

# **Master of Science In Applied Psychology**



**DETAILED SYLLABUS  
FROM 2014-2015 BATCH**

**DEPARTMENT OF PSYCHOLOGY  
PERIYAR UNIVERSITY  
SALEM, TAMILNADU**

**PROPOSED COURSE SYLLABUS FOR M.SC. APPLIED PSYCHOLOGY  
FROM 2014-15 BATCH**

Semester I	Code No.	COURSE	PAPER NAME	Hrs/Wk	Credits
	14PSC01	Core I	Advanced General Psychology	4	4
14PSC02	Core II	Life Span Psychology - I	4	4	
14PSC03	Core III	Psychopathology I	4	4	
14PSC04	Core IV	Research Methodology & Statistics	4	4	
14PSE01	Elective I	Advanced Social Psychology	4	4	
Semester II	14PSC05	Core V	Positive Psychology for Health and Wellbeing	4	4
	14PSC06	Core VI	Life Span Psychology -II	4	4
	14PSC07	Core VII	Psychopathology II	4	4
	14PSC08	Core VIII	Experimental Psychology I	10	4
		Supportive	<i>Chosen by the Student from other department</i>	4	4
			Human Rights ( <i>Compulsory Paper for ALL students</i> )	2	-
		<i>Internship*/ Institutional training/ Miniproject</i>	30 days	4	

Semester III	14PSC09	Core IX	Psychological Testing	4	4
	14PSC10	Core X	Theories of Personality	4	4
	14PSC11	Core XI	Experimental Psychology II	10	4
	14PSE02/ 14PSE03	Elective III	Human Resource Management/ Counselling Psychology	4	4
		Supportive	<i>Chosen by the Student from other department</i>	4	4
Semester IV	14PSC12	Core XII	Cognitive Neuro Psychology	4	4
	14PSC13	Core XIII	Psychotherapeutics	4	4
	14PSC14	Core XIV	Organizational Behaviour	4	4
	14PSE04/ 14PSE05	Elective IV	Training and Development / School Counselling	4	4
	14PSC15	Core XV	Project Work**	20	10
			<b>Total No. of Hours: 110</b>		
			<b>Total No. of Credits: 90</b>		
			<b>Marks: 2200</b>		

**DEPARTMENT OF PSYCHOLOGY****Programme Description**

The Department of Psychology offers two-year full-time M.Sc Programme in Applied Psychology with specialization in Clinical Psychology and Human Relations. With the goal of acquiring specialized knowledge, the program would allow students to nurture their academic interest in clinical, HR and research domains of Psychology, along with personal growth.

**Programme Objectives**

1. To prepare students in specific areas in which professional psychological services can be rendered.
2. To train them into skills and competencies which are required for practice as a Psychologist.
3. To sensitize them to the ethics of profession
4. To develop research insight.
5. To develop self-reflective skills.

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**ADVANCED GENERAL PSYCHOLOGY (14PSC01)****OBJECTIVES**

- To enable the student to understand the basic concepts in psychology
- To make them understand the recent advancements in the general psychology
- To sensitize the student on motivational, emotional and other aspects of behaviour

**UNIT – I: INTRODUCTION**

*Psychology*: Definition – Brief history of Modern Psychology – Its Grand Issues and Key Perspectives – Multicultural Perspective – Evolutionary Psychology.

*Research in Psychology*: the Scientific Method –Theory in the Scientific Method – Advantages of Scientific Method. *Research methods in Psychology*: Observation-Case Study-Correlation-Experimentation. Ethical Issues in Psychological Research

**UNIT – II: BIOLOGICAL BASES OF BEHAVIOR AND THE BRAIN**

*The Biological Basis*: Neurons-Basic Structure and Functions – Neurotransmitters-The Nervous System: Basic Structure and Functions-The endocrine System.

*The Brain:* The Brain Stem- The Hypothalamus- Thalamus and the Limbic System- The Cerebral Cortex-The Brain and Visual Perception- The Brain and Human Speech- The Brain and Higher Mental Processes.

*Heredity and Behavior:* Genetics- Role of Genetics and Environmental Effect on human behaviour- Genes and Evolutionary Psychology.

### **UNIT – III: SENSATION, PERCEPTION, AND LEARNING**

*Sensation:* Sensory Thresholds- Psychophysics and its methods-Sensory Adaptation-Vision – Hearing – Touch and other Skin Senses – Small and Taste– Kinesthesia and Vestibular Sense.

*Perception:* – organizing principles- Constancies and Illusions- Pattern Recognition and Distance Perception - Extrasensory perception. *State of Consciousness:* Biological Rhythms– Waking State of Consciousness – Sleep and Sleep Disorders- Dreams- Hypnosis- Consciousness Altering Drugs.

*Learning* –Definition – Classical Conditioning- Basic Principles and Practical Applications- Operant Conditioning- Basic Principles and Practical Applications - Observational learning- Basic Principles and Practical Applications.

### **UNIT IV: MOTIVATION AND EMOTION**

*Motivation:* Drive, Arousal, Expectancy, Goal Setting and Need hierarchy Theories of Motivation- Hunger Motivation and Regulation of Eating. Sexual Motivation and Human Sexual Behaviour– Aggressive Motivation and its Factors– Achievement Motivation and Its Effects- Intrinsic Motivation.

*Emotion:* Their Nature, Expression and Impact – Biological Basis of Emotion – External Expression of Emotion. Emotions and Cognitions –Subjective Well Being.

### **UNIT – V: INTELLIGENCE & CREATIVITY**

*Intelligence* – Definition – Nature – Meaning – Theories of Intelligence– Measuring Intelligence– The Role of Heredity and The Role of Environment –Group Differences in Intelligence. Emotional Intelligence– Managing Anger.

*Creativity* – Meaning- Techniques of Creativity.

**REFERENCE**

- Baron, A.R. (2001). Psychology. New Delhi: Prentice Hall of India.
- Hilgard, E.R. (1999). Introduction to Psychology (6th Edition). New Delhi: Oxford and IBH Publishing Co, Pvt Ltd.
- Mangal, S.K. (1999). General psychology. New Delhi: Surjeeth Publications.
- Morgan C.T, King, R.A., Weisy, J.R, Scooper, J. (1993). Introduction to Psychology. New Delhi: Tata Mc-Graw Hill Publishing Company.
- Jones, D. & Elcock, J. (2001) History and theories of Psychology: A critical Perspective. Arnold: London.

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**LIFE SPAN PSYCHOLOGY- I                      (14PSC02)**

**Objectives:**

- To introduce the students to the perspectives of human development and formation of new life
- To impart knowledge on physical and cognitive development from babyhood to childhood
- To provide an understanding of psychosocial development from babyhood to childhood

**UNIT I INTRODUCTION**

Human development early approaches- Human development today- theoretical perspective: psychoanalytic- learning- cognitive- evolutionary/ sociobiological- contextual.

**UNIT II FORMING A NEW LIFE**

Conceiving new life- mechanisms of heredity- nature and nurture- prenatal development- birth process- newborn baby- physical development.

**UNIT III BABYHOOD**

Cognitive development: classic approaches- new approaches- language development.  
Psychosocial development: Foundations of psychosocial development- developmental issues in infancy and toddlerhood- children of working parents- contact with other children

**UNIT IV EARLY CHILDHOOD**

Physical development: aspects of physical development. Cognitive development: Piagetian approaches – Language development- memory development..0  
Psychosocial development: developing self- Gender- Play- parenting- Child abuse and neglect- relationship with other children.

**UNIT V MIDDLE CHILDHOOD**

Physical development: aspects of physical development- cognitive development: Piagetian approach- information processing and intelligence- language and literacy- The Child in school.

Psychosocial development- developing self- child in family and peer group- mental health

**REFERENCE**

- Papalia, D.E, Olds, S.W and Feldman, R.D. (2004). Human development ( 9th edition). New Delhi: Tata McGraw-Hill.
- Berk, E.L. (2007). Development through lifespan (3rd edition). New Delhi: Pearson Education, Inc.
- Feldman. (2010). Discovering the Lifespan. New Delhi: Pearson Education, Inc.
- Keenan, T and Evans, S. (2009). An Introduction to Child Development (2nd edition). New Delhi: Sage Publications.
- Harris, M. (2008). Exploring Developmental Psychology: Understanding theory and methods. New Delhi: Sage Publications.

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**PSYCHOPATHOLOGY - I (14PSC03)****Objectives:**

- To introduce students to historical conceptions and perspectives of psychopathology
- To impart knowledge and skills required for diagnosis of psychological conditions
- To orient students on different psychological disorders, its causes and treatment

**UNIT I INTRODUCTION**

Historical conceptions of abnormal behavior- Biological tradition – Psychological tradition: Moral therapy- Asylum reform and the decline of moral therapy – Psychoanalytic therapy – Humanistic therapy – The behavioural model – Scientific method and an integrative approach- Brief overview of Perspectives

**UNIT II ASSESSMENT AND DIAGNOSIS** Assessing psychological disorders: Clinical interview - Physical examination – Behavioural assessment – Psychological testing. Diagnosis: Classification issues - DSM IV – ICD 10

**UNIT III ANXIETY DISORDERS**

Generalized anxiety disorder: Clinical description – Causes – Treatment

Panic disorder with and without agoraphobia: Clinical description – Causes – Treatment

Specific phobia: Clinical description – Causes – Treatment

Post-traumatic stress disorder: Clinical description – Causes – Treatment

Obsessive-compulsive disorder: Clinical description – Causes – Treatment

**UNIT IV SOMATOFORM DISORDER, DISSOCIATIVE DISORDER AND PHYSICAL DISORDERS**

Somatoform disorder: Hypochondriasis – Somatization disorder – Conversion disorder – Pain disorder – Body dysmorphic disorder - Causes - Treatment

Dissociative Disorders: Dissociative amnesia – Dissociative fugue – Dissociative trance disorder – Dissociative identity disorder – Causes – Treatment

The immune system and physical disorders: AIDS and cancer

Cardiovascular problems: Hypertension and Coronary heart disease

Chronic pain – Psychological, social and biological aspects. Chronic fatigue syndrome. Treatment – biofeedback, relaxation, meditation.

**UNIT V MOOD DISORDERS, EATING AND SLEEP DISORDERS**

Mood disorders: Depressive disorders – Bipolar disorder – Causes – Treatment. Suicide – Risk factors – Treatment. Eating disorders: Bulimia nervosa – Anorexia Nervosa – Binge-eating disorder – Causes and treatment of eating disorders

Sleep disorders: Dys-somnias – Primary insomnia – Primary Hypersomnia – Narcolepsy – Breathing related sleep disorders – Circadian rhythm sleep disorders – Treatment: Psychological and Behavioural treatment.

**REFERENCE**

- Barlow and Durald. (2006). *Abnormal Psychology*. New York: Pearson India Ltd.
- Sarason and Sarason. (2010). *Abnormal Psychology: The Problem of Maladaptive Behaviour* (11th edition). New Delhi: Prentice-Hall of India Pvt Ltd.
- Carson and Butcher. (2010). *Abnormal Psychology* (13th edition). New Delhi: Pearson Education, Inc.
- Hecker. (2010). *Introduction to Clinical Psychology*. New Delhi: Pearson Education, Inc.
- Sadock and Sadock. (2003). *Kaplan and Sadock's Synopsis of psychiatry: Behavioural sciences/ Clinical Psychiatry* (9th edition). Philadelphia: Lippincott Williams & Wilkins.

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**RESEARCH METHODOLOGY AND STATISTICS (14PSC04)**

**Objectives:**

- To orient students to the different stages of research
- To give insight into the various research methods
- To identify and apply appropriate research tools
- To acquire the skill of reporting the research
- To employ various statistical techniques for psychological reserach

**UNIT I FOUNDATIONS OF RESEARCH**

Research: Meaning – objectives – Types – Research Approaches – Significance of research – Research Methods versus Methodology – Research and Scientific method – Problems encountered by researchers in India. Ethical Principles in animal research and research with human participants. Major stages in research – Research problems: Nature – Sources – Defining and stating a problem – Criteria of a good problem. Review of Literature: Functions – Sources – The search for the literature – Criticism.

**UNIT II SAMPLING AND TOOLS OF RESEARCH**

Hypothesis: Meaning – Types – Criteria – Formulating and Stating hypothesis – Basic concepts related to hypothesis testing. Sampling: Meaning – Types – Probability and Non-Probability sampling – sample size – Tools of research: Criteria for selection of tools – Factors related to construction of tools – Tools of different types: Observation – Interview – Questionnaire – checklist- Rating Scales: Merits and Limitations – Writing a research proposal.

**UNIT III RESEARCH METHODS**

Normative Survey – Experimental Research – Variables and experimental control. Experimental designs: Pre-experimental designs – True experimental designs – Quasi experimental designs – Single subject experimental designs – Ex-post Facto Designs – Interpretation and report writing.

**UNIT IV STATISTICS**

Scales of measurement - Frequency distributions and Graphs: Steps – Exact limits and mid-points of the class intervals – Graphical representation of Data: Different types of graphs – Issues to consider when preparing a graph. Measures of Central Tendency: The Mean, Median and Mode – Measures of Variability: The Range, Quartile Deviation, Average Deviation and Standard Deviation. Normal probability curve: Characteristics – Applications – Skewness and kurtosis.

**UNIT V STATISTICAL TECHNIQUES APPLIED IN PSYCHOLOGY**

Correlation: Meaning – Concept of Correlation – Pearson's Product moment correlation – Rank order correlation – Test of Significance: 't' Test – Calculation and interpretations – The 't' ratio and its assumptions. Analysis of Variance (ANOVA): Meaning – logic – example for one-way ANOVA – interpretation – Assumptions of the ANOVA. Regression and Prediction- An overview of Non-Parametric statistics.

**REFERENCE**

- Coaley, K. (2009). *An Introduction to Psychological Assessment and Psychometrics*. New Delhi: Sage Publications.
- Coolican, H. (2009). *Research Methods in Statistics in Psychology*. New Delhi: Rawat Publications.



- Gravetter, F.J. and Forzana, L.A.B. (2009). *Research methods for behavioral sciences*. United States: Wordsworth cengage learning
- Kerlinger, N. (1996). *Foundations of behavioural research*. India: Prentice Hall
- Kothari, C.R. (2008). *Research Methodology – Methods and Techniques*. New Delhi: Wiley Eastern Ltd.
- Kundu. (2010). *Research Methodology*. New Delhi: Pearson Publishing.
- Myers, J. (2008). *Methods in Psychological Research*. New Delhi: Sage Publications.
- Ruyon, R.P, Haber, A, Pittenger, D.J and Coleman, K.A. (2010). *Fundamentals of Behavioural Statistics*. New York: Mc Graw Hill.
- Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan Publishers.

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## **ADVANCED SOCIAL PSYCHOLOGY (14PSE01)**

### **Objectives:**

- To help students to develop an understanding about one's-self, how people think about, influence and relate to one another
- To orient them to the dynamics of attraction, love and aggression, and application of the principles of social psychology in different fields.

### **UNIT I: INTRODUCTION**

Definition – Origins and Development of Social Psychology – Research Methods in Social Psychology – Social Perception: Nonverbal communication, attribution, impression formation and management – Social Cognition: Schemas and prototypes, Heuristics and Errors in social cognition, Affect and Cognition – Attitudes: Forming attitudes, Persuasion and cognitive dissonance.

### **UNIT II: SOCIAL IDENTITY, PREJUDICE AND DISCRIMINATION**

Aspects of Social Identity: The Self, Self functioning, Gender and Social Diversity – Prejudice and Discrimination: What they are and how they differ, Origins of Prejudice, Striking back against prejudice and prejudice based on gender.

### **UNIT III: ATTRACTION, JOYS AND SORROWS IN RELATIONSHIPS**

Meeting Strangers, Becoming acquainted and moving toward friendship – Initial interdependent Relationships, Friendship versus loneliness, Romantic Relationships, Love and Physical Intimacy, Marital Relationships.

### **UNIT IV: SOCIAL INFLUENCES, PROSOCIAL BEHAVIOUR AND AGGRESSION**

Conformity and Compliance, Obedience – Prosocial behaviour: Responding to emergency, Factors that influence prosocial behaviour and Theoretical explanations – Aggression: Theoretical Perspectives, Determinants, Personal Causes, Child Abuse and Workplace Violence, Prevention and control of Aggression.

**UNIT V: APPLICATIONS OF SOCIAL PSYCHOLOGY**

Social Psychology Applications: In legal system, In Business – Health Psychology – Environmental Psychology

**REFERENCES**

- Baron, Robert A. and Byrne, D. (2001). *Social Psychology* (8<sup>th</sup> edition) Reprint, New Delhi: Prentice-Hall of India Pvt Ltd.
- Brehm, S.S. and Kassin, S.N. (1996). *Social Psychology* (3<sup>rd</sup> edition). USA: Houghton Mifflin Company.
- Crisp, R.J. and Turner, R.N. (2007). *Essential Social Psychology*. New Delhi: Sage Publications.
- Myers, D.G. (2002). *Social Psychology* (7<sup>th</sup> international edition). New York: McGraw Hill Companies.

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**POSITIVE PSYCHOLOGY FOR HEALTH AND WELLBEING (14PSC05)****Objectives**

- To orient students to the concepts of Health and Medicine
- To give insight into changing behaviour for better health
- To make them understand psychological process behind illness
- To acquire the skill of coping with illness
- To employ various positive psychological techniques for good mental and physical health

**UNIT I HEALTH AND MEDICINE**

*Health Psychology*: Definition- the Individual Perspective-Conducting Research in Health Psychology: the true experiment- the Correlation- Prospective versus Retrospective Studies- Longitudinal versus Cross-Sectional Research- the Field versus the Laboratory.

*Medicine*: a Brief History of Medicine: Western versus Non-Western Traditions- Holistic Approaches- Alternative and Complementary/Integrative Medicine. The Mind-Body Connection- Psychosomatic and Behavioral Medicine- Medicine Today: The Meaning and Impact of Managed Care- Psychological Factors in Illness and Disease.

**UNIT II PHYSICAL HEALTH AND BEHAVIOR**

*Staying Healthy*- Medical Communication and Physical Health- Prevention of Diseases/Impairments. *Degenerative Diseases*: Heart Disease- Cancer- Stroke.

*Primary Prevention and Behavioral Outcomes*: Safety Restraints- Immunizations- Safer Sex-

Nutrition and Diet- Obesity and Weight Control- Exercise- Sleep- Cigarette Smoking- Alcoholism and Problem Drinking. *Secondary and Tertiary Prevention and Behavioral Outcomes*: Components of Interventions that Work- Controlling Hypertension- Controlling Diabetes.

### **UNIT III BEHAVIOR CHANGE**

*Health Recommendations and Behavior Change:* Adherence to Medical Regimens-Sources of Health Information. *Historical Perspectives on Behavior Change:* Health Belief Model-Theories of Reasoned Action and Planned Behavior- Specific Beliefs about Health.

*Persuasion:* Changing Beliefs and Attitudes- Fear Induction- Exposure to Persuasive Messages- The Persuasive Person. Social Cognitive Theory- Self-Regulative Theories. *Subjective Social Norms:* What Other People Think. Intentions and Commitment. Turning Commitment into Behavior: Behavior Modification- Behavioral Self-Control- Cognitive Modification-Practical Supports and Barriers to Behavior Change- Social Support- Mental Control Strategies- Preventing Relapse.

### **UNIT IV PAIN AND STRESS**

*Meaning-* Perception of Pain. *Theories of Pain:* Gate Control Theory- Neuromatrix Theory- Other theories. Neurochemical Basis of Pain and Pain Inhibition- Pain and the Immune System- Cognitive Outcomes of Pain- Psychological Factors and Pain. *Measuring Pain:* Ways to Measure Pain- the Significance of Pain Assessment. *Treatment of Pain:* Cognitive Methods of Pain Control-Cognitive-Behavioral Methods of Pain Control- Behavior Modification in Chronic Pain-

*Psychological Processes, Stress, and Physical Illness:* Psychophysiological Disorders- the Concept of Stress-the Meaning of Stress- the Role of Cognitive Appraisal- Chronic Stress-Hassles of Everyday Life- Major Life Events- Physiological Reactions to Stress-Psychoneuroimmunology and Stress- Stress and Cardiovascular Disorders- Psychophysiological Disorders and Stress- Post-Traumatic Stress Disorder.

### **UNIT V COPING AND POSITIVE PSYCHOLOGY**

*Coping with Stress:* Coping Processes- Problem Solving and Emotional Regulation- Cognitions and Coping- Cognitive Coping Styles- Causal Attributions- Sense of Control-Learned Helplessness- Hardiness- a Sense of Coherence- Social Resources and Social Support- Emotional Disclosure. *Coping Interventions:* Mental Control- Cognitive Retraining- Exercise- Relaxation Techniques- Systematic Desensitization- Biofeedback.

*Positive Psychology:* Assumptions and Goals- the Psychology of Wellbeing- the Subjective Wellbeing- Positive Emotions and Wellbeing- Cultivating Positive Emotions- Resilience and its Sources –Self Regulation.

### **REFERENCES**

DiMatteo, M. R. & Martin, L. R. (2010) Health Psychology (LPE) Pearson Education India

Baumgardner, S. R. & Crothers, M. K. (2009). Positive Psychology (LPE) Pearson Education India.

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**LIFE SPAN PSYCHOLOGY- II (14PSC06)****Objectives:**

- To impart knowledge on physical and cognitive development from adolescence to adulthood and old age
- To provide an understanding of psychosocial development from adolescence to adulthood and old age
- to introduce students to the psychological issues involved in death and bereavement

**UNIT I: ADOLESCENCE**

Physical development: Puberty- Physical and mental health.

Cognitive development: Cognitive maturation

Psychosocial development: search for identity- sexuality- relationship with family, peer and adult society.

**UNIT II: YOUNG ADULTHOOD**

Health and physical condition- Cognitive development: perspectives on adult cognition- moral development

Psychosocial development- approaches-foundations of intimate relationships- nonmarital and marital lifestyles - parenthood - marital problems

**UNIT III: MIDDLE ADULTHOOD**

Physical development: Physical changes- Health

Cognitive development: measurement- adult cognition- creativity-education

Psychosocial development: classic approach- self at mid life- relationship

**UNIT IV: LATE ADULTHOOD**

Theories of biological aging- physical changes- health status

Cognitive development - psychosocial development- lifestyle- relationship- non-marital kinship ties

**UNIT V: DEATH AND DYING**

Faces of death- Facing death and loss- Death and bereavement across lifespan – Right to die.

**REFERENCE**

- Papalia, D.E, Olds, S.W and Feldman, R.D. (2004). Human development ( 9<sup>th</sup> edition). New Delhi: Tata McGraw-Hill.
- Berk, E.L. (2007). Development through lifespan (3<sup>rd</sup> edition). New Delhi: Pearson Education, Inc.
- Feldman. (2010). Discovering the Lifespan. New Delhi: Pearson Education, Inc.
- Keenan, T and Evans, S. (2009). An Introduction to Child Development (2<sup>nd</sup> edition). New Delhi: Sage Publications.
- Harris, M. (2008). Exploring Developmental Psychology: Understanding theory and methods. New Delhi: Sage Publications.

**PSYCHOPATHOLOGY II (14PSC07)****Objectives:**

- To orient students on different psychological disorders
- To orient students on causes and treatment of different psychological disorders

**UNIT I: SEXUAL AND GENDER IDENTITY DISORDERS**

Sexual dysfunctions: Sexual desire disorders – Sexual arousal disorders – Orgasm disorders – Sexual pain disorders – Assessment of sexual behavior: Interview – Medical examination – Psycho physiological assessment. Causes – Psychosocial treatment

Paraphilia: Fetishism – Voyeurism and Exhibitionism – Sexual sadism and Masochism – Sadistic rape – Pedophilia and Incest. Causes – Assessment – Treatment. Gender identity disorders.

**UNIT II: SUBSTANCE-RELATED DISORDERS**

Depressants: Alcohol use disorders – Sedative, Hypnotic or Anxiolytic, substance use disorders. Stimulants: Amphetamine use disorders – Cocaine use disorders – Nicotine use disorders – Caffeine use disorders. Opioids – Hallucinogens: Marijuana – LAD and others. Causes and Treatment

**UNIT III: PERSONALITY DISORDERS**

Paranoid personality disorders – Schizoid personality disorders – Schizotypal personality disorders – Antisocial personality disorder – Borderline personality disorder – Histrionic personality disorder – Narcissistic personality disorder – Dependent personality disorder- Obsessive-compulsive personality disorder

**UNIT IV: SCHIZOPHRENIA AND RELATED DISORDERS**

Identifying symptoms – Clinical description: Positive symptoms – Negative symptoms – Disorganized symptoms – Schizophrenia subtypes – Related psychotic disorders. Causes – Genetic influence – Neurobiological influences – Psychological and social influences – stress. Treatment – Biological intervention – Psychosocial intervention.

**UNIT V: DEVELOPMENTAL AND COGNITIVE DISORDERS**

Attention deficit/ hyperactivity disorder: Symptoms – Causes – Treatment. Learning disorders: Symptoms – Causes – Treatment. Autistic disorder: Symptoms – Causes – Treatment. Mental retardation: Symptoms – Causes – Treatment.

Delirium: Clinical description – Treatment. Dementia: Clinical description – Dementia of Alzheimer's type – Substance-induced persisting dementia – Causes – Treatment. Amnesic disorder.

**REFERENCE**

- Barlow and Durald. (2006). *Abnormal Psychology*. New York: Pearson India Ltd.

- Sarason and Sarason. (2010). *Abnormal Psychology: The Problem of Maladaptive Behaviour* (11<sup>th</sup> edition). New Delhi: Prentice-Hall of India Pvt Ltd.
  - Carson and Butcher. (2010). *Abnormal Psychology* (13<sup>th</sup> edition). New Delhi: Pearson Education, Inc.
  - Hecker. (2010). *Introduction to Clinical Psychology*. New Delhi: Pearson Education, Inc.
  - Sadock and Sadock. (2003). *Kaplan and Sadock's Synopsis of psychiatry: Behavioural sciences/ Clinical Psychiatry* (9<sup>th</sup> edition). Philadelphia: Lippincott Williams & Wilkins.
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**EXPERIMENTAL PSYCHOLOGY – I                      (14PSC08)**

**OBJECTIVE**

- To provide practical exposure to assess, diagnose and interpret various psychological concepts
1. Learning
  2. Transfer of training
  3. Muller-lyer Illusion
  4. Size-Weight Illusion
  5. Two-point threshold
  6. Span of attention
  7. Signal Detection
  8. Concept formation
  9. Bhatia's Battery of Intelligence tests
  10. Steadiness test
  11. Standard Progressive Matrices
  12. Emotional Intelligence
  13. Internal-External Locus of Control
  14. FIRO-B
  15. Creativity Test
- Demonstration Techniques**
16. Progressive Muscular Relaxation
  17. Rorschach
  18. Guided Imagery
  19. Transcendental Meditation
  20. Suryanamaskaram
- This list is suggestive
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**PSYCHOLOGICAL TESTING (14PSC09)****Objectives:**

- To help students to understand the meaning and methods of assessment
- To gain knowledge about various Psychological Tests
- To develop skill in utilizing various tests
- To analyze and interpret the psychological test results

**UNIT I THE BASICS OF PSYCHOLOGICAL TESTING**

Introduction – Psychological Assessment – History of Assessment – Theory and Assessment - Measurement and Evaluation – Theory of measurement – Functions of measurement – Measurement, Assessment and evaluation – The use of tests. Test Construction and Standardization: Rational test construction – Empirical test Construction –Factor Analytic test construction – Steps in test construction. Item analysis – Reliability and Validity: Different methods of establishing reliability and validity – Role of computers in testing.

**UNIT II ASSESSMENT OF INTELLIGENCE, APTITUDES AND ACHIEVEMENT**

Measuring Intelligence: Assessment of infant ability – Assessment of preschool intelligence – Individual tests of intelligence – Group tests of intelligence – Testing special population: An overview. Assessment of Aptitudes: Multiple aptitude test batteries – Predicting college performance – Post-graduate selection tests. Achievement Measurement: Essential concepts in achievement tests – Educational achievement tests - Special purpose achievement tests.

**UNIT III ATTITUDES, INTERESTS, VALUES AND PERSONALITY ASSESSMENT**

The assessment of life values – An overview of interest assessment – Inventories for interest assessment – Career and work values assessment – Attitudes and their assessment – The assessment of moral judgments – Assessment of spiritual and religious concepts. Personality Assessment: Projective techniques- Association, completion, construction and expression techniques – Self-report inventories – Behavioral assessment.

**UNIT IV NEUROPSYCHOLOGICAL AND GERIATRIC ASSESSMENT**

Anatomy of the brain – Functions of the cerebral lobes – Cerebral lateralization and specialized functions of the left and right hemisphere – Clinical tests and brain mapping techniques – Measures of attention and concentration – Tests of learning and memory – Assessment of language functions – Tests of spatial and manipulating ability – Assessment of executive functions – Assessment of motor output – Test batteries in neuropsychological assessment – Assessment of mental status in the elderly.

**UNIT V PSYCHOLOGICAL TESTING IN SPECIALIZED AREAS**

School-based assessment: Screening for school readiness – Intellectual evaluation of preschool children – Assessment of learning disabilities and related disorders – Assessment of ADHD – Assessment of emotional and behavioral disorders – Testing for giftedness. Forensic assessment: Standards for the expert witness –Evaluation of suspected malingering

– Assessment of mental state for the insanity plea – Competency of standard trial – Prediction of violence and assessment of risk – Evaluation of child custody in divorce –Controversy over the psychologists as expert witness.

## **REFERENCE**

- Anastasi,A., & Urbina,S. (1997). Psychological testing. (7<sup>th</sup> Edn). New Delhi: Pearson Education Inc.
- Chadha, N.K. (2006). Theory and Practice of Psychometry. New Delhi: New Age International Ltd.
- Domino, G., & Domino, M.L. (2006). Psychological testing. (2<sup>th</sup> Edn). New York: Cambridge University Press.
- Gregory,R.J. (2008). Psychological testing. (4<sup>th</sup> Edn). New Delhi: Pearson Education Inc.
- Ruyon, R.P, Haber, A, Pittenger, D.J and Coleman, K.A. (2010). Fundamentals of Behavioural Statistics. New York: Mc Graw Hill.
- Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan Publishers.

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## **THEORIES OF PERSONALITY (14PSC10)**

### **Objectives:**

To enable the students to understand

- The need for the concept of personality and its appraisal by various techniques
- The classical Psychoanalysis, rivals to Freud, psychoanalytic Ego Psychology, TA psychology
- Trait, type and naïve psychology of personality
- The associationist, reinforcement and social learning perspectives of personality
- Phenomenological theories of personality.

### **UNIT I: PERSONALITY: AN INTRODUCTION**

The Study Of Personality- Defining Personality – Science, Theory and Personality – Major Components of Personality- Personality Theories- Personality Appraisal – Questionnaires – Projective Tests – Objective Tests – Sociometry – Biological Data – Word Association Test.

### **UNIT II: THE PSYCHODYNAMIC PERSPECTIVE**

Classical Psychoanalysis – Freudian Psychoanalysis – Ego Psychology and Neo-Freudians – Hartman – Kohlberg – Erickson - Adler – Sullivan – Jung – Eric Berne.

### **UNIT III: THE TRAIT AND TYPE PERSPECTIVES**

Allport’s Trait theory – Cattell’s trait theory- Eysencks’s Type theory – Traits and the “Naïve Psychologists” -



**UNIT IV: THE LEARNING THEORY PERPECTIVE**

Pavlov and Associationist Theory- Skinner and Reinforcement Theory – Bandura and Social Learning Theory – Biofeedback.

**UNIT V: THE PHENOMENOLOGICAL PERPECTIVE**

Roger's Self Theory – Maslow's Self-Actualization Theory – Kelly's Theory of Personal Constructs.

**REFERENCE**

- Freidman, H.S. and Schustack, M. W (2004). Personality. New Delhi: Pearson Education.
- Kaplan, R.M. and Saccuzzo, D.P (2002). Psychological Testing: Principles, Applications and Issues (5th Ed). New Delhi: Asian Book.
- Gatchel, R.J. and Mears, F.G. (1982). Personality Theory, Assessment and Research. New York St. Martins Press.
- Hall, C.S. and Lindzey, G. (1978). Theories of Personality (3rd Ed). New York: Wiley.
- Major Arockiasamy. (2005). Personality Psychology. Thanjavur: Aranya Publishers.

**EXPERIMENTAL PSYCHOLOGY - II****(14PSC11)****Objective:**

- To provide practical exposure to assess, diagnose and interpret various psychopathological conditions
  1. PGI Brain Dysfunction
  2. Mental Health battery
  3. Medico psychological Questionnaire
  4. Student problem checklist
  5. DATB
  6. MBTI
  7. Sequin Form Board
  8. Learning Disability ( Dyslexia, Dysgraphia, ADHD)
  9. Competition and Performance
  10. State-trait anxiety test
  11. Beck's Depression Scale
  12. Pre-marital sexual anxiety scale
  13. Work Motivation
  14. SDS
  15. Coping styles inventory
  16. Neurological Assessment Battery ( any 5 sub tests )
- This list is suggestive

## **HUMAN RESOURCE MANAGEMENT (14PSE02)**

### **Objective:**

- The most valued resource of any organization is its people working for it. Success of the organization depends upon how efficiently they are able to make use of the human resource.
- It is therefore imperative to know how organizations maintain and retain its human resource.
- The course is designed to give students an insight of the theoretical and practical perspective, concepts, issues and practices in Human Resource Management.

### **UNIT I: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT AND PLANNING**

Human Resource in organization, history and development of HRM. The concept of HRM: definition, aims, characteristics, functions, models of HRM, Role of an HR practitioner. Current status of the field, Challenges and limitations of HRM. HRM Processes: Strategic HRM, HRM Policies, Competency based HRM, Knowledge management. Nature of work, Concepts and Process of Human Resource Planning, Methods and Techniques of human resource planning, talent management.

### **UNIT II: ACQUISITION OF HUMAN RESOURCES, EMPLOYEE SOCIALIZATION, ORIENTATION AND DEVELOPMENT**

Recruitment: Process and methods, Policies and procedures, Internal-external recruitment. Selection and placement: Aims and objectives, Selection tests and interviews, issues of equal job opportunity and diversity management in selection process. Socialization at work place, Motivation, attitude and emotions at work. Training: importance of training, training and development cycle in organization, e-learning, management development, career management

### **UNIT III: EMPLOYEE COMPENSATION, BENEFITS AND EVALUATION**

Compensation: Nature, Strategic compensation, Market rate analysis, legal and administrative aspects. Pay system: Development of pay systems, variable pay, benefits and incentives.

Performance appraisal: Nature and use of performance appraisal, methods of performance appraisal, Performance management, legal aspects

### **UNIT IV: EMPLOYEE RELATIONS, EMPLOYEE AND LABOR ISSUES**

Employee relations: Framework, approaches, processes, employee voice, communication. Employee health and safety: Need and importance, risk assessment, health and safety policies, accident prevention, health and safety training, Change management and innovation. Conflict management, Negotiation and bargaining, Unions and collective bargaining, Discipline and grievance management, Issues of organizational justice, legal issues.

**UNIT V: EMPLOYMENT AND HRM SERVICES**

Team work and leadership management, Employment practices and procedures, Human resource audit, accounting and information system, Human resource in mergers and acquisitions, International dimensions of HRM

**REFERENCE**

- Gary Dessler. A. (2009). Framework for Human Resource Management (5th ed). New Delhi: Pearson/Prentice Hall Publishing.
- Mathis and Jackson. Human Resource Management (12<sup>th</sup> edition). Thomson South Western.
- Rao TV (2010) . Alternative Approaches and Strategies of HRD. Rawat Publications. New Delhi.
- Biswanth Ghosh (2006). Human Resource Development and Management, Vikas Publishing House, New Delhi.
- Tapomoy Deb (2006). Human Resource Development, Ane Books, New Delhi.
- Wallace Tina (2006). Development and Management, Rawat Publications. New Delhi

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**COUNSELLING PSYCHOLOGY (14PSE03)**

**Objectives:**

- To orient students about the importance of Guidance and Counseling
- To understand the nature of counseling situation
- To understand the various areas of Counselling
- To become aware of Ethical and Legal issues in Counselling

**UNIT I: GUIDANCE AND COUNSELLING AN INTRODUCTION**

Meaning of Guidance – Basic principles and assumptions underlying guidance – Definitions of counseling – Characteristics of Counsellor – The identity of Counselling – History of

Therapeutic Counselling: The ancient Philosopher – The first Psychiatrists – Influences from Psychology – The Guidance era. The counseling era – The era of the therapeutic counseling – Licensing and regulation in Counselling.

**UNIT II: SETTINGS FOR COUNSELLING**

Different roles of Counselors – A set of generic skills – A set of common goals – Developmental and remedial orientation – Team work –Qualities of Counselling relationships – Perspectives on helping relationships.

*Counselling process:* Creating a relationship in the initial interview: Establishing rules – Planning hope – Assuring confidentiality- Assessing expectations – Collecting information –

Identifying problems – Beginning intervention – First session agenda review – Reciprocal influence.

### **UNIT III: COUNSELLING APPLICATIONS**

*Group Counselling:* Survey of groups, Encounter groups – Guidance Groups – Counselling groups – Therapy groups – Self-help and support groups. Some considerations in the use of group modalities – Counteracting potential limitations – Advantages of group work.

*Career counselling:* Functions of work – Roles of Counselling- Holland's Theory of career development. Career Education: Abilities – interests – values – Career Decision Making – Trends and Issues in Career Counselling: Changes in the work place – Work and Leisure – Use of Technology – Counselling in Industry.

### **UNIT IV: MARITAL, FAMILY, SEX AND ADDICTION COUNSELLING**

*Family Counselling:* Theories of Family Counselling – Sex Counselling: Clinical assessment interview – Physical examination and medical history – Exploration of relationship – Sensate focus exercise – Specialized techniques – Evaluation.

*Addictions Counselling:* Symptoms of addiction: Drug use and abuse – Drug culture – Types of drugs – Effects of drug abuse – Adolescent drug use – Prevention – Abuse in special populations – the Elderly – The disabled – Principles for counselling the Chemically dependent.

### **UNIT V – PROFESSIONAL PRACTICE**

*Counselling Diverse Population:* Multiculturalism – Influence of Biases – Identity issues – Preferred clients – counselling and gender – Counselling ethnic minorities – Counselling the aged – The counselor and HIV – Counselling clients who are physically challenged.

*Ethical and Legal Issues:* Professional Codes- Our divided loyalties – Areas of ethical difficulty – Dual relationship and sexual improprieties – Misjudgment and failures – Deception and informed consent – Confidentiality and privileged communication – Recent trends – Making ethical decisions – Legal issues in Counselling – Advice for the passionately committed counselling student.

### **REFERENCE**

- Kottler, J.A. and Brown, R.W. (2000). Introduction to Therapeutic Counselling. New York: Brooks / Cole.
  - Kinra. (2010). Guidance and Counselling. New Delhi: Pearson Learning Inc.
  - McLeod, J. (2009). Counselling Skill. New Delhi: Rawat Books Ltd.
  - Payne, M. (2010). Couple Counselling. New Delhi: Sage Publications.
  - Kathryn, G. and David, G. ( 2008). Relationship Counselling for Children, Young People and Families. New Delhi: Sage Publications.
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## **COGNITIVE NEUROPSYCHOLOGY (14PSC12)**

### **Objectives**

To enable the students to understand,

- the origins of cognitive neuropsychology
- the structure and functions of neurons
- the Methods to study cognitive neuropsychological concepts
- various perceptual processes
- problem solving and creative aspects of cognition

### **UNIT I INTRODUCTION COGNITIVE NEUROPSYCHOLOGY**

Meaning- History- Assumptions of Cognitive Neuropsychology- *Neuroanatomy*: the nervous system, surrounding structures (skull, blood vessels, meninges, ventricles)-. Spinal cord, brainstem, cerebellum, midbrain, thalamus, basal ganglia, cortex.

*The cellular foundations of the nerve function*: Types of nerve cells-functions- the Four lobes and their Functions

### **UNIT II METHODS**

Case Study- Animal Studies- Human Lesion Studies- Structural (X-ray, CT, MRI) and functional (SPECT, fMRI, PET, NIRS) neuroimaging.

*Electrophysiological methods*: electroencephalography (EEG), event-related potentials (ERP), magnetic encephalography (MEG). Controlling the brain - neurofeedback.

### **UNIT III PERCEPTION & ATTENTION**

Visual pattern recognition: Template-matching model – Feature analysis – Object recognition – Face recognition. Speech recognition – Feature analysis of speech. Context and pattern recognition – FLMP model.

Attention: Auditory attention – Filter theory – Attenuation theory. Visual attention: Neural basis – Visual search – Binding problem – Visual neglect – Object based attention. Central attention – Automaticity – Stroop effect.

### **UNIT IV: MEMORY AND COGNITION**

*Memory*: Atkinson and Shiffrin Model- Neural Networks Model - *Kinds of information stored in Memory*: Working Memory- Episodic and Semantic Memory- Procedural Memory- Methods to Study Memory-Forgetting- Memory Distortion and Memory Construction- Memory in Everyday Life- Memory and the Brain- Memory Improvement Techniques. *Cognition*: Thinking- Basic Elements of Thought- Reasoning– Making Decisions- Problem Solving and its Methods- Artificial Intelligence- Language and its Development – Language and Thought.

Sensory memory: Visual – Auditory. Short-term memory – Working memory: Baddeley’s theory – Long-term memory – Factors influencing memory – Techniques for studying textual material. Retention – Interference – Retrieval and inference: Plausible retrieval – Elaboration & inference – Eyewitness testimony & False memory. Associative structure and retrieval: Effect of encoding context – Encoding-specificity.

#### **UNIT V PROBLEM SOLVING AND REASONING**

Problem solving process – Problem solving operators: Acquisition of operators – Analogy & imitation. Operator selection: Difference-reduction model –Mean-end analysis – Tower of Hanoi –Problem representation: functional fixedness. Set effects.

Reasoning about conditionals: Wason selection task – Permission schema – Probabilistic interpretation. Deductive reasoning: Categorical syllogism –Atmosphere hypothesis –Process explanation. Inductive reasoning: Hypothesis formation and testing.

#### **REFERENCE**

- Ellis, A. W., & Young, A. W. (2013). *Human cognitive neuropsychology: A textbook with readings*. Psychology Press.Chicago
- Rapp, B. E. (2001). *The handbook of cognitive neuropsychology: What deficits reveal about the human mind*. Psychology Press.
- Margaret W. Matlin. *Cognition* (6<sup>th</sup> Edition). Wiley.
- Solso. R. L. (2004). *Cognitive Psychology* (6<sup>th</sup> Edition). New Delhi: Pearson Education Pvt. Ltd.
- Wessells, M. G. (1982). *Cognitive Psychology*. New York: Harper and Row Publishers.
- Best, B. J. (1983). *Cognitive Psychology* (2<sup>nd</sup> Edition). New York: West Publishing Company.
- Wood, G. (1983). *Cognitive Psychology - A Skills Approach*. California: Cole Publishing.
- Kolb, B. (2003). *Fundamental of Human Neuropsychology* (5<sup>th</sup> edition). New York: Worth Publishers.
- Beaumont, J.G. (1982) *Neuropsychology*, Guildford Publishers, New York

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## **PSYCHOTHERAPEUTICS (14PSC13)**

### **Objectives**

- To understand the meaning of therapy and faced by beginning therapists
- To gain insight into the theoretical approaches of psychopathology
- To understand the application of those theoretical principles in treating

### **UNIT I: FREUDIAN, KLEINIAN AND JUNGIAN APPROACHES**

Theoretical assumptions: The person – Conceptualization of psychological disturbance and health – Perpetuation – Change. Practice: Goals – Selection criteria – Qualities of therapists – Therapeutic relationship – Strategies and techniques – Change process – Limitations.

### **UNIT II: ADLERIAN APPROACH AND PERSON CENTRED THERAPY**

Theoretical assumptions: The person – Conceptualization of psychological disturbance and health – Perpetuation – Change. Practice: Goals – Selection criteria – Qualities of therapists – Therapeutic relationship – Strategies and techniques – Change process – Limitations.

### **UNIT III: GESTALT, PERSONAL CONSTRUCT AND EXISTENTIAL THERAPIES**

Theoretical assumptions: The person – Conceptualization of psychological disturbance and health – Perpetuation – Change. Practice: Goals – Selection criteria – Qualities of therapists – Therapeutic relationship – Strategies and techniques – Change process – Limitations.

### **UNIT IV: COGNITIVE THERAPY AND TRANSACTIONAL ANALYSIS**

Theoretical assumptions: The person – Conceptualization of psychological disturbance and health – Perpetuation – Change. Practice: Goals – Selection criteria – Qualities of therapists – Therapeutic relationship – Strategies and techniques – Change process – Limitations.

### **UNIT V: BEHAVIOR AND RATIONAL EMOTIVE BEHAVIOUR THERAPIES**

Theoretical assumptions: The person – Conceptualization of psychological disturbance and health – Perpetuation – Change. Practice: Goals – Selection criteria – Qualities of therapists – Therapeutic relationship – Strategies and techniques – Change process – Limitations.

### **REFERENCE**

- Dryden, W. (1998). Handbook of Individual Therapy. ND: Sage Publications.
- Kottler, J.A. and Brown, R.W. (2000). Introduction to Therapeutic Counseling. NY: U.S. Brooks/ Cole.
- Wills, F. (2008). Skills in Cognitive Behavior Counselling and Psychotherapy. ND : Sage Publications.
- Capuzzi. (2010). Counselling and Psychotherapy (4<sup>th</sup> edition). New Delhi: Pearson Education Inc.
- Lapworth, P. and Sills .C (2008). Integration in counselling and psychotherapy.ND: Sage Publication.

## **ORGANIZATIONAL BEHAVIOUR (14PSC14)**

### **Objective:**

- To familiarize students about the factors that contribute to achieving organizational effectiveness, at the individual, group and structural level
- To expose them to organizational system, change and its management.
- To orient them to the concept of work stress and its management.

### **UNIT I: INTRODUCTION**

Definition. Models of OB; autocratic, custodial, supportive, collegial and system. Historical evolution of OB. What managers do? Contributing disciplines to OB. Challenges and Opportunities. Case studies and exercises

### **UNIT II: THE INDIVIDUAL IN ORGANIZATION**

Foundations of Individual behaviour. Attitudes and Job satisfaction. Personality and values. Perception and individual decision making. Motivation concepts and applications. Emotions and moods. Case studies and exercises

### **UNIT III: THE GROUP IN ORGANIZATION**

Foundations of Group behaviour. Understanding work teams. Communication. Basic approaches to leadership and contemporary issues. Power and politics. Conflict and negotiation. Case studies and exercises

### **UNIT IV: THE ORGANIZATION SYSTEM AND ORGANIZATIONAL DYNAMICS**

Foundations of Organization structure. Work design. Organizational culture. Human resource policies and practices. Organizational Change – Forces for Change. Managing planned change. Resistance to change. Approaches to managing Organizational change, Contemporary change issues.

### **UNIT IV: WORK RELATED STRESS AND STRESS MANAGEMENT**

What is Stress?- Stressors – Individual differences in stress – Consequences of Distress – Managing Work-Related Stress – Any two stress reduction techniques –Case studies

### **REFERENCE**

- Robbins, P. S. and Judge, A. T. (2007). Organizational Behaviour (12<sup>th</sup> edition). New Delhi: Prentice-Hall of India Pvt Ltd.
- McShane, L. S. and Mary Ann Von Glinow. (2006). Organizational Behaviour (3<sup>rd</sup> edition). New Delhi: Tata McGraw-Hill Publishing Company.
- Eugene McKenna. Business Psychology and Organizational Behaviour (4<sup>th</sup> edition) (Special Indian Edition) New Delhi: Psychology Press, Distributed by I K International Pvt. ltd.,
- Newstrom, J. W. (2007). Organizational behaviour – Human Behaviour at Work (12<sup>th</sup> edition). New Delhi: Tata McGraw Hill Publishing Company Ltd.
- Slocum, J.W and Don Hellriegel. (2007). Fundamentals of Organizational Behaviour. India: Thomson Learning.



## **TRAINING AND DEVELOPMENT (14PSE04)**

### **Objective:**

- To help students learn the theoretical foundations of training and development and also understand the practical issues related to employee training and development.
- To help students in gaining more self awareness and develop themselves as a better trainer.

### **UNIT I – INTRODUCTION**

Concept of Training and Development – The Training Process- Learning – Training Methods: Approach, On-the-Job methods, Off-the-Job methods; Knowledge-based, Simulation methods, Experiential Methods – Evaluation of Training.

### **UNIT II – ORGANIZATION DEVELOPMENT AND EXECUTIVE DEVELOPMENT**

Organization Development ( OD): Concept, Interventions and Classification, OD interventions based on Target Groups, Process and Structural OD interventions and Learning Organization. Executive Development: Concept, Developing people, Career Planning and Management, Promotion.

### **UNIT III – EMERGING DEVELOPMENTS IN TRAINING**

**Fashioning** a Coherent Training Strategy – New concepts of Training – Evolving Training Strategy- Mentoring – Assessment and Development Centre-Competency Development-Developing potential – Learning in fifth generation Management – Process of Knowledge – Factors: to improve Effectiveness of Training, for success of training activity and management training in future

### **UNIT IV – TRAINING DESIGNS FOR SPECIFIC AREAS**

Training and Development of Expatriates for Global Assignments- Training for Cultural Diversity – Web-based Training for Call Centers – Training: for Call Centers, Team-building, Interim Staff, and Apprenticeship. Transforming Anger – Learning to Build Self-Esteem, Identifying Training Needs of Small Scale Enterprises and Techniques for Trainers to improve Voice

### **UNIT V – TRAINING INSTRUMENTS / TEST**

Psychometric tests – Myer Briggs Type Indicator – Test for Selection and Training – Passive, Aggressive and Assertiveness (PAA) – FIRO-B Questionnaire – Room arrangement and Training tools

### **REFERENCE**

- Bhatia, S. K. (2005). Training and Development: Concepts and Practices, Emerging Development, Challenges and Strategies in HRD. New Delhi: Deep and Deep Publications Pvt. Ltd.

- Nick, B. P and James, W. T. (2007). *Effective Training - Systems, Strategies, and Practices*. New Delhi: Prentice-Hall,
- Noe, R. A. (2008). *Employee training and development* (4<sup>th</sup> edition). New Delhi: McGraw-Hill.
- DeSimone, Randy L., Werner, Jon M., and Harris, David M. (2002). *Human Resource Development* (3<sup>rd</sup> Ed.). Cincinnati: Thomson/South-Western College Publishing.
- Goldstein, I.L. (1993). *Training in Organization* (3<sup>rd</sup> edition). Pacific Grove, CA: Brooks/Cole Publishing Company.

### **SCHOOL COUNSELLING (14PSE05)**

#### **Objectives:**

- To orient students about the importance of School Counselling
- To make them understand the Models of School Counselling
- To make them understand the various areas of School Counselling
- To make them aware of deal with Suicidal thoughts, Depression, and Life Meaning

#### **UNIT I: SCHOOL COUNSELLING, ROLE OF TESTING IN SCHOOLS AND PROFESSIONAL AND ETHICAL BOUNDARIES IN SCHOOL COUNSELLING**

***School Counselling:*** Meaning- Need-Development- Scope-What counselling is for-Development of School Counselling-Scope-the counsellor's relationships within school.

***Role of Testing in Schools:*** Pre-School Assessment- Assessment in the Primary Grads and High Schools- Admission into College- Entrance into Professional Training.

***Professional and Ethical Boundaries in School Counselling:***Confidentiality and the Law-Codes of Confidentialitywith Pupil Clients in School- Child Protection and Codes of Confidentiality.

#### **UNIT II: MODELS OF SCHOOL COUNSELLING**

***Models of School Counselling:***Adler's Theories in School Counseling- Rogers's Person-(Child)-Centered School Counseling- Behaviorism- Ellis's Rational Emotive Behavior Therapy in School Counseling- Beck's Cognitive Behavioral Therapy in School Counseling. Glasser's Reality Therapy Supported by Choice Theory in School Counseling- Group Counseling- Solution-Focused Brief Counseling- Strengths Based Counseling in the Schools-Virtual Counseling

#### **UNIT III: IDENTITY CRISIS, PARENTAL SEPARATION AND LOSS AND BEREAVEMENT**

***Identity Crisis among Adolescents:***Erikson's theory and Marcia's theory

***Parental Separation and Stepparent Conflict:*** Counselling at the Beginning of Parental Separation- Counselling after Separation- Counselling on Living with Step Parents.

***Loss and Bereavement:*** The Context of Bereavement for Young People- Effect of Bereavement on Development- Bereavement Counselling.

**UNIT IV BULLYING, SEXUAL INCLINATION, DRUGS AND ALCOHOL MISUSE**

**Bullying School:** Counselling Bullies- Counselling the Groups- Counselling Victims of Physical Abuse- Counselling Victims of Verbal Abuse. **Anger, Aggression and Violence in Schools:** Violence and Aggression as a Social Problem- Counselling Violent and Aggressive Pupils.

**Sexual Inclination and Conduct:** Heterosexual Inclination and Conduct- Counselling For Heterosexual Young People- Counselling For Homosexual Young People. **Smoking, Drugs and Alcohol Misuse:** Drugs in the Society- Counselling Smokers- Counselling for Drug and Alcohol Problems.

**UNIT V: LOW SELF-ESTEEM, DEPRESSION, LIFE MEANING AND SPIRITUAL EMPTINESS**

**Low Self-Esteem, Depression and Suicidal Thoughts:** Counselling To Raise Self-Esteem- Counselling Depressed Young People- Counselling Those with Suicidal Thoughts- Counselling the Sexually Abused.

**Life Meaning and Spiritual Emptiness:** Spirituality in the Western Life Style- Spiritual Development- Spiritual Counselling and Problems of Congruence- Integrative Style of Spirituality-Centered Counselling.

**REFERENCES**

- Lines, D. (2011). *Brief counselling in schools: Working with young people from 11 to 18*. Sage.
- Baginsky, W. (2004). School counselling in England, Wales and Northern Ireland: a review. *London: National Society for the Prevention of Cruelty to Children*.
- Chandrashekar C.R. (Editor) (2008) Manual for college teachers on students counselling, National Institute of Mental Health & Neuro Sciences, Bangalore-560029
- Models of School Counselling [http://www.sagepub.in/upm-data/42517\\_6.pdf](http://www.sagepub.in/upm-data/42517_6.pdf) retrieved on 04.12.2013

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**\*PROJECT WORK REPORT (14PSC15)**

**MAXIMUM MARKS: 100 (Project Report 75 + Viva Voce 25)**

1. The objective of the Project work is to further the student's critical thinking and scientific enquiry of psychological concepts through systematic investigation; To make the student understand the importance of scientific research in Psychology; To expose the student to various methods of research; To emphasize the role of statistical procedures in the interpretation of the data collected; To make the student learn the art of report presentation.
2. The Project work report should be submitted to the Department of Psychology, Periyar University on or before 30<sup>th</sup> April of the prescribed year. In case a candidate

could not submit the report within the date specified he/she may be granted extension of time for three months at one time for submitting their report.

3. Guides for the Project work will be allotted as per the student preference.
4. The Project work may be a survey (fact findings or exploratory nature). Construction or Standardization of a test, collection of clinical case studies, a Problem solving assignment, Verification of existing or established theory and any other assignment as approved by the respective faculty guide and the HOD.

#### 5. NORMS FOR EVALUATION FOR PROJECT REPORT

1. Introduction	10 Marks
2. Methodology	15 Marks
3. Review of Literature	10 Marks
4. Results and Discussions	20 Marks
5. Summary and Conclusion	10 Marks
6. References or Bibliography	10 Marks
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Project Report	75 Marks
Viva -Voce Examination:	25 Marks
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<b>Total</b>	<b>100 Marks</b>

#### INTERNAL ASSESSMENT (25 MARKS)

Test	15 marks
Seminar	05 marks
Assignment	05 marks

#### QUESTION PAPER PATTERN FOR EXTERNAL EXAMINATION (75 MARKS)

SECTION A ---5 × 5 = 25 (Either or Type)

SECTION B ----5 × 10 = 50 (Either or Type)

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*The best of mankind's youth start out in life with a sense of enormous expectations, the sense that one's life is important that great achievements are within one's capacity and that great things lie ahead. It is not in the nature of man – nor of any living entity – to start out by giving up... -Ayn Rand*

## **SUPPORTIVE COURSE - POSITIVE PSYCHOLOGY (14PSS01)**

### **Objectives:**

- To develop the ability to look at the positives in life
- To cultivate positive emotions
- To help them to regulate themselves

### **UNIT I INTRODUCTION**

Traditional psychology: negative focus - Positive psychology: Health psychology, positive emotions and lifespan, clinical psychology, developmental psychology, , social/ Personality Psychology – Goals and Assumptions of Positive Psychology.

Need for psychology of well-being – Hedonic basis of happiness: measuring subjective well-being, Life satisfaction, Affect, Measures of happiness – Edaimonic basis of happiness – psychological well-being and positive functioning – Self-determination theory.

### **UNIT II POSITIVE EMOTIONS AND RESILIENCE**

Meaning of positive emotions – Positive emotions and health resources: Physical resources, Psychological resources, Social resources. Positive emotions and well-being: Positive behavior and Happiness, Success, Flourishing. Cultivating positive emotions.

Resilience – Meaning – Sources of resilience in children, disadvantaged youth, adulthood and later life – Trauma – effects – Explanations for growth through trauma.

### **UNIT III HAPPINESS**

Happiness across life span – Stability in well-being – Gender and Happiness: Gender difference in emotional experience – Marriage and Happiness: Benefits of marriage, selection effect. Gender difference in benefits of marriage – Other factors: Physical and mental health, Work and unemployment, Intelligence and education.

Understanding money and Happiness – Culture and Well-being: Individualistic style – Collectivist style – Cultural ideals, Emotional expressions, Group pride, Self-critical attitudes, False humility.

### **UNIT IV GOALS, SELF-REGULATION AND SELF-CONTROL**

Personal goals – Definition – Measurement – Goal-related motivation: Fulfillment of basic human needs – Goals and values – Goals and well-being: Matching hypothesis – Materialism and discontents: Content of materialistic goals, Adopting materialistic values, Affluence and materialism.

Value of self-control – Personal goals and self-regulation: Control theory, Self-discrepancy theory – Success in self-regulation: Need for planning – Commitment and Confidence – Goals and self-regulation problems – Failure in self-control – Goal disengagement.

### **UNIT V POSITIVE TRAITS, CLOSE RELATIONSHIPS AND WELL-BEING**

Personality, Emotions and Biology: Positive and negative affectivity – Genetics and Happiness – Personality and happiness – Neurobiology and Motives. Positive beliefs: Self-esteem – Personal control – Optimism – Positive illusions.

Close relationships – Characteristics – Exchange and communal relationships. Friendship and Romantic love: Rules clarity, Complexity of feelings, Expectations – Types of love: Passionate and Companionate love, Triangular theory of love – Attachment style – Conflict and communication skills – Attributions – Contours of happy marriage.

### **REFERENCE BOOKS:**

- Baumgardner, S.R. and Crothers, M.K. (2009). Positive Psychology. New Delhi: Pearson Education, Inc.
- Snyder, C.R., Lopez, S.J and Pedrotti, J.T. (2011). Positive Psychology – The Scientific & Practical Explorations of Human Strengths. New Delhi: Sage Publications.
- Carr, A. (2004). Positive Psychology – The Science of Happiness and Human Strengths. London: Routledge.

### **SUPPORTIVE COURSE - PSYCHOLOGY FOR PERSONAL AND PROFESSIONAL DEVELOPMENT (14PSS02)**

#### **Objectives:**

- To develop the potential for satisfactory life
- To instill confidence in formal and informal interpersonal relationships
- To identify life goals and provide psychological skills to achieve them

#### **UNIT I: DEVELOPING YOUR EMOTIONAL POTENTIAL**

The power of self-belief; what is success- values, beliefs- Setting realistic goals-self belief. Setting realistic goals; identifying your goals-creating an action plan-reaching your goals.

#### **UNIT II: DEVELOPING YOUR INTELLECTUAL POTENTIAL**

Improving your thinking skills; The Brain – remembering – thinking critically- solving problems- thinking creatively. Improving your study skills; learning styles-preparing to study-reading books and articles- taking notes-taking tests-using the library.

#### **UNIT III: DEVELOPING YOUR PHYSICAL POTENTIAL**

Eating well; nutrients- what is balanced diet? Changing your eating habits, healthy weights. Staying healthy; exercise-rest-drug abuse-STDs and AIDS.

#### **UNIT IV: DEVELOPING YOUR SOCIAL POTENTIAL**

Communicating effectively; what is communication? – barriers to communication-communication styles-effective communication. Improving your listening skills – Why listening is so hard? - Listening effectively. Improving your speaking your speaking skills; first impressions- speech qualities-effective conversations-speaking on telephone- speaking to

groups. Getting along with others; begin with yourself-consider your ethical values- reach out to others- feedback in relationships-conflict. Functioning in groups; group dynamics-how people behave in groups- participating in groups- leading groups.

#### **UNIT V: DEVELOPING YOUR ACTION PLAN**

Handling Change and Stress; causes of stress-personality and stress- signs of stress- coping with stress. Managing Time; They tyranny of time- getting organized- using time management tools. Managing money; attitudes toward money-the financial pyramid-budgeting for the basics-savings, credit, and insurance-owning a home and investing for the future. Preparing for your career; what can you offer?-what do you want? Matching yourself to an occupation- taking action on your job search-your career a life long enterprise.

#### **REFERENCE BOOK:**

Throop, R.K., & Castellucci, M.B.(1999).Reaching your potential: Personal and Professional Development. 2<sup>nd</sup> ED. Delmer Publishers.

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