Interpersonal Relationship	3	100
APSY 553	Psychology for Effective Living	3	100
APSY 554	Para Psychology	3	100
APSY 555	School Psychology in Indian Context	3	100
APSY 556	Psychology for Social Problems	3	100
APSY 557	Industrial Relations and Labour Welfare	3	100

Semester	Total number of papers	Total Credits	Total Marks
HARD CORE PAPERS (3 credits and 100 marks)			
First Semester	5	15	500
Second Semester	5	15	500
Third Semester			
Summer Internship I		3	100
Third Semester	5	15	500
Fourth Semester	Internship II	4	100
	Dissertation and Viva-Voce	8	100
Total		60	1800

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.).

Each teacher shall organize a continuous assessment of each of the courses assigned to him/her. The internal assessment marks shall be given as per the following breakup:

Internal Assessment Tests / Term Papers / Quizzes (two) 2 x 15 = 30

Assignments/ Presentations/ Write ups/ Viva, etc. = 10

Internal Total 40

2. **End semester examination:** The end semester examination for 60 Marks will be conducted as per CBCS regulation with time to time modification by university administration.
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.

M.Sc (Applied Psychology)
MODEL QUESTION PAPER – Theory

Time: 3 Hours

Max. Marks: 60

Section	Pattern	Remarks
SECTION A	Answer ALL questions from the following (10 X 2 = 20 Marks) (Maximum 50 words)	Two questions from each unit
SECTION – B	Answer ALL questions from the following (5 X 4 = 20 Marks) (Maximum 200 words)	One question from each unit
SECTION – C	Answer Any TWO questions from the following (2 X 10 = 20 Marks) (Maximum 800 words)	Five questions to be given drawing one question from each unit
Question paper - Practical		
SECTION A	writing plan and procedure for any one of the experiment – 10 marks	Dictation of one experiment by the examiner
SECTION B	(i)Conduction of an experiment - 10 marks and (ii)writing the result – 10 marks	Lottery System is used to select any one of the experiment
SECTION C	Viva Voce – 20 Marks	
SECTION D	Record Book Evaluation -10 marks	

5. Marks for Internships/Dissertation

(a) Project/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

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

b) Internship

There are two internships that students have to undergo. The first internship is called as Internship – General, and the second internship as Internship – Specialization.

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.

Report and evaluation

After completion of one month internship in an organisation/institution, students will submit a report of work done during internship period to the department along with a certificate of attendance from the organisation/Institution. Each student would be allotted a supervisor/guide for internship who will be the internal examiner for evaluation of both the internships. Mode of evaluation of the internships would be as under

Total Marks for internship **100 marks**

Report component **40 marks (40%)**
(To be awarded by the guide allotted)

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.

Report and evaluation

After completion of one month internship in an organisation/institution, students will submit a report of work done during internship period to the department along with a certificate of attendance from the organisation/Institution. Each student would be allotted a supervisor/guide for internship who will be the internal examiner for evaluation of both the internships. Mode of evaluation of the internship would be as under

Total Marks for internship **100 marks**

Report component **40 marks (40%)**
(To be awarded by the guide allotted)

Viva-voce component

(To be awarded by the guide and external examiner) **60 marks (60%)**

Suggested Format for Writing Internship Report (Maximum 10 pages)

- Brief outline of objectives, structure and activities of the organisation
- Elaboration of learning experience as an intern
- Major skills learned during internship
- Problems experienced, if any,
- Suggestions and recommendations for future interns

6. *Passing Condition*

In order to declare a student pass the end semester exams, a minimum of 40% marks in end semester exams and a minimum of 50% in aggregate when internal assessment and end semester examination marks are added.

Supplementary Examinations

- a. A failed student who meets the attendance requirement and has a minimum of 40% in internal assessment marks may be permitted to register for the next end semester examination in the following semester itself.
 - b. A student who has failed due to insufficient attendance and/or less than 40% internal assessment marks should repeat the course as and when offered.
7. Maximum number of years permitted after completion of Semester IV and to write arrear subjects: Two years under the new regulation.

8. *Attendance*

The mandatory minimum attendance requirement is 70% in each semester to recommend the student for writing the end semester examinations.

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 Workspace. 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 (2018). *Cognition: Exploring the science of the mind*. (7th Edition). New York: Norton.
- Goldstein, E. Bruce (2018). *Cognitive Psychology: connecting mind, research and everyday experience* (5th Edition). Wadsworth.
- Farmer T A, Matlin, M W (2019). *Cognition* (10th Edition), Wiley.

Suggested Reference

- Dehaene, S et al. (2006). Core knowledge of geometry in an Amazonian indigenous 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 of simulated 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, 439-440.
- Subhash C. Kak (1997). On the Science of Consciousness in Ancient India. *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 students will be able 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 causes and consequences of contemporary social problems and their evidence-based remedial measures

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

Unit II: Social perception and cognition: Impression management, Attribution, biasness in social perception, 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: Prosocial Behavior: Motives for Prosocial behavior; Responding to an emergency: Bystanders interventions; External and internal influences of Prosocial acts; Long term commitment to Prosocial acts.

Unit IV: Aggression & Violence: In search of the roots of violence; Causes and consequences of human aggression; Violence and types of violence. Violence against women & children, Bullying at work, Mob lynching; Prevention and control measures.

Unit V: Application of social psychology in different fields: Social Psychology and legal system; Social Psychology and Health; Social Psychology and World of Work; Gender Psychology, Implications of population explosion on quality of life and society

Text Books

- Baron, R.A., Branscombe, N.R., Byrne, D. and Kapur, P. (2017). *Social Psychology* (14th Edition). Pearson Publications.
- Deb, S. (2016). *Child Safety, Welfare and Well-being: Issues and Challenges*, New Delhi, Springer.
- Deb, S.; Gireesan, A. & Prabhavalkar, P. (2019). *Social Psychology in Everyday Life*. New Delhi: Sage
- Myers, D.G. (2010). *Social Psychology*. New Delhi: Tata McGraw Hill.
- Worcel, S., Cooper, J., Goethals, G.R. & Olson, J.M. (2000). *Social Psychology*. CA Wadsworth.

Suggested Reference Materials

- Deb, S., & Modak, S. (2010). Prevalence of Violence against Children in Families in Tripura and Its Relationship with Socio-Economic Factors. *Journal of Injury and Violence Research*, 2(1), 5.
- Tripathi, R. C. (2019). Unity of the Individual and the Collective. In Girishwar Misra (Ed.), *ICSSR Research Surveys and Explorations Psychology Volume 1 - 5* (Vol. 1). London: Oxford University Press.
- Jewkes, R. (2002). Intimate partner violence: causes and prevention. *The Lancet*, 359(9315), 1423-1429.
- Kapadia, S. (2019). Socialization and Parenting: Mapping the Indian Landscape. In Girishwar Misra (Ed.), *ICSSR Research Surveys and Explorations Psychology Volume 1 - 5* (Vol. 3). London: Oxford University Press.
- Singh, P., & Siddiqui, R. N. (2019). Identity Discourse: From Negotiations to Harmony in Plural Societies. Mapping the Indian Landscape. In Girishwar Misra (Ed.), *ICSSR Research Surveys and Explorations Psychology Volume 1 - 5* (Vol. 3). London: Oxford University Press.
- World Health Organization. (2002). *WHO multi-country study on women's health and domestic violence against women* (No. WHO/FCH/GWH/02.2). Geneva: World Health Organization

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.

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: Personality from Indian perspectives: Integral Psychology, Self and Yoga, Buddhist approaches

Text Books

Schultz.,P and Schults.,E.S (2015). Theories of Personality. 11th ed. Cengage. Boston.

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

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

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

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

Suggested Reference Materials

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].

Singh, J. K., & Tung, N. S. (2019). Personality Studies in India. In Girishwar Misra (Ed.), ICSSR Research Surveys and Explorations Psychology Volume 1 - 5 (Vol. 3). London: Oxford University Press.

APSY 414 Research Methodology

Learning Outcomes:

The students will be able 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, ex-post-fact 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: (a) Process of Data Collection: (i) Quantitative (structured questionnaire, semi-structured questionnaire and standardized test) and (ii) qualitative (informal interview, case study, in-depth interview, focus group discussion, observation, participatory rural appraisal, projective tests); (b) Development and standardization of tool.

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. (2014). Research in education (10th Edition) New Delhi: Pearson Education.

Kerlinger, F.N. (2017). Foundations of Behavioural Research. Delhi: Surjeet Publications.

Kothari, C.R. & Gaurav C. (2019). Research Methodology.(4th Edition) New Age International

Singh, A.K. (2017). Tests, Measurements and research Methods in Behavioural Sciences.

Patna: Bharati Bhaban Publishers.

Reference Materials

Kenneth, B.S.& Bruce, A.B. (2013). Research Design and Methods. (9th Edition) New Delhi: Tata McGraw Hill Publishing Company Ltd.

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

APSY 415: Practicum: Experimental Psychology

(Any Eight 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 : Biological 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: Biological Psychology

Learning Outcomes:

The students will be able to understand

- ❖ Biological Bases of Behaviour
- ❖ Importance of physiological system in behaviour

Unit I: Biological Basis of Psychology; Body-Mind Relationship in relation to wellness & illness; Research in Biological Psychology Ethical Issues related to Biological Psychology

Unit II: Biological Systems: Structure and Functions of Nervous System; Endocrinal System

Unit III: Respiratory System; Cardiovascular System;

Unit IV: Gastrointestinal System; Renal System; Reproductive System; Immune System

Unit V: Sleep; Biopsychology of sleep, Sleep Hygiene & its significance; Sleep Disorders; Interventions for healthy sleep

Text Books

Kalat, J.A. (2014). Biological Psychology (11th Edition). Nelson Education.

Pinel, J.P.J. (2016). Introduction to Biological Psychology (9th Edition). New Delhi: Pearson

Wickens, A. (2009). Introduction to Biopsychology: Pearson Education Limited

Carlson, N.R.(2017). Physiology of Behaviour (12th Edition).

Reference Materials

Rosenzweig, M. R., Breedlove, S. M., & Leiman, A. L. (2002). *Biological psychology: An introduction to behavioral, cognitive, and clinical neuroscience*. Sinauer Associates.

Breedlove, S. M., Watson, N. V., & Rosenzweig, M. R. (2007). *Biological psychology: An introduction to behavioral and cognitive neuroscience*. Sinauer.

APSY 422: Positive Psychology

Learning Outcomes:

The students will be able 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. & Jenifer T. Pedrotti (2010). *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.

Mehrotra, S., & Tripathi, R. (2019). Positive Psychology: Fuzzy Boundaries, Growing Pains, and Emergine Challenges. In Girishwar Misra (Ed.), *ICSSR Research Surveys and Explorations Psychology Volume 1 - 5 (Vol. 2)*. London: Oxford University Press.

APSY 423: Health Psychology

Learning Outcomes:

The student will be able to understand

- ❖ The theoretical concept of health psychology and various psycho-social models of health.

- ❖ The causes, consequences and the psycho-social impact of chronic illnesses

Unit I: Introduction to health psychology: Concept of Health, Definition of health psychology, Health Behavior, Health Promotion, factors predicting health behavior.

Unit II: Models of health- biomedical, biopsychosocial, health belief and social cognitive models.

Unit III: Chronic illness: Adjusting to a chronic illness; causes, effects, medical regimen and psychosocial factors in asthma, epilepsy, nervous system injuries, Diabetes, arthritis, hypertension and Alzheimer's disease; Coping with and adapting to high mortality illness- Heart disease, Stroke, cancer; psychosocial interventions for people with chronic conditions.

Unit IV: Pain: Types of pain, Specific chronic pain conditions, Models of pain- The Gate Control Theory, Biopsychosocial Model, Cognitive-Behavioral Fear-Avoidance Model; Psychosocial factors and pain, Assessment of pain, Management of pain.

Unit V: Health communication: Perceiving and interpreting symptoms, Using and misusing health services, patient- practitioner relationship, Patient-practitioner interaction, Adhering to medical advice, Assessment of Health.

Text Books

Edward P Sarafino, Timothy W Smith (2012). Health Psychology 7th edition, Wiley India.

Shelley Taylor (2014). Health Psychology. 9th edition Mc Graw- Hill publication.

Suggested Reference Materials

Bret A. Boyer and M. Indira Pahlaria (2008). Comprehensive Handbook of Clinical Health Psychology, John Wiley & Sons, Inc.

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, Kendall Tau), Biserial, Point Biserial, Tetra choric, Phi Coefficients.

Text Books

Garrett, H.E. (2005). Statistics in psychology and Education. Paragon International
Guilford J.P & Fruchter.B. (1978).Fundamental Statistics in Psychology and Education. New York, McGraw Hill.

Howell, D.C. (2012). Statistical methods for Psychology. USA: Wadsworth

Suggested Reference Materials

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

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

APSY 425: Practicum: Psychological testing

(Any eight Practical 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 511 : Psychopathology --- 3
APSY 521 : Organisational Behaviour --- 3
APSY 522 : Human Resource Management --- 3
APSY 523 : Training & Development in Organisations --- 3
APSY 524 : Practicum: HRD Psychology ---- 3

C. Counselling Psychology Specialization

APSY 511 : Psychopathology --- 3
APSY 531 : Theories and Approaches to Counselling --- 3
APSY 532 : Counselling Skills --- 3
APSY 533 : Career Guidance and Counselling --- 3
APSY 534 : Practicum: Counselling Psychology ---- 3

A. Clinical Psychology Specialisation

APSY 511: PSYCHOPATHOLOGY (Common to Clinical Psychology and HRD Psychology Specialisation)

Learning Outcomes :

The students will be able to know:

- ❖ Various paradigms of Psychopathology
- ❖ Latest DSM-5 and ICD -11 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 -11, 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. Childhood Disorders: Learning Disability; ADHD

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. (2018). *Abnormal Psychology* (17th Ed.) Dorling Kindersley(India) Pvt.Ltd. of Pearson Education

Comer, R.J., & Comer, J. S. (2017). *Abnormal Psychology*. (8th Edition) New York: Worth.

Suggested Reference Materials

Puri, B.K., Laking, P.J. & Treasaden, I.H. (2002). *Textbook of psychiatry*. New York: Churchill Livingstone.

Sue, D., Sue D. W., Sue, S. & Sue, D.M., (2015) "*Abnormal Behavior*" (11th Edi), Wadsworth.

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:

The students will be able to know:

- ❖ The nature, goals and prerequisites of psychopathology
- ❖ 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. Third Wave Therapies; DBT; MBTSR.

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. (2012). International Handbook of Behaviour Modification And Therapy; Springer.

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

Coleman J.C. Butcher J.N. and Carson B.C. (1984) Abnormal Psychology and Modern Life, 7th edition. Scot, Foresman and Company.

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

Norcros, J. C., & GoldFried, M. R., (2005). Handbook of Psychotherapy Integration New York: Oxford Press.

Suggested Reference Materials

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. (2017). Abnormal Psychology. Prentice Hall of India Pvt. Ltd. New Delhi.

Spiegler. M.D., & Guevremont (2014). Contemporary Behaviour Therapy. (6th Edition) New Delhi. Cengage Learning Publishing.

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. (1995). The Technique of Psychotherapy. Vol. I & II London, Jason Aronson Inc.

APSY 513: Community Psychology

Learning Outcomes:

The students will be able to know:

- ❖ 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 in addressing issues of students, disadvantaged children, and aged people.
- ❖ The community perception about mental health and issues and challenges faced by people with HIV/AIDS.

Unit I: Definition and perspectives of community psychology with reference to mental health, organizational health and social action; individual wellness, quality of life and parameters to measure quality of life, 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: Introduction on school interventions- scope and need; Challenges faced by the students like academic stress, anxiety related to examination, depression, adjustment of the students, dependence of students on substance; institutional disciplinary measures and its impact; safety measures in the schools; motivating students; life skill education for students; parents and community involvement in school development and functioning; 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 III: Definition and background of vulnerable children; their prevalence; living condition of street/orphan children, slum children, children in conflict with law and children of commercial sex workers; child abuse, trafficking and prostitution; problems encountered by the vulnerable children; child rights; prevention, role of psychologists and social workers and other professionals in intervention and rehabilitation of vulnerable children; steps for effective implementation of intervention program; social defense measures; government policies for vulnerable children.

Unit V: Role of aged in the family; problems faced by the elderly people in the family; domestic violence, causes and consequences amongst elderly; illness and palliative care; family-based intervention programs; social support, maladjustment and role conflict; support services for the family and elderly people; perception about support services; positive aging; institutional, community and palliative care. National Policy for Protection of Rights of Aged People.

Community Psychology in the service of HIV/AIDS Affected: Definition of HIV/AIDS, and basic information; need and 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; skill development training; National AIDS Control

Program with special reference to care and support services for the people living with HIV/AIDS.

Text Books

Barrera, M. (2000). Social Support Research in Community Psychology. In *Handbook of Community Psychology* (pp. 215-245). Springer, Boston, MA.

Deb, Sibnath et al. (2019). *Childhood to Adolescence: Issues and Concerns*, New Delhi, PEARSON.

Deb, Sibnath (2018). *Positive Schooling and Child Development: International Perspectives*. Singapore, Springer Nature.

Deb, Sibnath (2017). *An Empirical Investigation into Child Abuse and Neglect in India: Burden, Impact and Protective Measures*, New Delhi, Springer.

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

Orford, J. (2008). *Community Psychology: Challenges, Controversies and Emerging Consensus*. John Wiley & Sons.

Reich, S., Riemer, M., Prilleltensky, I., & Montero, M. (2007). *International community Psychology*. New York: Springer Science+ Business Media, LLC.

Seidman, E., & Rappaport, J. (2000). *Handbook of Community Psychology*.

Suggested Reading Materials

Browne, A., & Finkelhor, D. (1986). Impact of Child Sexual Abuse: A Review of The Research. *Psychological Bulletin*, 99(1), 66.

Finkelhor, D. (1994). The International Epidemiology of Child Sexual Abuse. *Child Abuse & Neglect*, 18(5), 409-417.

Dorji, N., Dunne, M. P., Seib, C., & Deb, Sibnath (2017). Quality of Life among Senior Citizens in Bhutan: Associations with Adverse Life Experiences, Chronic Diseases, Spirituality, and Social Connectedness. *Asia Pacific Journal of Public Health*, 29(1), 35-46.

Deb, Sibnath & Ray, Mrinal Kanti (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.

APSY 514: NEUROPSYCHOLOGY

Learning Outcomes

The students will be able to:

- ❖ Understand the fundamentals of neuropsychology;
- ❖ Understand the symptoms, functions and disorders of the lobes;

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 II : The organization of the nervous system: Neuroanatomy, Nervous System, The Spinal Cord- structure and functions, Central Nervous System, Peripheral Nervous System, The Brainstem- Hindbrain, Midbrain, Diencephalon, Forebrain, Basal Ganglia, Limbic System, Neocortex, Fissures, Sulci, and Gyri.

Unit III: Organization of the Sensory Systems- General Principles of Sensory-System Function, Vision, Hearing, Body Senses, Taste and Smell, Cerebral Asymmetry.

Unit IV: 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 V: Neuropsychological testing: Neuropsychological Tests for parietal, frontal, temporal and occipital lobe damage, brain plasticity, neuropsychological retraining.

Text Book

Bryan, Kolb & Ian Q. Whishaw. (2015). Fundamentals of Human Neuropsychology. (7th Edition). Worth Publishers.

Pinel, J.P.J. (2016). Biopsychology, 9th edn. New Delhi, Pearson

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

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

Suggested Reference Materials

Harry A. Whitaker. (2011). Neuropsychological Studies of Nonfocal Brian Damage. New York: Springer-Verlag.

Ottoson, D. (2012). Duality and Unity of the Brain. Springer .

APSY 515: Practicum – Clinical Psychology

Learning Outcomes

- Administration, Scoring & Interpretation of various clinical tests

Any Eight practicals 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 511: PSYCHOPATHOLOGY (Same as Clinical Psychology and Counselling Psychology Specialisation)

APSY 521: Organisational Behaviour

Learning Outcomes: The students will be able 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., Luthans B.C, & Luthans K.W. (2015). *Organizational Behavior*. (13th Edition) Information Age Publishing

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

Robbins, S. P. & Judge, T.A. & Vohra, N. (2018). *Organizational Behavior*. Pearson Education

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. (2009). *The cultural context of leadership and power*. SAGE Publications Pvt. Limited.

Singh, S., & Gupta, V. (2019). Organizational Performance Research in India: A Review and Future Research Agenda. In Girishwar Misra (Ed.), ICSSR Research Surveys and Explorations Psychology Volume 1 - 5 (Vol. 4). London: Oxford University Press.

Vohra, N., Nair, N., & Sheel, R. (2019). Burnout, Organisational Cynicism, Alienation: Review of Negative Workplace Attitudes, Behaviours, and Cognitions. In Girishwar Misra (Ed.), ICSSR Research Surveys and Explorations Psychology Volume 1 - 5 (Vol. 4). London: Oxford University Press.

Bhal, K. T. (2019). Ethical Leadership in India: A Review of Theory and Research. In Girishwar Misra (Ed.), ICSSR Research Surveys and Explorations Psychology Volume 1 - 5 (Vol. 4). London: Oxford University Press.

APSY 522: Human Resource Management

Learning Outcomes: The students will 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

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

Decenzo, D.A. & Robbins, S.P., & Verhulst, S.L. (2015). Personnel and human resource management. Wiley India (11th Edition) New Delhi

Rao V.S.P. (2010). Human resources management: Text and cases. New Delhi: Excel Books .

Suggested Reference Materials

Dessler, G., Varrkey, B. (2017). Human resource management. New Delhi: Pearson Prentice Hall.

APSY 523: Training and Development in Organisations

Learning Outcomes:

The students will be able 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 (2013). *Organizational Behavior. Text, cases, games.* (11th Edition)
Mumbai. Himalaya Publishing House.

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

French & Bell (1998). *Organization Development. Behavioral Science Interventions
for Organization Improvement* (6th edition). Prentice Hall.

Goldstein (2002). *Training in Organizations.* 4th edition. Thomson & Wadsworth.

Suggested Reference Materials

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

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

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

Tripathi (2010). *Organizational Development & Human Resource Development.* New
Delhi. Sultan Chand & Sons.

APSY 524: Practicum - HRD Psychology

(Any Eight practical to be conducted)

Learning Outcomes

The students will be able to undertake:

- ❖ 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 (Any Two out of the following) practicals

9. 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

C. Counselling Psychology Specialisation

APSY 511: PSYCHOPATHOLOGY (Same as Clinical Psychology and HRD 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. (2016). *Theory and Practice of Counseling and Psychotherapy* (10th Ed). Belmont, CA, Thomson Learning (Brooks/Cole).

Corsini, R.J. & Wedding, D. (2010). *Current Psychotherapies*.(9th Ed). Belmont, CA, Thomson Learning (Brooks/Cole).

Richard Nelson – Jones (2014). *Theory and Practice of Counselling and Therapy*, 6thedn. London: Sage Publications.

Suggested Reference Materials

Mearns, D , Thorne, B., & McLeod, J. (2013). *Person-Centred Counselling in Action*, (4th Edition). London: Sage Publications.

Sanders, P. (2011). *First Steps in Counselling: A Students's Companion for Basic Introductory Courses*, (4th Edition). Ross-on-Wye: PCCS Books

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

APSY 532: Counselling Skills

Learning outcomes

The students will be able to 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

- Corey, G. (2015). *Theory and practice of counseling and psychotherapy*. Nelson Education.
- Nelson-Jones, R. (2012). *Introduction to counselling skills: Text and activities*. (4th Edition) 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.

Suggested Reference Materials

- American Counselling Association (2014). Code of Ethics. Alexandria.
- Woolfe, R., Strawbridge, S., Douglas, B and Kasket, E. & Galbraith, V. (2016). *Handbook of Counselling Psychology*, 4th Edn. London: Sage Publication

APSY 533: Career Guidance and Counselling

Learning Outcomes

The students will be able 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: 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. Role and function of counsellor 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

Gibson R. & Mitchell H.M.(2015) Introduction to Counselling and Guidance. 7th edition. Delhi: Pearson Education.

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

Nystul, M (2018). Introduction to Counseling. As art and science perspective.(6th Edition) Cognella Inc

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

Suggested Reference Materials

Bond, T. (2015). Standards and Ethics for Counselling in Action, 4th 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 Kasket, E. & Galbraith, V. (2016). Handbook of Counselling Psychology, 4th Edn. London: Sage Publication

APSY 534: Practicum - Counselling Psychology

Learning Outcomes

The students will be able to undertake:

Administration, Scoring & Interpretation of various test results

Any Eight practical to be conducted

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

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:

The students will be able 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). Environmentally 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.

Suggested Reference Materials

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

The students will be able 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.

Suggested Reference Materials

Hendrick & Hendrick (Eds) (2000). *Close Relationships: A Sourcebook* 2nd ed. London: Sage Publications.

Reece & Brandt (2008). *Effective Human Relations. Personal and Organizational Applications*. 10th Edition. New York. Houghton Mifflin Company.

APSY 553: PSYCHOLOGY FOR EFFECTIVE LIVING

Learning Outcomes

The students will be able to:

- ❖ Know and explain self
- ❖ Identify the ways to have control
- ❖ Understand motive and emotion
- ❖ Know how to become stress free and maintain friendship

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:

Kirsh, S. J., Duffy, K. G., & Atwater, E. (2014). *Psychology for Living: Adjustment, Growth, and Behavior Today*. Pearson.

Suggested Reference Materials

Guy, J. D. (2000). Self-care corner: Holding the holding environment together: Self-psychology and psychotherapist care. *Professional Psychology: Research and Practice*, 31(3), 351.

Mouly, G. J. (1968). *Psychology for effective teaching*. Holt, Rinehart and Winston.

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

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

Flexner, W. (2007). Introduction to Parapsychology. Sarup & Sons.

Suggested Reference Materials

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

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

Braud, W. G. (2008). Patanjali yoga and siddhis: Their relevance to parapsychological theory and research. *Handbook of Indian psychology*, 217-243.

APSY 555: School Psychology in Indian Context

Learning Outcomes

By the end of these 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

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. (2017). *Educational Psychology*, New Delhi: McGraw Hill Publishers

APSY 556: Psychology of Social Problems

Learning Outcomes:

By the end of the course the students will:

- ❖ 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. (2010). *Social Psychology* (12th Edition). Pearson Publications.

David G. Myers (2010). *Social Psychology* (10th 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

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

Suggested Reference Materials

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

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

APSY 557: Industrial Relations and Labour Welfare

Learning Outcomes

The students will be able 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(2015). Managing Human Resources. Productivity, Quality of Worklife, Profits.
(10th Edition) Singapore. McGraw Hill.

Mamoria C.B., & Gankar S.V. (2011). Personnel Management. New Delhi.
Himalayan Publishing House.

Srivastava (2012). Industrial Relations and Labour Laws. (6th Edition) New Delhi.
Vikas Publishing House

Suggested Reference Materials

Rao, Subba (2011). Essentials of HRM and Industrial Relations. New Delhi.
Himalayan Publishing House.

Sinha & Sinha, Shekar (2012). Industrial Relations, Trade Unions and Labour
Legislations. 2nd Edition. New Delhi. Pearson Publishers.
