

MANONMANIAM SUNDARANAR UNIVERSITY

TIRUNELVELI

TAMIL NADU, INDIA



M.Sc. PSYCHOLOGY

Choice Based Credit System (CBCS)

SCHEME, REGULATION & SYLLABUS

**MANONMANIAM SUNDARANAR UNIVERSITY
TIRUNELVELI
TAMILNADU, INDIA**

M.Sc. Degree Course in Psychology

Choice Based Credit System (CBCS)

PROPOSEDFROM THE ACADEMIC YEAR 2016 - 2017

Scheme, Regulations and Syllabus

Course Title: M.Sc. Psychology

ELIGIBILITY FOR ADMISSION:

A candidate who has passed B.A./ B.Sc. in Psychology, B. Sc. Nutrition, B. Sc. Nursing, B. A. Sociology, B. Sc. Criminology, B. S. W., B. Sc. Home Science and **any other allied subjects**, either from this University or from any other University accepted by the syndicate as equivalent there to, is eligible for the admission of M.Sc. Degree in Psychology of this University.

DURATION OF THE COURSE: 2 Academic Years

STRUCTURE OF THE COURSE:

1. Each paper carries an internal component.
2. There is a pass minimum of 50% for all PG external and overall components.
3. Distribution of Marks:
 - For Theory - External : Internal Assessment is 75:25
 - For Practical - External : Internal Assessment is 60:40
4. For practical examination marks shall be allotted as follows:
 - **Internal Assessment**
 - Record Work : 20 marks
 - Experimental work
(*Lab attendance & discipline*) : 10 marks
 - Model Test : 10 marks
 - Total : 40 marks**
5. Regarding the **Internal Assessment**, the 25mark is allocated as follows:

Components	PG
Average of the best two tests from three compulsory tests	15 Marks
Assignment	4 Marks
Seminar	6 Marks
Total	25 Marks

Note: Each internal test is of one hour duration

6. Project Work / Internship

Components	Marks
Project Report / Case Study	60
Viva – voce	40
Total	100

Note:

- a) Students must undergo internship during the IV semester on an institution where, formal training on counselling / psychological intervention is offered. Based on the Internship training, the student must submit a case study report that will include a minimum of 5 case studies.
 - b) During the internship, the students should be working under a qualified supervisor, who will be issuing a letter at the end of the internship which will be attached in the internship report.
 - c) Students must take guidance from a teacher and choose a research topic of interest and carry out research based on which a project report, not exceeding 100 pages, must be submitted at the end of the IV semester.
 - d) Project report evaluation will be done centrally and viva – voce will be conducted by both the External examiner and the guide.
7. With the concurrence of head of the department, a candidate may be permitted to work Whole/Part time in Schools/Colleges/Hospitals/Organisations, for the individual project work or case studies during IV semester. In such case, the work of the candidate will be supervised by a member faculty in the College/University.
 8. Option should be given to the students in the selection of elective.
 9. For all theory & practical papers, the duration of University examination is 3 hours.
 10. The performance of the students is indicated as given below.

Grade	Grade Point	% of Marks	Performance
O	9.5 and above	95-100	Outstanding
E	8.5 and above	85-94	Excellent
D	7.5 and above	75-84	Distinction
A	7.0 and above	70-74	Very Good
B	6.0 and above	60-69	Good
C	5.0 and above	50-59	Average
RA	0	Up to 49	Re-Appear

- The overall performance level of the candidate will be assessed by the following formulae:

$$\text{Cumulative Weighted Average of Marks} = \frac{\Sigma (\text{Marks} \times \text{Credits})}{\Sigma \text{Credits}}$$

$$\text{Cumulative Weighted Average Grade Points} = \frac{\Sigma (\text{Grade Point} \times \text{Credits})}{\Sigma \text{Credits}}$$

Abstract of the Syllabus

Components	Title of the paper	Credits
	SEMESTER I	
Core Subjects	Advanced General Psychology	5
	Biological Psychology	5
	Life Span Development	5
	Practical: Psychological Assessment I	5
Elective	Historical foundations of Psychology (or) Health Psychology	4
	Total	24
	SEMESTER II	
Core Subjects	Cognitive Psychology	5
	Advanced Social Psychology	5
	Practical 2: Psychological Assessments	5
Elective	Theories of Personality(or) Test Construction	4
Supportive	Positive Psychology	4
	Total	23
	SEMESTER III	
Core Subjects	Human Resource Development Psychology	5
	Guidance and Counselling Psychology	5
	Research Methodology	5
Elective	Psychotherapy(or) Training and Development	4
Supportive	Life Skills for Youth	4
	Total	23
	SEMESTER IV	
Core Subjects	Psychopathology	5
	Behaviour Modification	5
	Case Study & Internship	5
	Project and Viva-Voce	5
	Total	20
	Grand Total	90

M. Sc. Psychology Syllabus

SEMESTER I

ADVANCED GENERAL PSYCHOLOGY

UNIT I: BASICS OF PSYCHOLOGY AND HUMAN BEHAVIOUR

Definition of Psychology - Aims - Scientific methods in Psychology: Goals of Psychological Enquiry – Hereditary and environment – Experimental studies– Evolutionary Perspective – Biological and Cultural roots - Socio-cultural shaping of Behavior.

UNIT II: SENSATION AND PERCEPTION

Sensation: Visual system: Vision & Color - Auditory system and other Senses. Perception: Definition and Characteristics - Constructional view of perception - Perception and Attention - Constancy Phenomena - Laws of organization - Types of Perception: Form, Depth, Movement – Illusions and Types of Illusion - Role of learning in Perception,

UNIT III: LEARNING AND STATES OF CONSCIOUSNESS

Learning –Principles and Methods – Classical conditioning - Operant Conditioning – Observational Learning – Cognitive learning – Optimizing learning: Programmed learning and automated instruction – Transfer of learning – States of consciousness - hypnosis and meditation – Drug use: The highs and lows of Consciousness.

UNIT IV: MEMORY, LANGUAGE AND THOUGHT

Memory and forgetting: Definition - Kinds of remembering - Retrieval processes– Two process theories– Memory as a Constructive process - The nature of forgetting – Mnemonics; Language and thought: Nature and Process of Thinking – Symbols and concepts –Development of Language and Language use – Understanding Language acquisition: Identifying the roots of language.

UNIT V: MOTIVATION AND EMOTION

Motivation: Physiological basis of motivation –Theories of motivation – Motivational factors in aggression. Emotion – Emotional expression - Theories of emotions.

TEXT BOOKS

1. Baron, R. A., & Bronscombe, N. R. (2014) Psychology, 13th Edition, Prentice Hall India.
2. Clifford T. Morgan, Richard A. King, John R. Weisz, John Schopler (2004)., Introduction to Psychology, Tata McGraw Hill, 7th Edition
3. Ernest R. Hillgard, Richard C. Atkinson, Rita L. Atkinson, "Introduction to Psychology" 6th Edition, Oxford IBH publishing Co. Pvt. Ltd., New Delhi, 1975.

REFERENCE

1. Understanding Psychology, Robert S. Feldman, Tat McGraw Hill, 6th Edition, 2012.

BIOLOGICAL PSYCHOLOGY

UNIT I: BIOLOGICAL FOUNDATIONS OF BEHAVIOUR

Introduction : Meaning of Biological Psychology- Viewpoints to explore Biology of Behaviour – Approaches that relate brain and behaviour – level of analysis.

UNIT II: NEUROPSYCHOLOGY

Electrical signals – transmission process – circuits – gross – electrical Activity; Chemical Bases of Behaviour; Hormones and the Brain – Hormones and Behaviour.

UNIT III: THE SENSORY MOTOR SYSTEM

Vision: visual coding – Neural basis of visual perception – visual development – Audition: sound and the ear – pitch perception – auditory cortex – sound localization – Mechanical senses – Chemical senses – Three principles of sensory motor association cortex – Primary and Secondary motor cortex – Motor control and plasticity – Movement Disorders

UNIT IV: INTERNAL REGULATION

Rhythms of Wakefulness and sleep – stages of sleep and brain mechanisms – sleep disorders – Dreaming – Internal Regulation: Temperature – Thirst – Hunger

UNIT V: REPRODUCTIVE & EMOTIONAL BEHAVIOURS

Reproductive Behaviours: Sex and Hormones – Variations in sexual behaviour – gender and identity and gender-differentiated behaviours – sexual orientation – Emotion: Definition – Brain Functions – Attack and escape behaviours – stress and health

TEXTBOOKS

1. Kalat, J.W. (1995) *Biological Psychology. 5th Edition*. New York: Brooks/Cole.
2. Mark.R. Rozenweig, S.Marc Breedlove, Arnold L. Leiman (2002). *Biological Psychology: An Introduction to Behavior, Cognitive and Clinical Neuroscience*. Sunderland: Sinauer Publisher
3. Powell, G. (1998) *Brain and Personality. 3rd Edition*. London: Routledge & Kegan Paul. Neil R. Carlson (2007). *Foundations of Physiological Psychology, 6th Edition* Published by Dorling Kindersley (India) Pvt. Ltd., licensees of Pearson Education
4. Wagner, H. & Silber, K. *Physiological Psychology*. NY: BIOS Scientific Publishers, 2004.

LIFE SPAN DEVELOPMENT

UNIT I: INTRODUCTION

Developmental psychology: Definition, concepts and nature - Meaning of developmental changes – Significant facts about development – the life span – difficulties in studying life span – developmental tasks during the life span – happiness and unhappiness during the life span.

UNIT II: FROM PRENATAL PERIOD TO CHILDHOOD

Characteristics: Prenatal period -Infancy –Babyhood - Early childhood - Late childhood – personality changes – hazards and happiness.

UNIT III: ADOLESCENCE

Puberty:Characteristics – Criteria – Causes – Growth spurt – Bodily changes – Effects of puberty changes – Hazards & Happiness. Adolescence: Characteristics –Physical and Social changes – Interest – Morality – Sex interest and Behaviour – Family relationships – Personality change – Hazards & Happiness.

UNIT IV: EARLY AND MIDDLE ADULTHOOD

EarlyAdulthood: Characteristics and adjustments – Hazards and Happiness - Middle age: Characteristics and adjustments – Hazards and Happiness.

UNIT V: OLD AGE

Old age: Characteristics and adjustments – Hazards and Happiness.

TEXT BOOKS

1. Developmental Psychology (1997)– A Life Span Approach, Elizabeth B. Hurlock, Fifth Edition, Tata McGraw Hill Publishing co. Ltd., New Delhi.
2. Santrock, J. W. (2013). Life Span development, 14thed. McGraw Hill.
3. Berk L.E. (2005) Child Development, (2nd Ed.), New Delhi: Pearson Education.

REFERENCES

1. Papalia, D. E. (2004). Human Developmet. 9th ed. Tata McGraw-Hill.
2. Life Span Human Development, Brodzinggkg, D.M., Gormly A.V. &Aniborn, S.R. (1986) New Delhi: CBS Publisher.
3. Child Development, Berk, L.E. (2003), New Delhi : Pearson Education.
4. Child Development : An Indian Perspective, Srivastava, A.K. (1998) New Delhi : NCERT

PRACTICAL :PSYCHOLOGICAL ASSESSMENT I

Minimum 2 scales should be taken from each of the 5 units and in total ten scales should be taken for record writing and practice

UNIT I: INTERESTS, APTITUDE& ATTITUDE

1. Differential Aptitude Scale
2. Career Preference Scale
3. Vocational Interest Inventory
4. Thurstone's Inventory Scale
5. Occupational Interest Scale
6. Attitude & Opinion Survey

UNIT II: ASSESSMENTS RELEATED TO COUNSELLING:

1. Problem Check List
2. Interpersonal Need Inventory
3. Study Skills/Habits Inventory
4. Depression Scale
5. Perceived Loneliness Scale
6. Bell's Adjustment Scale
7. Assertiveness Scale

UNIT III: ASSESSMENT OF INTELLECTUALLY CHALLENGED CHILDREN

1. Developmental Screening Test
2. Vineland Social Maturity Scale
3. Seguin Form Board
4. Malin's Intelligence Scale

UNIT IV: ASSESSMENT RELATED TO HEALTH & WELL BEING:

1. Health Behaviors Checklist
2. Stress Coping Skills
3. Quality of Life
4. Life Events
5. General Health Questionnaire
6. Health Locus of Control
7. Psychological Well Being
8. P.G.I. General Well Being

UNIT V: ASSESSMENT RELATED TO WORK / ORGANISATION

1. Work Motivation
2. Job Satisfaction
3. Organisational/Occupational Stress
4. Organizational Climate Scale
5. Work Values & Attitude Scale
6. Team Effectiveness
7. Decision Making Styles

HISTORICAL FOUNDATIONS OF PSYCHOLOGY

UNIT I: SYSTEM & SCHOOLS OF PSYCHOLOGY

Approaches to Psychology - Paradigms and revolutions - Specializations in Psychology.

UNIT II: STRUCTURALISM & FUNCTIONALISM

Structuralism: Psycho Physical Laws and Consciousness, Wilhelm Wundt, Franz Brentano, Oswald and Titchener; Functionalism: Darwin, Galton, Herbert Spencer, William James, Stanly Hall, John Dewey, Angell, Harvey Carr, Hugo Munsterberg, Witmer

UNIT III: THE PSYCHOANALYTIC PERSPECTIVE

Psycho analysis: Sigmund Freud, Carl Jung, Alfred Adler; Neo- Psycho Analysis;

UNIT IV: HUMANISTIC-EXISTENTIALISTIC VIEW

Humanistic Psychology: Maslow, Rogers, Rollo May.

Gestalt Psychology: Max Wertheimer, Kurt Koffka, Wolfgang Kohler, Kurt Lewin

UNIT V: BEHAVIOURISM

Models of Learning, John Watson, Karl Lashley, Pavlov, Hull, Tolman, Hobart Mowrer, Skinner, Seligman, Bandura;

TEXT BOOKS

1. A History of Psychology: Globalisation, Ideas and Application, Robert B. Lawson, Jean E. Graham, Kristin M. Baker, Prentice Hall of India, 2008, New Delhi
2. A History of Psychology: Original Sources and Contemporary Research. Benjamin, Jr. L.T. McGraw Hill. (1988).
3. History of Psychology (2nd Ed) Hothersall.D, McGraw Hill. London (1990)
4. Arun Kumar Singh (1991). The comprehensive history of psychology. MotilalBanarsidass Publication.

REFERENCES

1. Contemporary Theories and Systems in Psychology, Benjamin B. Wolman (1979) Freeman Book Company.
2. Systems and Theories in Psychology, Melvin H. Marx and William A. Hillix (1978) Tata McGraw-Hill, New Delhi.
3. A History of Psychology, Thomas Hardy Leahey (1977) Prentice Hall Upper Saddle River New Jersey.

HEALTH PSYCHOLOGY

UNIT I: INTRODUCTION

Definition – Mind-body relationship – Field of Health Psychology – Focus of Health Psychology – Future of Health Psychology

UNIT II: HEALTH BEHAVIOUR & PRIMARY PREVENTION

Health beliefs, behaviours and behaviour change – Health promotion – Changing Health Habits – Cognitive Behavioural approaches – Transtheoretical model of behaviour change – Health enhancing behaviours – Health compromising behaviours

UNIT III: STRESS, PAIN & COPING

Defining, measuring and managing stress – theoretical contributions to stress – sources of chronic stress – stress and illness – coping with stress – coping and external resources – social support – coping outcomes – stress management

UNIT IV: BEHAVIOUR & CHRONIC DISEASE

Behavioural factors in Chronic diseases – behavioural factors in Cancer – Living with chronic illness

UNIT V: BEHAVIOURAL HEALTH

Tobacco – Using Alcohol and other drugs – Eating disorders – Exercising

TEXT BOOKS

1. Taylor, S. E. (2014). Health Psychology. 9th ed. McGraw-Hill Education
2. Brannon, L. & Feist, J. (2010). Health Psychology: An introduction to behaviour and health. 7th ed. Wadsworth Cengage Learning.
3. Ogden, J. (2012). Health Psychology. 5th ed. McGraw-Hill Education

SEMESTER II

COGNITIVE PSYCHOLOGY

UNIT I: INTRODUCTION

History, Methods, and Paradigms – Understanding the mind – The Cognitive brain – Studying Cognition

UNIT II: BASIC PROCESSES

Perceiving objects and recognizing patterns – Paying Attention – Forming and using Memory Traces – Encoding and retrieval from Long-Term Memory

UNIT III: REPRESENTATION & ORGANISATION OF KNOWLEDGE

Working Memory – Concepts and categorization – Visual imagery and Spatial Cognition

UNIT IV: USE & MANIPULATION OF INFORMATION

Language – Thinking and Problem Solving – Reasoning – Making Decisions

UNIT V: EMOTION & COGNITION

Defining Emotion – Manipulating and measuring emotion – Emotional learning – Emotion and Declarative memory – Emotion, Attention and Perception

TEXT BOOKS

1. Galotti, K. M. (2008). *Cognitive Psychology: perception, attention and memory*. Wadsworth Cengage Learning.
2. Smith, E. E., & Kosslyn, S. M. (2013). *Cognitive Psychology: Mind and Brain*. PHI Learning Private Ltd.
3. SOLSO, L. R. (2004.) *Cognitive Psychology*, Sixth Edition. Pearson Education Pvt. Ltd., New Delhi.

REFERENCES

1. Brown, C. (2007). *Cognitive Psychology*. Sage Publications, India.
2. Friedenberg, J. & Silverman, G. (2006). *Cognitive Science: An introduction to the study of mind*. Sage Publications, India.
3. Michael G. Wessells. (1982). *Cognitive Psychology*, Harper and Row Publishers, NY.
4. John. B. BEST (1998). *Cognitive Psychology*, 5thEd, West Publishing Company, NY.
5. Gordon Wood. (1983). *Cognitive Psychology - A Skills Approach*, Cole Publishing Company, California.

ADVANCED SOCIAL PSYCHOLOGY

UNIT I: BASIC CONCEPTS AND APPLICATIONS OF SOCIAL PSYCHOLOGY

Definition, Nature, History, methods, Theoretical approaches, Problems, application of social psychology: Health- Changing Attitudes, Culture and Health, Social Support. Environment - Privacy and Territorial Behaviour. Law: Psychosocial issues - Eyewitness Testimony, Legality of Lie Detection, Influence of Trial Procedures.

UNIT II: SOCIAL PERCEPTION AND SOCIAL COGNITION

Social Perception: Non- verbal Communication, attribution. Social Cognition: Schemas, Heuristics and Automatic Processing, errors in Social Cognition, affect and cognition.

UNIT III: ATTITUDES AND BEHAVIOUR

Nature of attitude, components of attitude, Measurement of attitude, Attitude change and attitude behaviour, (Evil acts and attitudes) interracial behaviour and racial attitudes – Prejudice – Social Influence: Conformity – Compliance - Social movements, Persuasion, Self-justification: Cognitive Dissonance, Self-perception, Comparing the theories.

UNIT IV: INTERPERSONAL ATTRACTION AND GROUP INFLUENCE

Need for social attraction, Factors underlying interpersonal attraction, Maintaining close relationship, Impression formation and impression management. Groups: nature, Reasons for joining groups, effects of the presence of others, coordination in groups, leadership, decision making. Social influence, Conformity, Compliance.

UNIT V: PRO- SOCIAL BEHAVIOUR AND AGGRESSION

Theoretical perspectives on aggression, causes, Prevention and Control of Human Aggression. External and Internal influences of helping behaviour, Engaging in pro-social acts, effects of being helped- empathy and altruism.

TEXT BOOKS

1. Baron, R. A., Bryne, D., & Branscombe, N. R. (2009). Social Psychology. 12th Ed. New Delhi: Pearson Education.
2. Social Psychology, Shelly Taylor, Pearson Education, 12th Edition, New Delhi, 2011

REFERENCES

1. Social Psychology. Myers, D.G. (2006). (8th ed) New Delhi: Tata McGraw-Hill. Social
2. Psychology, Baron, R. A. & Bryne, D. (2005).. (10th Ed) New Delhi: Prentice Hall of India.
3. Applied Social Psychology, Kool, V.K. & Agraval, R. (2006).. New Delhi: Atlantic Publishers.
4. Applied Social Psychology in India, Gireswar, M. (1990), Sage Publications.

PRACTICAL: PSYCHOLOGICAL ASSESSMENT II

Minimum 2 scales should be taken from each of the 5 units and in total ten scales should be taken for record writing and practice

UNIT I: COGNITIVE TESTS

1. Stroop Test
2. Tweezer Dexterity
3. Finger Dexterity
4. State – Trait anger
5. State – Trait anxiety
6. Cognitive Styles

UNIT II: INTELLIGENCE :

1. Raven's Progressive Matrices
2. Weschler Intelligence scales
3. Cube Construction Test
4. Bhatia's Battery of Intelligence

UNIT III: NON PROJECTIVE PERSONALITY

1. Eysenck's personality inventory
2. Catell's 16 Personality Factors
3. Neo Personality Inventory
4. MMPI
5. Rotter's Locus of Control
6. Emotional Stability

UNIT IV: PROJECTIVE PERSONALITY ASSESSMENT

1. TAT-Thematic Apperception Test
2. Word Association Test
3. Sentence Completion Test
4. Level of Aspiration

UNIT V: PERSONALITY & LEADERSHP

1. MBTI
2. FIRO – B
3. Type A/B Personality
4. Personal Self efficacy
5. Leadership Preference Scale
6. Leadership Effectiveness Scale
7. Managerial Aptitude
8. Managerial Effectiveness

THEORIES OF PERSONALITY

UNIT I: BASIC CONCEPTS OF PERSONALITY

Personality: Definition - History and nature - Biological and Socio cultural determinants - Genetic influence - Person by situation interaction - Unresolved Problems in Personality.

UNIT II: PSYCHODYNAMISM

Psychodynamic Theories of Personality: Sigmund Freud, Adler, Carl Jung, Erikson.

UNIT III: TRAIT, TYPE, ECLECTIC APPROACHES

Cattell, Eysenck, Allport, Five factor model.

UNIT IV: LEARNING AND COGNITIVE APPROACHES

Pavlov, Skinner, Dollard and Miller, Bandura, Mischel, Kelly, Rotter and Witkins.

UNIT V: HUMANISTIC APPROACHES

Need Theories: McClelland, Atkinson, Murray. Humanistic Theories: Rogers, Maslow.

TEXT BOOKS

1. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). Theories of Personality. 4th Ed. Wiley: India.
2. Schultz, P. D, Schultz, S. E. & Schultz, S. (2012). Theories of Personality 10thEd. Cengage Learning, India.

REFERENCES

1. Personality and personal growth, Frager, R. & Fadiman, J. (2007). 6th Edn. Pearson Prentice Hall, India.
2. Allen (1997) Personality Theories, Development, Growth & Diversity. 2nd edition. Allyn& Bacon
3. Pervin (1970) Personality Theory & Research. 7th Edition. John Wiley Publication
4. Friedman (2003) Personality: Classic Theories and Modern Research. 2nd Edition: Pearson Education.
5. Personality on Indigenous Psychology, Misra, G. and Mohanty, A.K. (2002) , New Delhi : Concept Publishing Company.

TEST CONSTRUCTION

UNIT I: INTRODUCTION:

Measurement and types of measurement scales –Attributes of Measuring instruments – Problems in Psychological measurements Errors in measurement - Speed vs Power test – Criterion for parallel tests

UNIT II: PSYCHOLOGICAL TESTING

Definition – Nature and characteristics of psychological tests – history of Psychological testing – types of psychological tests – Test Construction and Standardisation – Steps involved in test construction

UNIT III: ITEM ANALYSIS

Introduction – Item Discrimination – Item Difficulty – Item Validity – Role of item characteristics curve in predicting test scores – Scoring of Tests – Problems of Scoring – Importance of scoring in psychological testing

UNIT IV: RELIABILITY & VALIDITY

Reliability: Definition – Methods of calculating reliability – Factors affecting reliability – Types of reliability – Importance of reliability in psychological testing – Validity: Definition – Methods of calculating validity – factors affecting validity – using validity information to make prediction – relationship between reliability and validity.

UNIT V: TEST STANDARDISATION & ETHICAL ISSUES

Norms: Definition and nature – Methods of calculating norms – difference between norms and standards –Types of norms – Ethical Issues: Ethical considerations in psychological testing – specific principles

TEXT BOOKS

1. Chaddha, N. K. (2009). Applied Psychometry. Sage Publications.
2. Anastasi, A., & Urbina, S. (2012). Psychological Testing. 7th ed. PHI Learning Pvt Ltd, New Delhi.

REFERENCES

1. Cohen, R. J., & Swerdlik, M. E. (2005). Psychological Testing and assessment: An introduction to tests and measurement. 6th ed. McGraw-Hill, New Delhi.
2. Gregory, R. J. (2015). Psychological Testing: History, Principles and applications. 7th ed. Pearson Education, India.
3. Kaplan, R. M., & Saccuzzo, D. P. (2012). Psychological Testing: Principles, applications, and issues. 8th ed. Wadsworth Cengage Learning, India.

POSITIVE PSYCHOLOGY

UNIT I: INTRODUCTION

Definition – Assumptions and Goals – From the negative to the positive – View of human functioning - Eastern and western perspectives – Classifications and measures of strengths and positive outcomes

UNIT II: POSITIVE PSYCHOLOGY IN CONTEXT

Developing strengths and living well – Meaning and measure of happiness – Subjective Well Being – Self-Realization – Views of Happiness

UNIT III: POSITIVE EMOTIONAL STATES & PROCESSES

Principles of pleasure: Understanding positive affect, positive emotions and well-being: Positive Emotions and Health Resources – Positive Emotions and Well – Being - Emotion-focused coping – Emotional Intelligence

UNIT IV: POSITIVE COGNITIVE STATES & PROCESSES

Self-Efficacy, Optimism and Hope – Wisdom and Courage: the two universal virtues – Mindfulness, Flow and Spirituality

UNIT V: PROSOCIAL BEHAVIOUR& POSITIVE ENVIRONMENTS

Empathy and Egotism: Altruism – Gratitude – Forgiveness – Societal implications – Attachment, Love and Flourishing relationships
Positive Schooling – Gainful Employment – Building better communities – Life above Zero

TEXT BOOKS

1. Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2010). Positive Psychology: The scientific and practical explorations of human strengths. 2nd ed. Sage Publications, India.
2. Baumgardner, S. R., & Crothers, M. K. (2009). Positive Psychology. Pearson Education, India.

SEMESTER III

HUMAN RESOURCE DEVELOPMENT PSYCHOLOGY

UNIT I: FOUNDATIONS OF HRD

Definition –Disciplinary origins - Functions, Competencies and Development of Manager – Integrated HRD System – Assessing HRD Needs

UNIT II: HRD MECHANISMS

Effective executive appraisals – Using Performance Appraisal for Development – Role of Training in HRD: Learning and Cognitive Styles – Evaluating Training outcomes - Developing core competencies – Talent Development - Potential Appraisal - Performance Counselling

UNIT III: HRD IMPLEMENTATIONS

HRD Planning – Strategies for Developing Human Resources – Models of Strategic HRD - Organisational outcomes – Barriers to implementation - HRD Practices in Indian Industries

UNIT IV: KNOWLEDGE MANAGEMENT & LEADERSHIP DEVELOPMENT

Knowledge Management Process: Knowledge creation – Knowledge sharing – Role of HRD in Knowledge management - Leadership Models: Trait, Behavioural, Situational, and Transformational

UNIT V: HRD IN GOVERNMENT SYSTEMS

HRD in Education – HRD needs for employment – oriented education – Institutional building and self renewal needs – Role of HRD Ministry

TEXT BOOKS

1. Rao, T. V. (1991). Readings in human resource development. Oxford & IBH Publishing Co. Pvt. Ltd.
2. McGuire. (2014). Human Resource Development. 2nd ed. Sage Publications, New Delhi.

REFERENCES

1. Werner, J. M., &DeSimone, R. L. (2012). Human Resource Development. 6th ed. Cengage Learning, India.
2. Gold, J., Holden, R., Stewart, J., Iles, P., &Beardwell, J. (2010). Human Resource Development: Theory and Practice. 2nd ed. Palmgrave Macmillan

GUIDANCE AND COUNSELLING PSYCHOLOGY

UNIT I: BASIC CONCEPTS

Definition, process and goals -Guidance & Counselling - Advice & Counselling - Education & Counselling - Direction & Counselling - Instruction & Counselling - Need for counseling - Emergence and Growth of Guidance and Counseling -Status of Guidance and Counselling Movement in India.

UNIT II: COUNSELLING APPROACHES AND PRACTICES

Directive or authoritarian approach - Relevance of psychoanalysis - Non-directive approach: Humanistic-Existential approach Roger's self theory - Behavioristic approach: reciprocal inhibition, behavior modification, counselling approach - Eclectic approaches.

UNIT III: COUNSELLING PROCESSES

Preparation for counseling - counselling relationship - content and process of counselling, counselling interactions, counselor-counselee relationship, factors affecting counselling process - Effective counselor's skills: characteristics & attitudes; Counselling Interview – Nature and significant features, setting and types of counseling interview, appropriate use of communication , interviewing techniques, degree of lead, silence, relationship techniques, sharing of experiences, resistance.

UNIT IV: COUNSELLING ISSUES

Professional preparation and training for Counseling: counseling preparation and professional issues, academic preparation, practical skills, selection and training of counselors, conception of professional worker, preparation of counselors; Ethics in Counselling:Codes of professional Ethics, legal considerations, Ethical Principles and Theory, Ethics and Law, Common Ethical Violations by Mental Health Professionals; Modern trends in counselling.

UNIT V: PSYCHOLOGICAL TESTING AND DIAGNOSIS

Tools & Techniques used in counseling and guidance: Testing & non testing devices, Types of psychological tests; Tools used in assisting individuals towards self discovery; test interpretation in counselling, factors affecting psychological test results, limitations of diagnosis.

TEXT BOOKS

1. Gibson & Mitchell (2003). Introduction to Counseling and Guidance. 6th Edition. Pearson Education.
2. Nelson-Jones, R. (2011). Theory and Practice of Counselling & Therapy. 5th ed. Sage Publications, New Delhi.
3. Rao, S. Narayanan (1992). Counselling and Guidance. 2nd ed., Tata McGraw-Hill
4. Parischa, Prem (1976). Guidance and Counselling in Indian Education.
5. Robert L. Gibson and Marianne H. Mitchell, (2006) Introduction to Counseling and Guidance, New Delhi, Prentice Hall of India Private Limited
6. Jones, Nelson (2005). Practical counseling and Helping Skills, 5th Edition, London: Sage Publications.

RESEARCH METHODOLOGY

UNIT I: INTRODUCTION TO RESEARCH METHODOLOGY

Basic concepts, Characteristics of Scientific Research, Steps in Research, Types of Research: Experimental, Non – experimental, Laboratory, field experiments, Quantitative and Qualitative research, Survey Research, Case Study - Ethical Problems in research.

UNIT II: RESEARCH PROBLEM, HYPOTHESIS, CONSTRUCTS & VARIABLES

Definition, Types and sources of Research Problem – Steps in identifying a Research Problem – Hypothesis: Definition – Types – Criteria for a good hypothesis – Testing of hypothesis – Levels of Confidence. Constructs & Variables - Constitutive and operational definitions – types.

UNIT III: SAMPLING TECHNIQUES & METHODS OF DATA COLLECTION

Definition – Types: Probability & Non-Probability Sampling – Sample size estimation – errors in sampling - Data collection methods: Survey methods- Observation, mail surveys, Questionnaires, personal interviews, telephone interviews, internet surveys and Psychological tests and scales.

UNIT IV: RESEARCH DESIGNS

Definition, Principles and functions, Experimental, Quasi experimental, Correlational, Comparative, Randomised group designs, Randomised block design and mixed design, Longitudinal & Time Series Design.

UNIT V: REPORT WRITING AND USES OF COMPUTERS

General purpose of writing a report, structure and format of a report (APA), Style of writing, Typing, Evaluating a report and Preparing a research proposal. Precaution for writing research report. Use of computer in research and precautions. Advantages of computer, internet and websites in research.

TEXT BOOKS

1. David Nachmias & Chava Nachmias, Research Methods in the Social Sciences, St. Martin's Press New York
2. Fred Kerlinger, Foundations of Behavioural Research
3. Introduction to Research Methods in Psychology Howitt, D. and Crammer, D. (2005), Pearson Education.

REFERENCES

1. Research Methodology, Bhattacharya, D. K. (2003), New Delhi: Excel Books.
2. Ranjit Kumar (2006). Research methodology: A step-by-step guide for beginners. 3rd ed. Sage Publications, New Delhi.
3. McGuigan, F. J. (1997). Experimental psychology: methods of research. 7th ed. Prentice Hall.

PSYCHOTHERAPY

UNIT I: INTRODUCTION

Interventions – Definition – Goals of Psychotherapy – Professional issues – Personal characteristics of therapists – common and unique features of Psychotherapies – Psychotherapy in India

UNIT II: PSYCHOANALYSIS

Psycho-Dynamic therapies – Indications and evaluations – Neo-Freudian approaches – Ego analytic therapies – Group therapy - Current status and evaluation

UNIT III: HUMANISTIC – EXISTENTIALISTIC THERAPIES

Person-centred therapy – Gestalt therapy – Transactional analysis – Reality therapy – Existential therapy – Logotherapy– Current status and evaluation

UNIT IV: COGNITIVE BEHAVIOUR THERAPIES

Behaviour therapy – Rational Emotive behaviour therapy – Cognitive therapy – Current status and evaluation

UNIT V: POSTMODERN THERAPIES

Solution-focused therapy – Brief therapy – Narrative therapy - Eclecticism– Current status and evaluation

TEXT BOOKS

1. Nelson-Jones, R. (2014). Theory and Practice of Counselling & Psychotherapy. 6th ed. Sage, New Delhi.
2. Nelson-Jones, R. (2011). Theory and Practice of Counselling & Therapy. 5th ed. Sage, New Delhi.
3. Kottler, J. A., & Montgomery, M. J. (2011). Theories of Counselling and Therapy: an experimental approach. 2nd ed. Sage, New Delhi.

REFERENCES

1. Nelson-Jones, R. (2005). Practical counseling and Helping Skills, 5th Edition, Sage, New Delhi.
2. Nelson-Jones, R. (2005). Theory and Practice of Counselling, 5th Edition, Sage, New Delhi.

TRAINING & DEVELOPMENT

UNIT I: TRAINING AND ASSESSMENT OF NEEDS

Definition -Importance of training in different settings-Training as a profession-Training Needs Analysis- Types of Training-Training design-steps involved in training

UNIT II: TRAINING METHODS

Non-experiential Training Techniques:Lecture method, Audio Visual assisted method, Programmed Instruction and Computer Assisted Instruction method: Suitability, advantages and limitations.

UNIT III: EXPERIENTIAL TRAINING TECHNIQUES

Experiential Learning approaches; Simulation- In- basket Technique-Case- Study Method- Role- Playing- Behavior Modeling Training; T- Groups-Group Discussion; Educational Games; Training with psychological instruments: suitability, advantages and limitations.

UNIT IV: TECHNICAL TRAINING SYSTEMS

On- the- job and off- the- job technical training-Training approaches to improve Productivity and quality-TQM, Quality Circles, KAIZEN.

UNIT V: TRAINING AND DEVELOPING MANAGERS

Management Development: The nature of the Managerial job- Knowledge and Skills requirements of managers-Management Development Programs and Techniques; Career Planning and Development.

TEXT BOOKS

1. Lynton, R. P. &Pareek, U. (2013). Training for Development. 3rd ed. Sage, New Delhi.
2. Goldstein (2001). Training in Organizations. 4th edition. Thomson & Wadsworth.
3. Noe, R. A. (2005). Employee Training and development. 3rd ed. McGraw-Hill, New Delhi.

REFERENCES

1. Camp, Blanchard &Huszczko (1986). Toward a more Organizationally Effective Training Strategy & Practice. New Jersey. Prentice Hall.
2. Landale (2006). Advanced Techniques for Training and Development. Infinity Books.
3. French & Bell (1989). Organization Development. Behavioral Science Interventions for Organization Improvement. 3rd edition. Prentice Hall.
4. Aswathappa (2005). Organizational Behavior. Text, cases, games. Mumbai. Himalaya Publishing House.

LIFE SKILLS FOR YOUTH

UNIT I: INTRODUCTION: YOUTH & LIFE SKILLS

Youth: Definition and characteristics - Problems of youth, pertaining to self, family and society; *Life Skills*: Definition and Importance - Skills needed for development of youth – Scope of Life Skills in management of Youth problems pertaining to health, sexuality, education and occupation

UNIT II: LIFE SKILLS FOR PERSONAL WELL BEING

Thinking skills: problem solving – decision making - critical thinking - creative thinking – realistic and positive thinking; *Motivation skills*: self motivation – motivation of others – Goal setting: SMART Goals – Immediate, Intermediate & Long term Goals - wealth building; *Self development skills*: self-awareness building – SWOT Analysis – Johari Window Analysis – self confidence building – self-esteem; *Emotion and Stress*: definition of stress and stressors – emotional awareness – expression of feelings – empathy

UNIT III: LIFE SKILLS FOR SOCIAL WELL BEING

Communication skills: verbal and non verbal communication – active listening and attending; *Interpersonal skills*: Team building skills: Negotiation and refusal skills – Assertiveness skills – Maintaining good marital and sexual relationship – Child rearing and family relationships; *Leadership skills*: political, occupational and professional leadership – entrepreneurial skills

UNIT IV: METHODS & TECHNIQUES FOR SKILL DEVELOPMENT

Interpersonal skills Training: – Social Skills Training - Assertion Training – feedback – prompting – programming of change – homework assignments; *Anger & Stress Management*: Relaxation Techniques: Jacobson's Progressive Muscle Relaxation – Autogenic Relaxation Training – Shavasana – Yoganidra - Meditation - Thought Stopping – Positive Self Talk – Cognitive Restructuring – thought stopping – Problem solving techniques; *Time Management Techniques*: Identifying Time Wasters - Advantages of Time Management - Time Management Styles; *Desensitisation procedures*: Study skills for students – Role play – Group Discussions – Debate – Brainstorming;

UNIT V: PROGRAMMES FOR ALTERING WAY OF LIFE

Development of Good Health Habits: Healthy Life Style Practices - Yoga and Meditation
Developing Counselling Skills: Basic Counselling Skills as Qualities for Interpersonal Effectiveness: Warmth, Genuineness, Empathic Understanding, Unconditional Positive Regard; *Peer Counselling*: Definition – Dealing with Peer Pressure, Bullying – Team Building
Community Based Rehabilitation: Methods of Community Based Rehabilitation – Identification and Rehabilitation of youth in need of care and support

TEXTBOOKS

1. Swaminathan, V. D., & Kaliappan, K. V. (2001). *Psychology for effective living: Behaviour modification, guidance, counselling & yoga*. 2nd ed. Chennai: Madras Psychology Society.
2. Agochiya, D. (2010). *Life competencies for adolescents: Training manual for facilitators, teachers and parents*. Sage, New Delhi.

REFERENCES

1. Shulman, L. (1979). *Skills of helping: Individuals & groups*.
2. Burnard, P. (1999). *Interpersonal Skills Training*.
3. Bishop, S. (1999). *Assertiveness skills training*.
4. Harvard business essentials (2005). *Time management*. Boston.

5. Greenberg, J.S. (2001). *Comprehensive stress management*. 7th ed. Chennai: Tata McGraw-Hill
6. Jones, N. (2005). *Practical counseling and helping Skills*. 5th ed. Sage, New Delhi.

SEMESTER IV

PSYCHOPATHOLOGY

UNIT I: INTRODUCTION

Meaning of Abnormal Behaviour: Statistical infrequency-Violation of norms-personal distress - Behavioural Dysfunction - Unexpectedness; History of Psychopathology - Paradigms of Psychopathology; Classification, Diagnosis and Assessment: Brief History of Classification: Early Efforts-Development of the WHO and DSM Systems - DSM-IV-TR - Psychological assessments

UNIT II: CHILDHOOD BEHAVIOUR DISORDERS

Attention Deficit/Hyperactivity Disorder - Conduct Disorders - Learning Disabilities - Communication Disorders-Motor Skills Disorders - Mental Retardation - Autistic Disorder

UNIT III: ANXIETY & MOOD DISORDERS

Phobia - Panic Disorder-Obsessive Compulsive Disorder-Posttraumatic Stress Disorder - Mood Disorders: Depression-Mania - Bipolar Disorder

UNIT IV & SCHIZOPHRENIA & PERSONALITY DISORDERS

Clinical & non clinical symptoms - History of the Concept of Schizophrenia: Early Descriptions - Categories of schizophrenia; Classifying Personality disorders: Clusters, Categories and Problems - Odd/Eccentric Cluster - Dramatic/Erratic Cluster - Anxious/Fearful Cluster

UNIT V: PSYCHOPHYSIOLOGICAL & EATING DISORDERS

Somatoform Disorders: Pain Disorder - Body-dysmorphic Disorder - Hypochondriasis- Conversion Disorder- Somatization Disorder; Dissociative Disorders: Dissociative Amnesia - Dissociative Fuge - Depersonalisation Disorders - Dissociative Identity Disorder; Eating Disorders: Anorexia Nervosa-Bulimia Nervosa-Binge Eating Disorder

TEXT BOOKS:

1. Davison, G.C., Neale, J.M and Kring, A.M. *Abnormal Psychology*. (9th ed). MA: John Wiley & Sons Inc., 2004.
2. Alloy, L.B; Riskind, J.H., & Manos, M.J. *Abnormal Psychology*. New Delhi: Tata McGraw Hill pub, 2005.
3. Cutting, J. *Principles of Psychopathology*. NY: OUP, 1997

REFERENCES

1. Durand, M. V., & Barlow, D. H. (2016). *Essentials of Abnormal Psychology*. 7th ed. Cengage Learning, India.
2. Comer, R. J. (2014). *Abnormal Psychology*. 9th ed. Wadsworth Publishers.

BEHAVIOR MODIFICATION

UNIT I: FUNDAMENTALS OF BEHAVIOR MODIFICATION

Basic concepts of Behaviour Modification, Definition and goal; Learning, Biological & Cognitive Foundations; meaning of Behavioral Assessment, Behavior Analysis and Formulation: desirable and undesirable behaviour – overt and covert - Deficit & Excess – normal & deviant – Conceptual issues: antecedents, consequences, stimulus control, generalization and discrimination;

UNIT II: CLASSICAL CONDITIONING: PRINCIPLES & TECHNIQUES

Classical Conditioning Principles: Stimulus – Response Association, Conditioned Responses; Relaxation Techniques - Systematic Desensitization – Covert & Overt Conditioning - Flooding – Shaping

UNIT III: OPERANT CONDITIONING PRINCIPLES & TECHNIQUES

Operant Conditioning Principles: Reinforcement - Punishment, and Extinction: meaning and administration of punishment, guidelines for discipline; Aversion Therapy – Thought Stopping - Time out - Token Economy, Shaping, Chaining, Premack's Principle, Prompting and Fading - Biofeedback.

UNIT IV: SOCIAL & COGNITIVE LEARNING PRINCIPLES & TECHNIQUES

Social Cognitive Theory: Vicarious learning, self control, self reinforcement, self efficacy; Experiential learning, hands-on training. Organizational & Clinical Behavior Modification Models: Role Play & Behavioural Rehearsal – Psychodrama - Modeling - Cognitive Behavior Therapy -Meichenbaum's Self- Instruction Training, Beck's Model- Rational Emotive Therapy of Ellis - Assertion Training - Traditional Methods: Yoga and Meditation.

UNIT V: APPLICATIONS & ETHICAL ISSUES

Application of Behavioural Modification techniques in Industrial / Organisational setting – Institutional setting – Social setting.

TEXT BOOKS:

1. Miltenberger, R. (2007). Behaviour modification: Principles and procedures. 4th ed. Cengage Learning.
2. Jena, SPK. (2008). Behaviour Therapy: Techniques, Research and Applications. Sage Publications, New Delhi.
3. Fisher, W. W., Piazza, C. C., & Roane, H. S. (2011). Handbook of applied behaviour analysis. The Guilford Press, London.
4. Houten Ron Van (1993). Behavior Analysis and Treatment. Plenum Press New York.
5. Feldman, & Broadhurst. (1976). Theoretical and Experimental Bases of the Behavior Therapy. Wiley, London.

REFERENCES

1. Jones, Nelson (2005). Practical counseling and Helping Skills, 5th Edition, London: Sage Publications.

2. Woolfe, R, Dryden W, Strawbridge. S (2003). Handbook of Counseling Psychology, 2nd Edition, London: Sage Publications.
3. Sundel&Sundel (1990). Behavior change in the Human Services, 4th edition, Thousand Oaks: Sage Publications.
4. Feldman et al., Theoretical and Experimental Bases of the Behavior Therapy. Wiley, London.
5. Kenneth, R.G. Williams and Williams. Clinical Biofeedback. Baltimore.
6. Houten Ron Van (1993). Behavior Analysis and Treatment. Plenum Press New York.

INTERNSHIP & CASE STUDY

Students will be placed in an institution or organization, under the supervision of a Psychologist, Psychiatrist, Counsellors, Welfare Officer, or any other Professional who is expertise and working towards helping people professionally. 100 % attendance, that is, 250 hours is compulsory, failing which, they have to re do the entire paper again. During the internship programme, the students must read the institution / organization and its structure and climate, collect the profile of the institution / organization and also present a minimum of 5 technical case studies.

PROJECT

Each student will be allotted a supervisor / Guide, who will help the student in preparing a project report at the end of the second year. The report shall embody the record of original investigation under the guidance of the supervisor.