

Preamble

The Department of Psychology has been started in the academic year 2017 – 2018 as a self supporting course. It has been the first of its kind in Thoothukudi District to offer a regular Psychology course for the young women in and around Thoothukudi. It has been aptly started in the calendar year of “JOY”, to offer inner liberation and develop immense self esteem and happiness in the minds of the young women. The department has grown steadily and intends to develop into a PG Department, laying the foundation of research among the young budding psychologists.

Vision:

To make young women powerful personalities and great sources of positivity.

Mission:

- To make Psychology a tool to empower women and make them mentally efficient so that they contribute to the development of the society.
- To empower students and make them psychologically strong individuals of the society.
- To conduct various Seminars and Conferences in the field of Psychology.
- To make known the value of Psychology so that even people from other disciplines may get benefitted.
- To conduct various Interactive Programmes with the society to be of use to the public.
- To develop the students into socially responsible citizens
- To lay the foundation of research in the minds of the students
- To equip the students with skill and knowledge and help them gain employability once they complete the course

Programme Outcome

PO. NO.	After completion of the Postgraduate programme, the students of St. Mary's College will be able to
PO-1	acquire expertise knowledge in their respective disciplines and become professionals.
PO-2	pursue research / higher learning programmes.
PO-3	compete in the job market by applying the knowledge acquired in Arts, Science, Economics, Commerce and Management studies
PO-4	develop critical / logical thinking skills and managerial skills and become locally, nationally & globally competent
PO-5	apply their experiment and research skills to analyze and solve complex problems.
PO-6	develop themselves as a holistic person assisting in the Nation building process.
PO-7	be a lifelong learner and amenable to new ideas, actively seek out new ways of learning or understanding the world.
PO-8	be an empowered and economically independent woman with efficient leadership qualities in an egalitarian society through liberative education.

Program Specific Outcome

PSO. No.	Upon completion of Postgraduate Programme, the students will be able to	PO mapped
PSO1	give an in-depth knowledge in the field of psychology and its various disciplines and learn the concepts of developmental psychology and life stages.	PO 1 & 2
PSO2	know the importance of knowing about the details of Theories of Personality and Biological psychology to help in practical applications in life situations	PO 1 & 2
PSO3	understand and become familiar with the processes and stages of Counselling Psychology and Psycho therapeutics	PO 5 & 7
PSO4	know the fundamental concepts of Advanced Social Psychology and Research Methodology that will enable them to be efficient researchers.	PO 5 & 7
PSO5	develop a critical thinking in the areas of Clinical Psychology and Psychological testing and Statistical measures	PO 5 & 7
PSO6	have an in-depth understanding on the concepts of Indian Psychology which enables culture based research approaches to education	PO 6 & 7
PSO7	understand the various concepts of Human resource management and Organizational Behaviour that promotes employability	PO 6, 7, 8
PSO8	be thorough with the nature and theories of Neuropsychology and Rehabilitation psychology which helps them contribute to the society	PO 1, 2 & 8

**PG PSYCHOLOGY
COURSE STRUCTURE
SEMESTER I**

Subject	Subject code	Title of the Paper	Contact hours/ week	Credits	Maximum marks		
					CIA	ESE	TOTAL
Core I	21PPSC11	Advanced General Psychology	6	4	40	60	100
Core II	21PPSC12	Developmental Psychology	6	4	40	60	100
Core III	21PPSC13	Theories of Personality	5	4	40	60	100
Core IV	21PPSC14	Physiological Psychology	5	4	40	60	100
Core Practical I	21PPSCR1	Advanced GP & DP	4	2	40	60	100
Core Practical II	21PPSCR2	Theories of Personality & BP	4	2	40	60	100
MOOC (Compulsory)				+2 (Extra)			
			30	20			

SEMESTER II

Subject	Subject code	Title of the Paper	Contact hours / week	Credits	Maximum marks		
					CIA	ESE	TOTAL
Core V	21PPSC21	Counselling Psychology	5	4	40	60	100
Core VI	21PPSC22	Psychotherapeutics	5	4	40	60	100
Core VII	21PPSC23	Advanced Social Psychology	5	4	40	60	100
Core VIII	21PPSC24	Research methodology	4	4	40	60	100
Field work	21PPFW21		3	3	40	60	100
Core Practical III	21PPSCR3	CP & Psychotherapeutics	4	2	40	60	100
Core Practical IV	21PPSCR4	Advanced SP & RM	4	2			
			30	23+2			

SEMESTER III

Subject	Subject code	Title of the Paper	Contact hours / week	Credits	Maximum marks		
					CIA	ESE	TOTAL
Core IX	21PPSC31	Clinical Psychology	6	4	40	60	100
Core X	21PPSC32	Indian Psychology	6	4	40	60	100
Core XI	21PPSC33	Statistics for behavioural sciences	5	4	40	60	100
Core XII	21PPSC34	Psychological Testing	5	4	40	60	100
Core Practical V	21PPSCR5	Clinical Psychology &IP	4	2	40	60	100
Core Practical VI	21PPSCR6	Statistics &Psychological testing	4	2	40	60	100
Self study course / MOOC	21PPSSS1	Educational Psychology		+2 (Extra)		100	100
			30	20+2			

SEMESTER IV

Subject	Subject code	Title of the Paper	Contact hours / week	Credits	Maximum marks		
					CIA	ESE	TOTAL
Core XIII	21PPSC41	Human resource management	4	4	40	60	100
Core XIV	21PPSC42	Organisational Behaviour	5	4	40	60	100
Core XV	21PPSC43	Neuro Psychology	5	4	40	60	100
Core Practical VII	21PPSCR7	HRM & OB	2	2	40	60	100
Core Practical VIII	21PPSCR8	Neuropsychology	4	3	40	60	100
Elective I	21PPSCE1	Rehabilitation Psychology	4	4	40	60	100
Project	21PPSP41		6	6		100	100
			30	27			

Semester	Hours	Credits	Extra Credits
I	30	20	-
II	30	23	2
III	30	20	2
IV	30	27	-
TOTAL	180	140	4

Courses	Number of Courses	Hours/Week	Credits	Extra Credits
Core	15T+8P	77T+24P	62T+17P	-
Core Elective	1	4	4	-
Field Work	1	3	3	
Individual Project	1	6	6	-
Self study papers	2	-	-	4
Self Study Papers (Compulsory)	1	-	2	-
Total		114	94	4

SEMESTER I			
Core I		Advanced General Psychology	
Code: 21PPSC11	Hrs/Week:6	Hrs/ Sem: 90	Credit: 4

Vision: To impart advanced knowledge on the subject of psychology.

Mission: To get detailed understanding on the principles of the origin of psychology as a discipline.

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	PSO addressed	CL
CO-1	know the nature, goal and historical origins of psychology.	1	Re, Un
CO-2	learn the concepts of sensation, perception and consciousness by associating with daily activities.	1	Un, An
CO-3	understand about cognitive elements such as memory, language and thought.	1	Re, An
CO-4	apply the concepts of general psychology by inculcating them in one's daily life.	1	Ap, Cn
CO-5	know about intelligence, learning and conditioning and how they are acquired in individuals.	1	Un
CO-6	evaluate the importance of every concepts and understand their key elements.	1	Ev, An

SEMESTER I			
Core I		Advanced General Psychology	
Code: 21PPSC11	Hrs/Week:6	Hrs/ Sem: 90	Credit: 4

UNIT I-Introduction

Definition of Psychology, Goals of Psychology, The Historical Origins of Psychology, Contemporary Psychological Perspectives, The Study of the Biological Bases of Psychology - Neurons, the Building Blocks of the Nervous System, The Organization of the Brain, The Autonomic Nervous System, The Endocrine System and Evolution, Genes, and Behavior

UNIT II- Sensory Processes, Perception and Consciousness

Sensory processes – Characteristics of sensory modalities, Abstraction, Divisions of labor in the brain and Perceptual development.

Perception – Attention, Localization, Recognition, Hypnosis, Psychoactive drugs and PSI phenomena.

Consciousness – Aspects of consciousness, Sleep and dreams, Learning and Motivation.

UNIT III-Memory, Language and Thought

Memory – Three Important Distinctions, Sensory Memory, Working Memory, Long-Term Memory, Implicit Memory, Constructive Memory, Improving Memory.

Language and Thought – Language and Communication, The Development of Language, Concepts and Categorization: The Building Blocks of Thought, Reasoning, Imaginal Thought and Thought in action: Problem Solving.

UNIT IV-Motivation, Emotion and Stress

Motivation - Drives and Homeostasis, Incentive Motivation and Reward, Hunger, Eating, and Eating Disorders, Gender and Sexuality.

Emotion - Components of Emotion, Three Theories of Emotion, Cognitive Appraisal and Emotion, Bodily Changes and Emotion, Responses to Emotion: Emotion Regulation, Emotions, Gender, and Culture, Aggression. **Stress** - Characteristics of Stressful Events,

Psychological Reactions to Stress, Physiological Reactions to Stress, Psychological Factors and Stress Responses, Coping and managing stress.

UNIT V-Intelligence, Learning and Conditioning

Intelligence – Assessment of Intellectual Abilities, Contemporary Theories of Intelligence, Genetics and Intelligence, Emotional Intelligence and General Learning Disability.

Learning and Conditioning – Classical Conditioning, Instrumental Conditioning, Learning and Cognition, Learning and Cognition.

Text Book:

1. Atkinson & Hilgard's (2014). *Introduction to Psychology*, 16th Edition, Oxford & I.B.H. Publishing co. Pvt. Ltd, New Delhi.

Reference:

1. Lahey, Benjamin B. (2012). *Psychology: an introduction / Benjamin Lahey*.—11th ed, Published by McGraw-Hill.
2. Baron, R.A., (2002) "*Psychology*", 5th Edition, Pearson Education, New Delhi.
3. Kalat, J. W. (1996). *Introduction to psychology*. Pacific Grove: Brooks/Cole Publ.
4. Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (1986). *Introduction to psychology*. New York: McGraw-Hill.
5. Robert S. Feldman (2006). *Understanding Psychology*. Sixth Edition. Tata McGraw-Hill Companies, New Delhi.

SEMESTER I			
Core II		Developmental Psychology	
Code: 21PPSC12	Hrs/Week:6	Hrs/ Sem: 90	Credit: 4

Vision: To impart the understanding of different psychological and physical stages of human development.

Mission: To understand and apply the concepts of developmental psychology in one's daily life.

Course Outcome:

CO. No.	Upon completion of this course, students will be able to.	PSO addressed	CL
CO-1	know the stages of human development and their significant milestones.	1	Re, Un
CO-2	understand the psychology of development starting from the womb of the mother.	1	Un, An
CO-3	understand about the physical, cognitive and psychological changes that takes place in each stage human life.	1 & 2	An
CO-4	apply the concepts of development by associating it with one's own life.	1 & 2	Un, Cr
CO-5	know about the family and peer influences on the behavior and personality of children.	1 & 4	Un
CO-6	evaluate the differences in each stage and understand why these changes are essential for growth.	1 & 2	Un, An

SEMESTER I			
Core II		Developmental Psychology	
Code: 21PPSC12	Hrs/Week:6	Hrs/ Sem: 90	Credit: 4

UNIT I- The Life Span Perspective

Introduction: The Importance of Studying Life-Span Development, Characteristics of the Life-Span Perspective; **The Nature of Development-** Periods of Development, The Significance of Age, Developmental Issues; **Theories of Development** – Psychoanalytic Theories, Cognitive Theories, Behavioral and Social Cognitive.

UNIT II- Prenatal and Infancy

Prenatal – Prenatal Development and Birth. **Infancy** – Physical Growth and Development in Infancy, Motor Development, Sensory and Perceptual Development, Learning, Remembering, and Conceptualizing, Language Development; Cognitive development in infancy; Socioemotional Development in Infancy

UNIT III- Childhood – Early, Middle and Late

Early childhood – Physical Changes, Cognitive Changes, Language Development; Socioemotional Development – Emotional and Personality Development, Families, Peer Relations, Play, and Television. **Middle and Late** - Physical Changes and Health, Cognitive Changes, Language Development; Socioemotional Development – Emotional and Personality Development, Families, Peers and Schools.

UNIT IV- Adolescence and Early Adulthood

Adolescence – The Nature of Adolescence, Physical Changes, Adolescent Cognition, Schools; Socioemotional Development – The Self, Identity, and Religious/Spiritual Development, Families, Peers, Culture and Adolescent Development and Adolescent Problems.

Early Adulthood - The Transition from Adolescence to Adulthood, Physical Development, Sexuality, Cognitive Development, Career and work, Attraction, Love, and Close Relationships, Adult Lifestyles.

UNIT V- Middle, Late Adulthood and Endings

Middle Adulthood - The Nature, Physical Development, Careers, Work, and Leisure, Cognitive Development, Religion and Meaning in Life, Personality Theories and Development, Stability and Change, Close Relationships. Late Adulthood – Longevity, Physical Development, Cognitive Functioning in Older Adults, Work and Retirement, Mental Health, Religion, Theories of Socioemotional Development, Families and Social Relationships. Endings - Facing One's Own Death; A Developmental Perspective on Death.

Text Book:

1. John W. Santrock (2006). *Life Span Development*. Thirteenth Edition. McGraw Hill Companies. New Delhi.

Reference:

1. Elizabeth B. Hurlock (2009). *Developmental Psychology: A Life-span Approach*. 5th Edition. Tata McGraw-Hill Publishing Company Limited, New Delhi.
2. Diane E. Papalia (2004). *Human Development*. Ninth Edition. McGraw Hill Publishing Company Ltd. New York.
3. Mangal, S. K., “*Educating Exceptional Children - An Introduction to Special Education*”, PHI Learning Private Ltd, New Delhi, 2007.
4. Wenar, C., and Kerig, P., “*Developmental Psychopathology: From Infancy through Adolescence*”, 4 thEdition, McGraw Hill Higher Education, 2000.
5. Confer, J. C. & others. (2010). Evolutionary psychology. *American Psychologist*, 65, 110–126

SEMESTER I			
Core III		Theories of Personality	
Code: 21PPSC13	Hrs/Week: 5	Hrs/ Sem: 75	Credit: 4

Vision: To impart the understanding about the different theories and the theorists who proposed them.

Mission: To create deeper understanding about theories and how they can be implemented in therapy.

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to.	PSO addressed	CL
CO-1	understand the lives of the theorist who proposed various theories of personality.	1 & 2	Re
CO-2	learn the underlying factors that contributed to the development of the particular theory.	1 & 2	Re, Un
CO-3	understand about the advantages and disadvantages of each theory.	2	An, Ev
CO-4	apply the concept of various theories and their uses.	2	Un, Ap
CO-5	know about the applicability of each theory and understand their contribution to psychology.	2 & 4	Un
CO-6	evaluate the differences existing between every theory.	2	Un, An

SEMESTER I			
Core III		Theories of Personality	
Code: 21PPSC13	Hrs/Week: 5	Hrs/ Sem: 75	Credit: 4

UNIT I- The Nature of Personality Theory

Personality theory and history- Definitions: personality, paradox of human nature. Personality in perspective: genetic, environmental, learning, parental, developmental factors.

UNIT II- Psychodynamic Approach

Sigmund Freud- Neo Psychoanalytic Approach: Alfred Adler, Carl Jung.

UNIT III- Neo Psychoanalytic Approach

Karen Horney, Eric Erikson

UNIT IV- Humanistic Approach

Carl Rogers, Abraham Maslow. Cognitive Approach George Kelly, Type Approach: Eysenck, Allport, BIG 5 Theory

UNIT V- Behaviouristic Approach

Skinner, Albert Bandura, Current Theories: Rotter, Zuckerman, Seligman.

Text books:

1. Duanep, Schultz & Sydney Ellen Schultz (2012). *Theories of Personality* (10thEdn.)
New Delhi: Thomson Publishers

Reference books:

1. Hall,S. Calvin & Garner Lindzey (2007). *Theories of Personality*(4thEdn.), John Wiley & sons: US 137 (H)
2. Feist, J. &Feist, G.J. (2006). *Theories of personality*, (6thed.). New Delhi: McGraw Hill.
3. Donna M, Ashcraft (2015). *Personality Theories Workbook*, Cengage Learning,USA. 99
4. Allen, B. P. (1997). *Personality theories: Development, growth, and diversity*, (2nded.). London: Alyn and Bacon.
5. Gardner Lindzey, John B. Campbell Calvin S. Hall (2007). *Theories of Personality* (4th Edition), John Wiley & sons.

SEMESTER I			
Core: IV		Physiological Psychology	
Code: 21PPSC14	Hrs/ Week: 5	Hrs/ Sem: 75	Credit: 4

Vision: To impart knowledge about the physiology that contributes or affects behaviour.

Mission: To develop Psychologists with a thorough knowledge of physical functioning of the body.

Course Outcomes:

CO No	Upon completion of this course, the person will be able to	PSO Addressed	CL
CO 1	learn the basic concepts of physiological psychology	1 & 2	Re
CO 2	gain knowledge about the various concepts of biology to treat mental issues	1 & 2	Re, Un
CO 3	analyse the various causes of psychological illnesses due to faulty physical functioning	2 & 5	An
CO 4	create new methods of treating people with mental disorders with a physical approach	2 & 5	Un, Cr
CO 5	learn the skill of administering biological psychology to the shaping of behaviour	2, 4 & 5	Un
CO 6	understand and analyse the basic thinking processes of people with psychological issues due to physical reasons	2, 4 & 5	Un, An

SEMESTER I			
Core: IV		Physiological Psychology	
Code: 21PPSC14	Hrs/ Week: 5	Hrs/ Sem: 75	Credit: 4

UNIT I: Introduction to Physiological Psychology

Physiological Psychology: Philosophical origin. Historical development. Approaches to study brain & behavior - Understanding Physiological Psychology – Applications. Research methods – methods to study the functions of living brain – methods of recording Physiological activity.

Evolution & Genetics – Chromosomes and genetic materials – process of cell division – understanding heredity – nature vs nurture.

UNIT II: Neuron & Nervous system

Cells of the nervous system – neurons – supporting cells – The blood-brain barriers. **Nervous system** – Basic features of the nervous system: Meninges – The ventricular system and production of cerebrospinal fluid. The central NS: Development of CNS – Forebrain – midbrain – hindbrain – spinal cord. The peripheral NS: spinal nerves – cranial nerves – the autonomic NS.

UNIT III: Sensory processes of brain

Vision: The eyes – connections between eye & brain – the perception of colour – analysis of form. **Audition:** The stimulus – anatomy of the ear – anatomy of hair cells & the transduction of auditory information – auditory pathway – behavioral functions of auditory system. **Vestibular system:** Anatomy– receptor cells & vestibular pathway. **Somatosenses:** The stimuli – anatomy of skin – perception of cutaneous stimulation – perception of pain. **Gustation:** The stimuli – anatomy of taste buds – perception of gustatory information. **Olfaction:** The stimulus – anatomy – transduction – perception of specific odors.

UNIT IV: Sleep, ingestive behavior & reproductive behaviour

Physiological and behavioural description of sleep – functions of slow – wave & REM sleep - Disorders of sleep.

Ingestive behaviour: Physiological regulatory mechanisms. Drinking – fluid balance – two types of thirst – neural mechanisms. Physiological hunger signals – satiety during the absorption – long-term satiety. Brain mechanisms.

Reproductive behaviour: hormonal control of female reproductive cycles – organizational effect of androgens on behaviour – effect of pheromones – human sexual behavior - sexual orientation. neural control of sexual behavior in males & females. Neural control of maternal and paternal behavior.

UNIT V: Hormonal regulations of behavior

Understanding hormones – target tissues – classification of hormones – regulation of hormone secretions – prostaglandins – the working of hormones – pituitary gland – thyroid gland – parathyroid gland – pineal gland – pancreas – gonad – placenta – thymus – heart – hormonal influence on behaviour pattern.

Text book

1. Khosla M. (2017) *Physiological Psychology: An Introduction*, SAGE/ texts.

References

1. Carlson N. R. (2007). *Foundations of Physiological Psychology*, 6th Edition Published by Dorling Kindersley (India) Pvt.Ltd., licensees of Pearson Education
2. Carlson N. R. (2013) *Physiological of Behavior* 11th Edition Pearson India Education Services Pvt. Ltd.
3. Pinel, J. P. (2009). *Biopsychology*. Pearson publication.
4. Kalat. J. W. (1995), *Biological Psychology*. 5th Edition. New York: Brooks/Cole.
5. Francis Leukel (2005). *Introduction to Physiological Psychology*. 3rd Edition. CBS Publishers and Distributors, New Delhi.

SEMESTER – I			
Core Practical I			
Code: 21PPSCR1	Hrs / Week: 4	Hrs / Semester: 60	Credit: 2

Professional Skills:

Making the student strong in the basic concepts of psychology and skills of a psychologist

Developing a life span approach to study clients

Experiments:

Advance General Psychology:

1. Concept Formation
2. Wechsler Adult Intelligence Scale
3. Wisconsin card Sort Test
4. Emotional Intelligence Scale

Developmental Psychology:

5. Quality of Life Inventory
6. Reynold's Adolescent Adjustment Inventory
7. DBDA- David's Battery of Differential Abilities
8. Interest Inventory

Note: Besides the above, teacher can also design the relevant practicum.

Book for Reference :

Dass, S. N. (2015). *Textbook of Experimental Psychology*. Sublime Publications India.

S. K. Mangal (2009). *General Psychology*. 16th Edition. Sterling Publishers Pvt. Ltd., New Delhi.

Robert M. Kaplan and Dennis P. Saccuzzo (2007). *Psychological Testing – Principle, Applications and Issues*. 6 th Edition. Thomson and Wadsworth, India

SEMESTER – I			
Core Practical II			
Code: 21PPSCR2	Hrs / Week: 4	Hrs / Semester: 60	Credit: 2

Professional Skills:

Developing strong knowledge base in the area of personality theories

Making the student develop biological knowledge to serve as efficient psychologists

Experiments:

Theories of Personality:

1. Eysenck Personality Inventory
2. 16 Personality Factors Test
3. Myer Briggs Type Indicator
4. NEO Personality Test

Physiological Psychology:

5. Beck Anxiety Inventory
6. O'Connor tweezer dexterity Test
7. Speech Sound Perception Test
8. Stroopcolour and word test

Note: Besides the above, teacher can also design the relevant practicum.

Book for Reference:

1. Woodworth and Schlosberg (2008). *Experimental Psychology*. Revised Edition. Khosla Publishing House, New Delhi
2. Dass, S. N. (2015). *Textbook of Experimental Psychology*. Sublime Publications India
3. Robert M. Kaplan and Dennis P. Saccuzzo (2007). *Psychological Testing – Principle, Applications and Issues*. 6 th Edition. Thomson and Wadsworth, India

SEMESTER II			
Core V		Counselling Psychology	
Code: 21PPSC21	Hrs/Week: 5	Hrs/ Sem: 75	Credit: 4

Vision: To impart different models and ethical principles of counselling psychology.

Mission: To understand the skills to be practiced in a counselling sessions.

Course Outcomes:

CO.No.	Upon completion of this course, students will be able to.	PSO addressed	CL
CO-1	know the emergence of counselling and their ethical principles.	1 & 3	Re, Un
CO-2	understand various theories and techniques applied in counselling sessions.	1 & 3	Un, An
CO-3	understand about the process in which counselling services are provided.	3	Ev, Un
CO-4	apply the skills described to counsel individuals and master them by practicing.	3 & 4	Un, Ap
CO-5	know about the two different models of counselling.	3	Un, Ev
CO-6	evaluate the differences in the two models of counselling.	3	Un, An

SEMESTER II			
Core V		Counselling Psychology	
Code: 21PPSC21	Hrs/Week: 5	Hrs/ Sem: 75	Credit: 4

UNIT I- Introduction

The emergence of Counselling, Definition, Understanding the goals of counselling – Outcome and Process, Ethics in counselling.

UNIT II- Theories and Techniques Applied in Counselling

Theories of counselling – Psychoanalytic, Person centered, Gestalt, Cognitive, Behavioral, and JPMR - Systematic Desensitization.

Techniques to Improve Counselling - Structuring, Leading, Questions, Handling Hesitant Clients, Resistance, Transference and Counter Transference, Commitment to Action and Termination – Process of Goal Setting, Design and Implementation, Termination.

UNIT III- Basic Communication Skills for Counselling

Attending: Being visibly tuned to the clients – The Micro skills of attending, the helper's nonverbal communication, Active Listening, The shadow side of listening to clients, Listening to oneself; Basic empathy –The three dimensions of responding skills, communicating understanding to clients, Basic empathy formula, principles to guide the use of empathy; The art of probing and summarizing – Principle in the use of probe, The art of summarizing

UNIT IV- Egan and Patterson's Model of Counselling

Overview of Egan's skilled helper model – Stage I: The current state of affairs – clarification of the key issues calling for change; Stage II: The Preferred Scenario – Helping client determine what they need and want; Stage III: Strategies for action – Helping clients discover how to get what they need or want; Action: making it all happen – Helping clients turn decisions into problem-managing action; Ongoing evaluation of the helping process;

Patterson's Model – Stages and skills in counselling process: the three stages of counselling in perspective – ways to initiate communication and build counselling relationship; core conditions of counselling; ways to enhance communication; in-depth exploration – goals & methods – advanced empathy, immediacy, confrontation, interpretation; role playing,

emotional catharsis, transference and counter transference. The process of goal setting, design & implementation of action plans.

UNIT V- Dealing with Difficult Clients

Client's reluctance and resistance; Working with client's reluctance; Counsellor's emotions towards the ambivalent, indifferent or oppositional clients; Working with ambivalent, indifferent & oppositional clients: Understanding hesitant clients.

Test Book

1. Patterson, L.E., Welfel, E.R. (2000). *The counselling process*, (5th ed). Wadsworth, Brooks/Cole Thomson Learning.
2. Egan, G. (2013). *The skilled helper – A Problem Management Approach to Helping*. Brooks/Cole Publishers

Reference

1. Jones, N., (1982), "*The Theory and Practice of Counseling Psychology*", Holt Rinehart & Winston, New York.
2. Rosemary A Thompson (2016). *Counseling Techniques-Improving relationships with others, ourselves, our families, and our environment*, 3rd ed. Routledge.
3. Nelson-Jones (2008). *Basic Counselling Skills*. Sage Publications.
4. Jacobs, M. (2004). *Psychodynamic counselling in action*. Sage Publications.
5. Ray Woolfe, Sheelagh Strawbridge Barbara Douglas, Windy Dryden (2010). *Handbook of counselling psychology*. 3rd Ed Sage publication

SEMESTER II			
Core VI		Psychotherapeutics	
Code: 21PPSC22	Hrs/Week:5	Hrs/ Sem: 75	Credit: 4

Vision: Imparting the knowledge of Psychotherapeutics

Mission: Developing the students into efficient psychotherapists

Course Outcomes:

CO. No	Upon Completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO-1	understand the new developments in psychotherapy and its concepts	1 & 3	Un
CO-2	obtain an understanding of how the methods of existential therapy can be applied	3 & 5	Un
CO-3	develop the knowledge of the cognitive theory and to understand the cognitive therapy	3 & 5	Ln
CO-4	understand the concepts of transactional analysis and its types	3 & 7	An
CO-5	gain the knowledge about the family therapy and its procedure	3	Ev
CO-6	know the concepts of eastern psychotherapies and its applications	3	Un

SEMESTER II			
Core VI		Psychotherapeutics	
Code: 21PPSC22	Hrs/Week:5	Hrs/ Sem: 75	Credit: 4

UNIT I- Introduction

Introduction to Psychotherapy- Psychoanalysis Psychotherapy – Techniques – New Developments in Psychoanalysis - Gestalt Psychotherapy – Basic concepts – Techniques – Evaluation.

UNIT II- Existential Therapy

Existential Therapy – Background – Development – Basic Concepts – Objectives – Logo therapy – concepts – Nature and procedures – Techniques – Evaluation - Client Centered Therapy – Basic concepts – Process conditions that bring about psychological change – Outcomes

UNIT III- Cognitive Therapy

Cognitive Therapy - Nature of automatic talk -Treatment through cognitive methods - Thought stopping and Psychology of attribution - Transactional Analysis
- Types of Ego states and types of Transactions.

UNIT IV - Group Therapy

Group Therapy and Family Therapy- General Principles of group therapy.-Major variants of group Psychotherapy - nature and effectiveness of family therapy - Eastern Psychotherapies – Yoga Psychotherapy – procedures and techniques – Applications.

UNIT V - Psychoanalysis Therapy

Psychoanalysis - Child Psychoanalysis and Therapy - Current trends in Psychoanalytic Research.

Text Book:

The Psychotherapy guide book - Richie Herink& Paul R. Herink

References

1. Fundamental concepts in Clinical Psychology – Schaffer G.W. and Lazarus R.S., McGraw – Hill,1966.
2. Transactional Analysis in Psychotherapy–Berne Eric, Grove Press, N.Y. 1961.
3. A New Guide to Rational Living–Ellis A., Hollywood, California, Wilshire, 1975.
4. Gestalt Therapy Primer – Stephenson F.
5. Introductory Readings in Gestalt therapy–Springfield III, Charles C. Thomas, 1975.
6. Group Therapy–A Behavioral Approach–Rose S.D., Prentice– Hall, 1977.

SEMESTER II			
Core: VII		Advanced Social Psychology	
Code: 21PPSC23	Hrs/Week:5	Hrs/ Sem: 75	Credit: 4

Vision: To impart knowledge on the concepts of Social Psychology

Mission: To develop an insight into the students' minds regarding their society

Course Outcomes:

CO No	Upon completion of this course, the person will be able to	PSO Addressed	CL
CO 1	learn the basic concepts of social psychology	1 & 4	Re
CO 2	gain knowledge about the various systems and functions of the society	1 & 4	Re, Un
CO 3	analyse the various causes of problems in a society	4 & 7	An
CO 4	create new methods of treating social issues	4	Un, Cr
CO 5	learn the skill of handling people with various problems	4 & 5	Un
CO 6	understand and analyse the basic thinking processes of people in a society	4 & 5	Un, An

SEMESTER II			
Core: VII		Advanced Social Psychology	
Code: 21PPSC23	Hrs/Week:5	Hrs/ Sem: 75	Credit: 4

UNIT I- Social Psychology an overview

Social Psychological approach – historical roots of social psychology – Theories in social psychology – Methods in social psychology. Social Psychology: advances at the boundaries – cognition & behaviour – the role of emotions – relationships – social neuroscience – the role of implicit process – taking full account of social diversity.

UNIT II- Social perception & social cognition

Person perception: information we use to form perception – integrating impressions – motivated person perception – attributing the cause of the behaviour – accuracy of judgements – nonverbal communication – deception.

Social cognition: social inference – emotion & inference- schemas – schematic processing – heuristics – types of schemas – conditions under which schemas are used.

UNIT III- Attitudes, Prejudice & Social influence

Attitude: Attitude formation – influence of attitude on behaviour –Persuasion (attitude change) – Resisting persuasion – Cognitive dissonance.

Prejudice: Origin – Discrimination - techniques for countering effects of prejudice.

Social influence: Conformity: research studies – compliance: research studies – obedience to authorities.

UNIT IV- Interpersonal attraction & Behaviour in groups

Interpersonal attraction: Internal sources of attraction – external sources of attraction – Factors based on social interaction.

Behaviour in group: Behaviour in the presence of others – basic features of group – group performance – group decision making – group interaction – leadership.

UNIY V- Prosocial behaviour, aggression & Gender

Helping behaviour: Defining Altruism & Prosocial behaviour – theoretical perspectives on helping – the helper – bystander intervention – volunteerism – care giving – seeking & receiving help.

Aggression: Origin of aggression – definition – sources of anger – aggressive behavior – Reduction of aggressive behaviour.

Gender – gender stereotype – gender & the self – theoretical perspectives of gender – social behaviour of men & women.

Text book:

1. Baron R. A., Branscombe N. R. (2017) *Social Psychology* 13th edition Dorling Kindersley (India) Pvt. Ltd.
2. Taylor S. E., Peplau L. A., & Sears D. O. (2006) *Social Psychology* 12th edition, Pearson education Inc.

Reference books:

1. Myers, D.G. *Social Psychology*, New Delhi: Tata McGraw Hill, 2005
2. Feldman, R. S. (2005). *Social Psychology: Theory, research and application*. McGraw-Hill Education, New Delhi.
3. Meyers, S. A., & Berscheid, E. (1997). *The language of love: The difference a preposition makes*. *Personality and Social Psychology. Bulletin*, 23, 347–362.
4. Maio, G. R., Fincham, F. D., & Lycett, E. J. (2000). *Attitudinal ambivalence toward parents and attachment style*. *Personality and Social Psychology. Bulletin*, 26, 1451–1464.
5. G. Lindsey, S. T., Fiske, & D. T. Gilbert (Eds.), *Handbook of social psychology* (4th ed.). New York: Oxford University Press and McGraw-Hill.

SEMESTER II			
Core VIII		Research Methodology	
Code: 21PPSC24	Hrs/Week:4	Hrs/ Sem: 60	Credit: 4

Vision: To impart the knowledge of Research methodology

Mission: To sow the seeds of proper research in the minds of the students

Course Outcomes:

CO No	Upon completion of this course, the person will be able to	PSO Addressed	CL
CO 1	learn the basic concepts of research methods	1 & 4	Re
CO 2	gain knowledge about the various methods of doing research in Psychology	1, 4 & 5	Re, Un
CO 3	analyse the various steps in research methodology	4	An
CO 4	create new methods of research designs	4 & 5	Un, Cr
CO 5	learn the skills of doing research in Psychology	4	Un
CO 6	understand and analyse various research methods	4	Un, An

SEMESTER II			
Core VIII		Research Methodology	
Code: 21PPSC24	Hrs/Week:4	Hrs/ Sem: 60	Credit: 4

Unit I – Introduction

Meaning – Objectives – Types – Research methods vs Methodology – Significance of research
 - Thinking like a researcher – Criteria for good research – Scientific approach to research –
 Problems encountered by researchers – Ethical issues

Unit II – Research design, measurement and scaling

Research design: Meaning – Need – Features – Important concepts related to research design
 – Types

Measurement and scaling: Qualitative and quantitative data – Measurement scales – Central tendency, dispersion – Hypothesis testing - Sources of error in measurement – Techniques of developing measurement tools – Scaling.

Unit III - Descriptive and Experimental methods

Descriptive methods: Observation – Definition – Methods – Recording behaviour – Analysis – Survey – Uses – Characteristics – Types – Sampling in survey research – Sampling research designs – Questionnaires

Experimental methods: Meaning – Independent group designs - Types – Analysis and interpretation – Establishing external validity – Repeated measures design – Purpose

Unit IV- Analysis and interpretation

Computer assisted data analysis – Parametric and non parametric measures of analysis – Analysis of variance – Regression analysis - Other multivariate techniques

Unit V – Report writing and communication in Psychology

Report writing: Significance of report writing – Steps – Layout – Types – Oral presentation – Mechanics of writing a research report – Precautions

Communication: Internet and research – Guidelines for effective writing

Text books:

1. Kothari C.R., Garg G., Research methodology – Methods and techniques III Edition (2018) New age International Publishers, London

Reference book:

1. Shaughnessy J., Zechmeister E., Zechmeister J., *Research methods in Psychology* IX Edition (2012) Mc Graw Hill Publications, New York.
2. Kerlinger, F. N. (2000). *Foundations of behaviour research*, (5THed).New York: Reinhart Publishers.
3. McBurney, D. H. (2001). *Research Methods*.(5thed). US: Wadsworth.
4. Khan, J.A. (2011). *Research Methodology*. New Delhi: APH Publishing
5. Gravetter (2015), *Research Methods for the Behavioral Sciences*, 5th Edition, Wadsworth, 2015.

SEMESTER II			
Core Practical III			
Code: 21PPSCR3	Hrs/Week: 4	Hrs/Sem: 60	Credit: 2

1. Co-counselling
 - Skill demonstration – Empathy, Attention, confrontation, paraphrasing, reflection of feelings & self-disclosure, summarising.
 - Verbatim writing
 - Verbatim analysis
 - The students will take turn and co-counsel, also an observer takes the verbatim of this co- counselling –under supervision.
2. Case analysis
3. Relaxing & stress reduction techniques
 - Muscle relaxation & body scanning
 - Mindfulness
 - Guided imager
 - Positive therapy
 - The students will report their experience after doing this and also learn to administer it.

Books for reference:

1. Jones,R.N. (2012). *Basic Counselling Skills* (3rd Edition). New Delhi: SAGE Publications India Pvt Ltd
2. Jones,R.N (2005) *Practical Counselling & Helping Skills* (5th edition), SAGE publication Ltd.
3. Burnard, P. (1999). *Counselling skills training – A sourcebook of activities for trainers*, Viva Books Private Limited.

SEMESTER II			
Core Practical IV			
Code: 21PPSCR4	Hrs/Week: 4	Hrs/Sem: 60	Credit: 2

1. Any four from the following has to be conducted:

- Home (family) adjustment inventory.
- Interpersonal attraction.
- Problem solving in group and individual situation.
- Temporal(time) perception.
- Emotional maturity.
- Person perception.
- Attributional style
- Locus of control
- Co-operation and competition.
- Phi- phenomenon.

2. Review the literature with reference to any of the above variables and write a report.

3. Collect data with the tools one of the above variables – one probability and one non-probability sampling techniques should be used for it.

➤ Besides the above, teacher can also design the relevant practicum.

Book for Reference:

1. Dass, S. N. (2015). *Textbook of Experimental Psychology*. Sublime Publications India.
2. Anastasi. A. & Urbina. S. (2002), *Psychological testing*, 7th Edition, Pearson Education, USA
3. Gregory. R. J. (2005). *Psychological testing, history, principles and applications*. 4th Edition, Pearson Education, USA.

SEMESTER III			
Core IX		Clinical Psychology	
Code: 21PPSC31	Hrs/Week:6	Hrs/Sem: 90	Credit: 4

Vision: To impart the knowledge of Clinical Psychology

Mission: To equip the students with the skill to identify and help treat mental illnesses

Course Outcomes:

CO No	Upon completion of this course, the person will be able to	PSO Addressed	CL
CO 1	learn the basic concepts of clinical psychology	5	Re
CO 2	gain knowledge about the various disorders and their symptoms	1 & 5	Re, Un
CO 3	analyse the various causes of mental illnesses	3 & 5	An
CO 4	create new methods of treating mental illnesses	5	Un, Cr
CO 5	learn the skill of handling people with mental disorders	4 & 5	Un
CO 6	understand and analyse the basic thinking processes of people with disorders	5 & 8	Un, An

SEMESTER III			
Core IX	Clinical Psychology		
Code: 21PPSC31	Hrs/Week:6	Hrs/Sem: 90	Credit: 4

Unit I – Introduction

Definition – Classification of mental disorders – Syndromes and diseases - Early distinctions – Personality disorders & psychogenic reactions – Modern classifications – Comparison of DSM IV & ICD 10 – Interview schedules

Unit II - Disorders of perception, thought and speech

Disorders of Perception: Sensory distortions – Sensory deceptions – Hallucinations – Causes, types and symptoms.

Disorders of thought and speech: Disorders of intelligence – Disorders of thinking – Thought alienation – Primary delusions – Secondary delusions – Types – Disorders of thinking forms – Objective thought disorders – Speech disorders types – Aphasia

Unit III – Disorders of memory and emotion

Disorders of memory: Amnesia – Types – Distortions of memory – Retrospective delusions – Hyper amnesia

Disorders of emotion: Classification – Abnormal expressions of emotions - Morbid expressions of emotions – Morbid disorders of emotions

Unit IV – Disorders of experience of self and consciousness

Disorders of experience of self: Disturbance of awareness of self activity – Disturbance in the immediate awareness of self activity – Theory of mind, consciousness and schizophrenia

Disorders of consciousness: Dream-like change of consciousness – Lowering of consciousness – Restriction of consciousness

Unit V – Motor Disorders & Disorders of personality

Motor disorders: Classification – Disorders of non adaptive movements – Motor speech disturbances in mental disorders – Disorders of posture – Abnormal complex patterns of behaviour – Movement disorders associated with antipsychotic medication

Personality disorders: Definition – Assessing personality – Categorical classification – Clinical descriptions of classifications – Borderline personality disorder – Types – Other categories

Text book:

1. Casey P., Kelly B. (2000) Fish's Clinical Psychopathology (III Edition)

Reference:

1. Hunsley J., Lee C.M. (2010) Introduction to clinical psychology. John Wiley & Sons, US.
2. Bennett, P., "Abnormal and Clinical Psychology", Tata McGraw-Hill Education, New Delhi, 2010.
3. Kaplan, H. J. & Sadcock, B. J., "Synopsis of Psychiatry", 10th Edition, B. L. Wannerly Pvt Ltd, New Delhi, 2015.
4. Hecker, J. E. & Thorpe, G. L., "Introduction to Clinical Psychology", Pearson Education, New Delhi, 2005.
5. Carson, R. C., Butcher, J. N. & Mineka, S., "Abnormal Psychology and Modern Life", 11th Edition, Pearson Education, New York, 2004.

SEMESTER III			
Core X		Indian Psychology	
Code: 21PPSC32	Hrs/Week: 6	Hrs/ Sem: 90	Credit: 4

Vision: To impart understanding of the origin and implications of Indian Psychology.

Mission: To understand psychology and its concepts from Indian (Traditional) perspective.

Course Outcome:

CO. No.	Upon completion of this course, students will be able to.	PSO addressed	CL
CO-1	know the implications, applications and subject matter of Indian Psychology	1 & 6	Re
CO-2	become aware of the roots of Indian Psychology	6	Re, Un
CO-3	understand about the cultural perspectives of emotions.	1 & 6	An
CO-4	apply the concept of various Indian perspectives on psychotherapy.	3 & 6	Un, Ap
CO-5	learn and understand Sufism, a path which leads to self-transformation.	6	Un
CO-6	evaluate the differences existing between the modern psychological approach and Indian psychology	1 & 6	Un, An

SEMESTER III			
Core X		Indian Psychology	
Code: 21PPSC32	Hrs/Week: 6	Hrs/ Sem: 90	Credit: 4

UNIT I- Indian Psychology: Implications and Applications

Religion and spirituality, Science and spirituality, Spiritual psychology, Theoretical base, Implications and application, Understanding extra-ordinary human experience, Implications for health and wellness and Distant (remote) intercessory prayer.

UNIT II- A journey back to the Roots: Psychology In India

Twentieth century psychology in India: A Western implant, Two worlds of Indian psychologists, Initiatives towards socially relevant research, Rapid but unplanned expansion, The consolidation of Western research, A crisis of identity, A journey toward indigenous psychology and Psychology in the new millennium.

UNIT III- Psychology Of Emotions: Some Cultural Perspectives

The lived reality of emotions, The changing contours of the emotional world, Understanding the culture–emotion interface, The quest for basic emotions, Cultural variations in the components of emotions, Culture-specific patterns of emotions, Emotions in the Indian thought, Typology of emotions, The concepts of bhāva and rasa and The making of rasa, Emotion of bhakti.

UNIT IV- Psychotherapy and Indian Thought

Introduction, The two approaches, The evolutionary aim of life, The negative māyāvādin solution to psychological suffering, The positive Vedāntic solution, The ideal of inner purification, The harmony of body and mind, The integral thought of the Gītā, A bold reconciliation: The path of Tantra or an inner technology, Indian thought and psychiatry, The two roads to the one solution, The grand synthesis and more, A terrestrial divine perfection: The complete solution, The means, the instruments and the tools, The counsellor-client relationship in Indian thought, The goal of psychotherapy and A question of faith.

UNIT V- The Sufi Path of Self-Transformation

Sufism in India, Essentials of Sufi psychology: Nafs, heart and soul, The journey and Conclusion.

Text book:

1. Matthijs Cornelissen, Girishwar Misra & Suneet Varma (2014). *Foundations and Applications of Indian Psychology*, Published by Dorling Kindersley (India) Pvt. Ltd., licensees of Pearson Education in South Asia.

Reference books:

1. Bhushan, Braj, (2017). Eminent Indian psychologists: 100 years of psychology in India. Thousand Oaks, California: SAGE Publications.
2. Hergenhahn (2000). Introduction to the History of Psychology. Wadsworth Publishing Co.
3. Fishman, D. B. (1999). The case for pragmatic psychology. New York: New York University Press.
4. Schneider, K. J. (1998). Toward a science of the heart: Romanticism and the revival of psychology. *American Psychologist*, 53, 227–289.
5. Schulte, J. (1993). Experience and expression: Wittgenstein's philosophy of psychology. New York: Oxford University Press

SEMESTER – III			
Core XI		Statistics for Behavioural science	
Code : 21PPSC33	Hrs / Week: 5	Hrs / Semester: 75	Credit: 4

Vision: To impart the knowledge of statistics

Mission: To make the students efficient statisticians so that they can be efficient researchers too

Course Outcomes:

CO No	Upon completion of this course, the person will be able to	PSO Addressed	CL
CO 1	learn the basic concepts of statistics	1 & 5	Re
CO 2	gain knowledge about the various methods of developing and using statistical techniques	1 & 5	Re, Un
CO 3	analyse the various steps in psychological statistical methods	5	An
CO 4	create new methods of creating and testing behaviour	4 & 5	Un, Cr
CO 5	learn the skills of administering statistics in psychological tests	5	Un
CO 6	understand and analyse various statistical testing methods	5	Un, An

SEMESTER – III			
Core XI		Statistics for Behavioural science	
Code : 21PPSC33	Hrs / Week: 5	Hrs / Semester: 75	Credit: 4

UNIT I - Introduction to statistics

Statistics: Definition, Need and application in psychology. Normal distribution – properties of normal distribution curve. skewness and kurtosis – types & measure. Central limit theorem. Scales of measurement – nominal, ordinal, interval & ratio. **Basic terms:** population & samples, variables & data, parameters & statistics, descriptive & inferential statistics, sampling error.

UNIT II – Descriptive statistics

Central tendency – Mean – types, grouped & Median – grouped & ungrouped. Mode – grouped & ungrouped. When mean, median & mode can be used. Central tendency and the shape of the distribution. **Measures of dispersion** – range, quartile deviation, mean deviation, standard deviation, variance. Data type suitable for different types of variability. Standard error. coefficient of variation. Percentile.

UNIT III – Hypothesis testing

The logic of hypothesis testing – four steps of hypothesis test. Errors in hypothesis testing – Type I Type II error – selecting an alpha level. Directional hypothesis tests – hypothesis for a directional test, critical region for a directional test, comparison of one-tailed vs two-tailed test.

UNIT IV – Parametric

Parametric tests– Assumptions. Karl Pearson's correlation. Z test. T statistic – single sample t test, independent sample t test. Analysis of variance – one-way ANOVA & two-way ANOVA. Regression analysis – simple linear regression.

UNIT V – Non- Parametric

Non-parametric tests– Advantage and disadvantage. Difference between parametric & non parametric statistic. The non-parametric tests that are equivalent to parametric tests. Non parametric Statistical tests – Chi square test –Sign test – Mann-Whitney U test. Rank order correlation.

Text books:

1. Verma, J. P., & Ghufraan, M. (2012). Statistics for Psychology: A comprehensive text. Tata McGraw Hill Education, New Delhi.
2. Gravetter F.J. and Wallnau L.B. (1995) Essentials of statistics for the Behavioural Sciences. N.Y. West Publishing com.

Reference books:

1. Belhekar V. M. (2016) Statistics for Psychology using R. SAGE texts.
2. Garrett, H.E. (1979) *Statistics in Psychology and Education*, 9th Indian Reprint, Bombay, wakils, Feffer and Simons Pvt. Ltd.
3. Elhance, D.N., Veena Elhance & B.M. Agarwal (2007). Fundamental of Statistics. 51st Reprint Edition, Kitab Mahal.
4. Gopal K. Kanji (2006). 100 Statistical Test. Sage Publications. New Delhi.
5. David Howell (2002). Statistical Methods for Psychology. Thomson Learning.

SEMESTER III			
Core XII		Psychological Testing	
Code: 21PPSC34	Hrs/Week:5	Hrs/ Sem: 75	Credit: 4

Vision: To impart the knowledge of Psychological testing among students

Mission: To make the students skilled experts in Psychological testing and Professional psychological help

Course Outcomes:

CO No	Upon completion of this course, the person will be able to	PSO Addressed	CL
CO 1	learn the basic concepts of psychological testing	1 & 5	Re
CO 2	gain knowledge about the various methods of developing psychological testing	5	Re, Un
CO 3	analyse the various steps in psychological testing	5	An
CO 4	create new methods of creating tests	5	Un, Cr
CO 5	learn the skills of administering psychological tests	5	Un
CO 6	understand and analyse various testing methods	1 & 5	Un, An

SEMESTER III			
Core XII		Psychological Testing	
Code: 21PPSC34	Hrs/Week:5	Hrs/ Sem: 75	Credit: 4

Unit I – Introduction

Definition – Importance – Characteristics – Types - Psychological assessment - Uses – Implications – Ethics of testing -Computerized testing

Unit II – Psychometric principles

Levels of measurement – Procedures for interpreting – Standard scores – Role of norms – Types

Unit III – Reliability & Validity

Reliability: Definition – Types – Using computer software to calculate reliability – Factors influencing reliability

Validity: Definition – Types - Sources of evidence for validity – Regression - Test/Content validity – Factor analysis

Unit IV – Developing surveys and tests

Surveys: Definition – Methods – Reliability & validity

Tests: Need – Test plan – Test items – Administrative instructions

Quality of tests: Pilot test – Quantitative item analysis – Qualitative item analysis – Revising & validating – Developing norms and cut scores

Unit V – Using tests in different settings

Educational setting – Tests used Clinical and counselling setting – Tests used – Neuropsychological tests - Organizational setting – Pre employment tests – Performance appraisal

Text book

1. Miller L A, Lovler R L &McIntire (2013) S A. *Psychological testing* IV Edition. Sage Publication, New Delhi

Reference Book:

1. Marnat GG, (1984) *Handbook of Psychological Assessment*. Nikki Levy Publications.
2. Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. 7 th Edition. Prentice Hall of India Private Limited. New Delhi.
3. Cohen, R. J. &Swerdlik, M. E. (2013). *Psychological Testing and Assessment: An Introduction to Tests and Measurement* (Eighth Edition). New York: McGraw-Hill.
4. Freeman, F. S., “*Theory and Practice of Psychological Testing*”, Oxford Publications, New Delhi, 1960
5. Parameshwaran, E.G., &Ravichandra, R., “*Experimental Psychology*”, Neelkamal Publication Pvt. Ltd,Hyderabad,2001

SEMESTER III			
Self Study Course		Educational Psychology	
Code: 21PPSSS1	Hrs/Week: 0	Hrs/ Sem: 0	Credit: 2

Vision – To impart deeper understanding about the concepts of Educational Psychology

Mission – To create wider view on the applications of teaching skills and techniques.

Course outcomes:

CO No	Upon completion of this course, the person will be able to	PSO Addressed	CL
CO 1	learn the basic concepts of educational psychology	1 & 2	Re
CO 2	gain knowledge about the various methods of doing research in Educational Psychology	1 & 6	Re, Un
CO 3	analyse the various steps in inculcating psychology in education	6	An
CO 4	create new methods of teaching and learning methods	4 & 6	Un, Cr
CO 5	learn the skills of developing Educational Psychology	1,2 & 6	Un
CO 6	understand and analyse various problems in educational settings	6	Un, An

SEMESTER III			
Self Study Course		Educational Psychology	
Code: 21PPSSS1	Hrs/Week: 0	Hrs/ Sem: 0	Credit: 2

Unit I – Introduction to Educational Psychology

Nature – definition - history and scope of educational psychology - Methods of educational psychology, The role of Educational Psychology.

Unit II – Cognitive Development and Language

General principles of development – Piaget’s theory of cognitive development and its Implications – Vygotsky’s sociocultural perspective and its implications –The development of Language: dual language development – language development in school years.

Unit III – Motivation in Learning and Teaching

Meaning and approaches to motivation – Goal orientation and Motivation – Interests and emotions – Self schemas – Motivation to learn – Target for learning – Strategies to encourage motivation and thoughtful learning.

Unit IV– Complex Cognitive Processes

Learning and teaching about concepts – problem solving – learning strategies and study skills –Reaching every student – Teaching for transfer.

Unit V - Effective Teaching-Learning and Evaluation

The need for organization - Creating a positive learning environment – maintaining a good environment for learning – classroom management – learning environment for all students.

Text book:

1. Mangal. S. K., Advanced Educational Psychology. Second Edition. PHI Learning Private Limited, New Delhi.

References

1. Woolfolk, A. (2006). *Educational Psychology*. 9th Ed. New Delhi. Pearson Education.
2. Ausubel David, P and Floyd, G. Robinson (1985). *Educational Psychology*, Holt Rinehart and Winston Inc.
3. Chauhan S.S., (1988). *Advanced Educational Psychology*, Vikas Publishing House Pvt Ltd. Clifford.
4. Frederickson, N., Miller, A. & Cline, T. (2008). *Educational Psychology*. London: Hodder Education.
5. Rubie-Davies, C. (Ed.) (2011). *Educational Psychology Concepts, Research and Challenges*. New York: Routledge.

SEMESTER – III			
Core Practical V			
Code: 21PPSCR5	Hrs / Week: 4	Hrs / Semester: 60	Credit: 2

Professional Skills:

Molding of the assessment qualities of Psychologist

Case study skills development

Experiments:

Clinical Psychology:

1. Developmental Screening Test
2. Bender Visual Motor Gestalt test
3. Draw a person
4. Rorschach ink blot test

Indian Psychology:

5. Wiggly Blocks.
6. Assessment of extrasensory perception by telepathic, clairvoyant and precognition tests.
7. Peterson's Tests of Rational learning
8. Abstract concept formation using Hanfmann-Kasanin Blocks.

Note: Besides the above, teacher can also design the relevant practicum.

Book for Reference:

1. Dass, S. N. (2015). *Textbook of Experimental Psychology*. Sublime Publications India
2. Gregory, R. J. (2005). *Psychological testing, history, principles and applications*. 4 th Edition, Pearson Education, USA
3. Parameshwaran, E.G., & Ravichandra, R., "*Experimental Psychology*", Neelkamal Publication Pvt. Ltd, Hyderabad, 2001.

SEMESTER – III			
Core Practical VI			
Code: 21PPSCR6	Hrs / Week: 4	Hrs / Semester: 60	Credit: 2

Professional Skills:

Enhancement of the evaluative qualities of Psychologist

Fine tuning of the research skills

Experiments:

Statistics for behavioural sciences:

1. Types of errors using Peterson's Tests of Rational learning
2. Hypothesis testing problems on statistical techniques:
 - a) Non-parametric test (i) Significance of difference between two related and independent samples Syllabus- Applied Psychology, C.U., 2018 17 (ii) Significance of difference between more than two related and independent samples
 - b) Parametric test- Multivariate analysis, multiple correlation, multiple regression, analysis of variances and covariance
3. Factor analysis
4. Construction / Adaptation of a psychological test.
5. Use of computer – Familiarity with any statistical package used in the field of psychological research

Psychological Testing:

6. Bender Gestalt Test (BGT) (Both child and adult)
7. Developmental Screening Test (DST)
8. State Trait Anger Expression Inventory (STAXI)
9. PGI- Battery of Brain Dysfunction (PGI-BBD)

Note: Besides the above, teacher can also design the relevant practicum.

Book for Reference:

1. Dass, S. N. (2015). *Textbook of Experimental Psychology*. Sublime Publications India.
2. Anastasi, A. & Urbina, S. (2002), *Psychological testing*, 7th Edition, Pearson Education, USA

SEMESTER IV			
Core XIII		Human Resource Management	
Code: 21PPSC41	Hrs/Week:4	Hrs/ Sem: 60	Credit: 4

Vision: To impart the knowledge of the field of Human Resource Management

Mission: To make the students efficient human resource managers and improve work place relationships

Course Outcomes:

CO No	Upon completion of this course, the person will be able to	PSO Addressed	CL
CO 1	learn the basic concepts of human resource management	7	Re
CO 2	gain knowledge about the various methods of handling human resources	4 & 7	Re, Un
CO 3	analyse the various causes of inter personal work issues	4, 6 & 7	An
CO 4	create new methods of treating employees	4 & 7	Un, Cr
CO 5	learn the skill of handling people from diverse environments	4	Un
CO 6	understand and analyse the basic thinking processes of people	5 & 7	Un, An

SEMESTER IV			
Core XIII	Human Resource Management		
Code: 21PPSC41	Hrs/Week:4	Hrs/ Sem: 60	Credit: 4

Unit I – Foundations of HRM

Meaning – Definition – Functions – Nature - Scope – Importance – Role – Systems approach to study HRM – Objectives – HR Manager – Role – Qualities and qualifications – Evolution, origin and development of HRM – Today's challenges – Deconstructing HRM – Ethics – E HRM

Unit II – Operational Challenges in HRM (Part 1)

Recruitment and selection: Importance – Fairness in recruitment – Recruitment requirements – Attracting right applicants – Assessing and selecting

Managing employee relations: Scope – Trade union – Collective bargaining – Strategies for improving poor relations

Managing discipline and grievance: Choices – Alternatives – Consequences of poor decisions – Unconventional approaches – Disciplinary procedures – Grievance procedures

Unit III – Operational Challenges in HRM (Part 2)

Equality in employment: Unlawful discrimination – Approaches to fair employment – Legal framework – Disability/age discrimination – Equal pay – Harassment & bullying

Managing health and safety: Accidents – Risk assessment – Role of health and safety executive – Behavioural approach – Role of occupational health

International HRM: Introduction – Globalization – International HR Manager – International workers – International management competences

Unit IV – HRM Processes

HR planning & measurement: Learning and development – Training – Types of training – E learning – Learning processes – Accelerated learning

Managing performances: Requirements – Performance management cycle – Role of manager – Setting objectives – Giving feedback – Development plans

Managing rewards: Characteristics – Categories – Status – Issues in rewarding employees – Performance related pay – Equal pay – Shifting payment systems – Reward practices

Unit V – Recent trends and E-HRM

Recent trends: Employer's brand - Competency mapping – HR Matrix – Attitudes & emotions – Employee referrals – Business process outsourcing – Right work force size – Dual career groups – Flexitime – Knowledge management – Virtual organization and HRM – Learning organisation

E HRM: Introduction – E – Business – Neural networks – Aspects of E HRM – E job design & analysis – E HR Planning - E Recruitment – E Selection – E Performance management – E Training – E Composition management – E HR Records

Text books:

1. Banfield P., Kay R., (2011) *Introduction to HRM*. Indian edition. Oxford University press, New York.
2. Rao P.S., (2012) *Personnel & HRM – Text and cases*. Himalaya Publishing house, New Delhi.

Reference Books:

1. Noe, R. A., Hollenbeck, J. R., Gerhart, B. A., & Wright, P. M. (2017). *Fundamentals of human resource management* (7th ed.). McGraw-Hill Education.
2. Stredwick, John. (2005). *Introduction to Human Resource Management*. London: Butterworth-Heinemann
3. Mamoria, C. B. & Gankar, S. V. (2001). *Personnel Management: Text and Cases*. Twenty First Edition. Himalaya Publishing House, Mumbai.
4. French, W L., “Human Resource Management,” 6th Edition, All India Publications and Distribution, Chennai, 2006.
5. Dessler, G., “Human Resource Management,” 13th Edition, Prentice Hall, New York, 2012.

SEMESTER IV			
Core XIV		Organisational Behaviour	
Code: 21PPSC42	Hrs/Week: 5	Hrs/ Sem: 75	Credit: 4

Vision: To impart knowledge about organizational behaviour

Mission: To make the students efficient organizational behaviourists

Course Outcomes:

CO No	Upon completion of this course, the person will be able to	PSO Addressed	CL
CO 1	learn the basic concepts of organisational behaviour	1 & 7	Re
CO 2	gain knowledge about the various methods of doing research in the field of organisational behaviour	4 & 7	Re, Un
CO 3	analyse the various steps in inculcating psychology in shaping organisational behaviour	2 & 7	An
CO 4	create new methods of teaching effective organisational behaviour	7	Un, Cr
CO 5	learn the skills of shaping employee and employer behaviour	7	Un
CO 6	understand and analyse various problems in organisational settings	4 & 7	Un, An

SEMESTER IV			
Core XIV	Organisational Behaviour		
Code: 21PPSC42	Hrs/Week: 5	Hrs/ Sem: 75	Credit: 4

Unit I – Introduction

Definition – Key elements – Nature and scope – Need for studying organisationalbehaviour – Contributing disciplines – Challenges – Process – Models - Evolution of Organisationalbehaviour – Development of Organizationalbehaviour

Unit II – Personality and perception

Personality: Theories of personality – Determinates of personality – heredity, culture, family, socialization process – Attitudes, values and job satisfaction – Learning – Emotions and moods

Perception: Concept; Process; Social perception – Learning – Concept; Theories; Principles; reinforcement, Punishment and its effect – Transactional Analysis.

Unit III – Motivation and leadership

Motivation: Concept; Maslow’s need hierarchy Theory – Two factors Theory – XY Theory – Motivation applications – Morale – Types – Morale and productivity

Leadership: Theories of Leadership - Leadership styles - Types of Leadership – Functions – Characteristics of an effective leader – Transactional and transformational leadership

Unit IV – Power and authority

Sources of Power – Meaning – Acquisition – Symbols of power and powerlessness – Organisational politics - A Contingency model and managerial power and Organisational effectiveness.

Unit V – Group Dynamics

Concept - Theories of group formation – group processes - Formal group and Informal group - Organizational changes – concepts – Organisational structure – Elements – Typology – Organisational structure and employee behaviour

Text Book

1. Khanka S.S., (2012) *Organisationalbehaviour*. S. Chand Publishers, New Delhi

Reference Books

1. Stephen P. Robbins. (2017). *Organizational Behavior*. Sixteenth Edition. Pearson India education services Pvt. Ltd.
2. McShane & Von Glinow (2000). *Organizational Behaviour*. Tata McGraw Hill Edition, New Delhi.
3. Prasad, L. M. (2006). *Organizational Behavior*. Third Edition. Sultan Chand and Sons, New Delhi.
4. Robbins, S. P., "Organizational Behavior," Prentice Hall of India Pvt Ltd, New Delhi, 2009.
5. Fred Luthans, "Organizational Behavior," New Delhi, McGraw Hill International Edition, New Delhi, 2005.

SEMESTER – IV			
Core XV		Neuropsychology	
Code : 21PPSC43	Hrs / Week: 5	Hrs / Semester: 75	Credit: 4

Vision: To inculcate the concepts and basics of Neuropsychology

Mission: To make clear all the fundamentals of Neuropsychology and related mental disorders

Course Outcomes:

CO No	Upon completion of this course, the person will be able to	PSO Addressed	CL
CO 1	learn the basic concepts of neuropsychology	1 & 8	Re
CO 2	gain knowledge about the various methods of neuropsychology to treat people	2, 5 & 8	Re, Un
CO 3	analyse the various causes of psychological illnesses	2 & 8	An
CO 4	create new methods of treating people with mental disorders	3 & 5	Un, Cr
CO 5	learn the skill of administering neuropsychology to the needy	5 & 8	Un
CO 6	understand and analyse the basic thinking processes of people with psychological issues	4, 5 & 8	Un, An

SEMESTER – IV			
Core XV		Neuropsychology	
Code : 21PPSC43	Hrs / Week: 5	Hrs / Semester: 75	Credit: 4

UNIT I - Introduction to Neuropsychology & Nervous system

Neuropsychology – meaning – branches – comparative neuropsychology – conceptual issues – historical background.

Central nervous system – terminology – environment of CNS – the spinal cord – divisions of the brain – cerebellum – diencephalon – ependyma.

UNIT II - Structure & functions of neuron

The neuron's structure: neuron as a factory – cell membrane – nucleus – protein synthesis – applying epigenetic mechanisms – proteins - Golgi bodies & microtubules – crossing the cell membrane; Neuron's electrical activity: recording from an axon – Movement of ions – the resting

potential – graded potential – the action potential; sending message along neuron; the nerve impulse - saltatory conduction and myelin sheaths; integrating information: excitatory & inhibitory

postsynaptic potentials – voltage sensitive chemicals & action potentials – summation of inputs – the versatile neuron.

Unit III - The frontal & temporal lobes

Frontal lobe: Frontal-Lobe Anatomy; A Theory of Frontal-Lobe Function: Functions of the Premotor Cortex - Functions of the Prefrontal Cortex - Asymmetry of Frontal-Lobe Function - Heterogeneity of Frontal-Lobe Function; Symptoms of Frontal-Lobe Lesions; Clinical Neuropsychological Assessment of Frontal-Lobe Damage; Intelligence and the Frontal Lobes; Disorders affecting the frontal lobe.

Temporal lobe: Temporal-Lobe Anatomy; A Theory of Temporal-Lobe Function: The Superior Temporal Sulcus and Biological Motion - Visual Processing in the Temporal Lobe - Auditory Processing in the Temporal Lobe - Asymmetry of Temporal-Lobe Function; Symptoms of Temporal-Lobe Lesions; Clinical Neuropsychological Assessment of Temporal-Lobe Damage

UNIT IV - The parietal & occipital lobes

Parietal Lobe Anatomy; A Theory of Parietal-Lobe Function: Behavioral Uses of Spatial Information The Complexity of Spatial Information – other Parietal Lobe Functions; Somatosensory Symptoms of Parietal Lesions; Symptoms of Posterior Parietal Damage; Major Symptoms and their assessment – Clinical neuropsychological assessment.

Occipital Lobe: Anatomy; A Theory of Occipital-Lobe Function: Visual Functions Beyond the Occipital Lobe - Visual Pathways Beyond the Occipital Lobe - Imaging Studies of Dorsal

and Ventral Streams - Top-Down Predictions in Vision; Disorders of visual pathways – Disorders of cortical function – visual agnosia: object agnosia – other visual agnosia; visual imagery.

UNIT V - Brain plasticity & Neuropsychological practice

Brain plasticity: principles; functional recovery after injury: therapeutic approaches to recovery after brain damage.

Neuropsychological practice – testing for brain damage – the assessment of specific functions – assessment in practice – rehabilitation.

Text books:

1. Kolb, B., & Whishaw, I.Q., (2015). Fundamentals of Human Neuropsychology 7th edition. New York: Worth Publishers Ltd.

Reference books:

1. Beaumont J. G. (2008) Introduction to neuropsychology 2nd edition. The Guilford press, New York.
2. Goldstein, L.H., & McNeil, J. E., (2004). Clinical Neuropsychology. London: John Wiley and Sons Ltd.
3. Strauss, E., et.al. A Compendium of Neuropsychological Tests. London: Oxford University Press.
4. Lezak M. D. (1998) Neuropsychological Assessment. Oxford University press, London.
5. Laura H. Goldstein (2003); *Clinical Neuropsychology: A Practical Guide to Assessment and Management for Clinicians*. Wiley Publication

SEMESTER IV			
Elective I		Rehabilitation Psychology	
Code: 21PPSC44	Hrs/Week: 4	Hrs/ Sem: 60	Credit: 4

Vision: To impart the knowledge of Rehabilitation Psychology

Mission: To develop the students into confident rehabilitation psychologists

Course Outcomes:

CO. No	Upon Completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO-1	know the nature of the persons with disabilities and biological perspectives of disability	1 & 8	Le
CO-2	obtain an understanding of the types of disability and its causes	3 & 8	Un
CO-3	develop the knowledge of the rehabilitation work settings and their roles	8	An
CO-4	understand the roles of caregivers and working with families of persons with disabilities	3 & 8	Ap
CO-5	gain the knowledge about the psycho diagnostic assessments of persons with disability	3 & 8	Un
CO-6	develop the thinking of the training programs for rehabilitation psychologist	5 & 8	Ap

SEMESTER IV			
Elective I		Rehabilitation Psychology	
Code: 21PPSC44	Hrs/Week: 4	Hrs/ Sem: 60	Credit: 4

Unit I: Introduction

Nature and needs of persons with disabilities - Psychosocial and Biological Perspectives of Disability - Concept of rehabilitation - Rehabilitation Psychology - Definition-historical perspective-scope and methods of Rehabilitation Psychology -Functions of Rehabilitation Psychology.

Unit II: Types of Disability

Mental Illness – Definition – nature - types and characteristics of various disabilities as per PWD Act including- Mental Retardation - Learning disabilities - Visual disabilities Hearing and speech disabilities - Orthopedic and Neuromuscular disability Cerebral Palsy-Multiple Disabilities-Autism

-Hanson's disease - Cardiac rehabilitation - Coping with cancer - HIV / AIDS-Incidence – prevalence - causes and prevention of above mentioned various disabilities.

Unit III: Psychologist in Rehabilitation Setting

Role of psychologist in disability rehabilitation - Work settings of rehabilitation psychologists - Designing training programmes for rehabilitation psychologists- Understanding psychological needs of caregivers -working with families of persons with disabilities.

Unit IV: Psychodiagnostic Assessments of Persons with Disability

Psychodiagnostic Assessments of Persons with Disability - Screening and early identification of persons with disabilities - Developmental Assessment.Psychological Assessment - Intellectual assessment - Assessment of Adaptive Behaviour.

Unit V: Legislations

Mental Health Act - Persons with Disability Act - Rehabilitation Council of India Act - and National Trust Act.

Text Book

1. Robert G. Frank, Mitchell Rosenthal, Bruce Caplan, (2009), *Handbook of Rehabilitation Psychology*, American Psychological Association, Washington, D.C., United States.

References

1. Golden C.J., 1984. *Current Topics in Rehabilitation Psychology*: Grune& Stratton, London.
2. Government of India (1995). *The Persons with Disabilities (Equal Opportunities, Protection of Rights, and Full Participation) Act*, New Delhi: Ministry of Social Justice and Empowerment.
3. Fraser N. Watts & Douglas H. Bennet (1983). *Theory and Practice of Psychiatric Rehabilitation*. John Wiley & Sons, New York.
4. McKay Moore Sohlberg&Catherine A. Mateer (2001). *Cognitive Rehabilitation – An Integrative Neuropsychological Approach*. The Guilford Press. New York. London.
5. Kerkhoff, T., Hanson, S., Guenther, R., &Ashkanazi, G. (1997). *The foundation and application of ethical principles in rehabilitation psychology*. *Rehabilitation Psychology*, 42 (1),17-30.

SEMESTER – IV			
Core Practical VII			
Code: 21PPSCR7	Hrs / Week: 2	Hrs / Semester: 30	Credit: 2

Professional Skills:

- Qualities of Industrial Psychologist
- Case study on recruitment procedure.

Experiments:

Human Resource Management:

1. Personality test –Edwards Personal Performance Schedule
2. Interest test –The Campbell Interest and skill Survey.
3. Preference test – Job Diagnostic Survey (by Hackman & Oldham)
4. Intelligence test – The Wechsler Adult Intelligence scale.

Organizational Behavior:

5. DISC Behavior Inventory
6. Situation judgement test
7. Myers Briggs Type Indicator
8. The Multidimensional Work Motivation Scale (MWMS)

Note: Besides the above, teacher can also design the relevant practicum.

Text Book:

1. Rao P.S., (2010) *Human Resource Management: text and cases*. Himalaya Publishing house, New Delhi.
2. Robinson S.P, Judges T.A., (2012) *Organizational behavior*. Pearson Education, New Delhi.
3. Capon, N. (1994). The product life cycle. In J. J. Hampton (Ed.), *AMA Management Handbook*. Amacom.

SEMESTER – IV			
Core Practical VIII			
Code: 21PPSCR8	Hrs / Week: 4	Hrs / Semester: 60	Credit: 3

Professional Skills:

Efficiency in setting up the environment for administering Psychological tests.

Case History Taking

Experiments:

Neuropsychology:

1. Brief Visual Spatial Memory Test-Revised (BVMt – R)
2. Clinical Evaluation of Language Fundamentals (CELF)-4
3. Delis-Kaplan Executive Functional Scale (D-KEFS)
4. Frontal Systems Behavior Scale
5. Adaptive Behavior Assessment system
6. Detailed Assessment of Post-Traumatic Stress (DAPS)
7. Psychological Screening Inventory
8. Gilliam Asperger's Disorder Scale (GADS)

Note: Besides the above, teacher can also design the relevant practicum.

Text Book:

1. Laura H. Goldstein (2003); *Clinical Neuropsychology: A Practical Guide to Assessment and Management for Clinicians*. Wiley Publication.
2. Groth-Marnat G. *Handbook of psychological assessment*. Hoboken, NJ: John Wiley & Sons; 2009.
3. Lezak M, Howieson D, Bigler E, Tranel D. *Neuropsychological assessment*. 5th. New York: Oxford University Press; 2012