



PSG College of Arts & Science
An Epitome of Quality Learning

M.Sc. APPLIED PSYCHOLOGY

2015 - 2017

MSc APPLIED PSYCHOLOGY PROGRAMME
Scheme of Examinations
(For students admitted from 2014-15 & onwards)

Code No.	Subject	Duration (Hrs)	Max. Marks			Credit Points
			CA	CE	Total	
First Semester						
14PSP01	Advanced General Psychology	3	25	75	100	3
14PSP02	Advanced Social Psychology	3	25	75	100	3
14PSP03	Positive Psychology	3	25	75	100	3
14PSP04	Personality Psychology	3	25	75	100	3
14PSP05	Psychological Testing & Diagnosis	3	25	75	100	3
14PSP06	Experimental Psychology: Practical – I	3	40	60	100	3
Second Semester						
14PSP07	Yoga Psychology	3	25	75	100	3
14PSP08	Neuro Psychology	3	25	75	100	3
14PSP09	Learning Disabilities and Intervention	3	25	75	100	3
14PSP10	Research Methods	3	25	75	100	3
14PSP11	Experimental Psychology: Practical - II	3	40	60	100	3
14PSP12	Practicum (Internship) & Viva	3	40	60	100	2
14PSP13	Minor Project & Viva	--	40	60	100	2
14PSP14	Industrial Relations & Labour Welfare (Allied - SW)	--	25	75	100	2
14SBP01	<u>SKILL BASED SUBJECT</u> : Cyber Security	--	100	--	100	2
Practicum Internship during Fridays and Saturdays in the II Semester. Work diary and Report to be submitted at the end of II Semester						
Institutional Training for Thirty Days during the I year (Second Semester) end Summer Vacation and Report to be submitted at the end of III Semester						

Cont....

Code No.	Subject	Duration (Hrs)	Max. Marks			Credit Points
			CA	CE	Total	
Third Semester						
14PSP15	Clinical Psychology	3	25	75	100	3
14PSP16	Developmental Psychopathology	3	25	75	100	3
14PSP17	Experimental Psychology: Practical – III	3	40	60	100	3
14PSP18	Psychology for Competitive Examinations	--	100	--	100	2
14PSP19	Project / Dissertation & Viva	--	80	120	200	3
14PSP20	Institutional Training & Viva	--	40	60	100	2
14PSP21	Psychometric Methods & Statistics (Allied - ST)	3	25	75	100	3
14PSP22	<u>CORE ELECTIVE – I</u> Psychotherapeutics	3	25	75	100	5
14PSP23A	<u>CLUSTER IDC :</u> Economics for Decision Making	3	25	75	100	4
14PSP23B	OR Development Communication					
14PSP23C	OR Logistics Management					
Fourth Semester						
14PSP24	Organizational Behaviour	3	25	75	100	3
14PSP25	Marketing & Consumer Behaviour	3	25	75	100	3
14PSP26	Counselling Psychology	3	25	75	100	3
14PSP27	Health Psychology	3	25	75	100	3
14PSP28	Case Analysis: Practical - IV	3	40	60	100	2
14PSP29	Professional Skills: Practical - V	3	40	60	100	2
14PSP30	<u>CORE ELECTIVE - II</u> Human Resource Management	3	25	75	100	5
	<u>CO-CURRICULAR COMPONENTS</u>	--	--	--	--	--
	1. EXTENSION SERVICE	--	--	--	--	--
	2. CERTIFICATE COURSE	--	--	--	--	--
TOTAL						90

CLUSTER IDC		
14MCP14A/14COP19 A	Organizational Behavior	MJMC / MCom III Semester

Objectives: To enable the students to understand...

- The nature of positive psychology and happiness,
- The factors of well-being,
- The importance of personal goals, self-regulation and control,
- To build a resilient and positive personality,
- The human virtues and application of mindfulness.

UNIT – I INTRODUCTION (11 Hours)

Positive Psychology: Meaning – Roots - Traditional Vs Positive Psychology- Assumptions, goals and definitions- **Happiness:** Meaning – Hedonic and Eudemonic happiness - Happiness across the life span – Gender and happiness – Marriage and happiness - Culture and happiness - Global measure of happiness.

UNIT – II POSITIVE EMOTIONS, CLOSE RELATIONSHIPS AND WELL-BEING (11 Hours)

Positive Emotions (PE): Meaning – Broaden and build theory of PE - PE and health resources – PE and Well-being – Cultivating PE. **Close Relationships and Well-Being:** Meaning - Characteristics – Lighter side of CR – The power of “Bad”- The contours of happy marriage – Intimate relationship – Handling marital discord.

UNIT – III PERSONAL GOALS & WELL BEING AND SELF- REGULATION & SELF-CONTROL (12 Hours)

Personals Goals (PG): Definition - Measuring PG - Universal human motives – Goals expressing fundamental values – Goals contributes to well-being – Materialism and its discontents. **Self- Regulation (SR):** Meaning - Control and discrepancy theory - Planning for S-R success - Goals and SR problems – Goal difficulty; **Self- Control:** Meaning – Value of self- control; - Self control failure - Goal disengagement.

UNIT - IV RESILIENCE AND POSITVIE TRAITS (11 Hours)

Resilience: Meaning - Developmental and clinical perspectives – Sources of resilience; Children - Adulthood – Later life - Successful ageing growth through trauma; **Positive Traits:** Meaning - Personality, emotions and biology - Positive beliefs - Positive illusions.

UNIT – V VIRTUE & ITS STRENGTHS AND LIFE ABOVE ZERO (11 Hours)

Human Virtues: Wisdom and virtue – Theories of wisdom - SOC model – **Transcendence:** Religion and virtue; **Life above Zero:** Interconnection of a “Good” & the “Bad” – Contours of a positive life – **Mindfulness:** Meaning - Mindfulness & Meditation- Mindfulness & Psychotherapy – East - West and Positive Psychology.

REFERENCES:

1. Steve R. Baumgardner & Marie K. Crothers, (2009): Positive Psychology, Dorling Kindersley India Pvt. Ltd, Pearson Education.
2. C. R. Snyder & Shane J. Lopez, (2008): Positive Psychology: The scientific and practical explorations of human strengths, (1st Edition), New Delhi: Sage Publications India, Pvt. Ltd.

14PSP04 PERSONALITY PSYCHOLOGY

Objectives: To enable the students to understand...

- The meaning and nature of personality theories and psychoanalysis,
- The contribution of Neo-Freudians in personality,
- Understand the learning and cognitive theories of personality,
- The humanistic and trait theories of personality,
- The Hindu, Zen, Buddhist and Sufism tradition of personality.

UNIT – I INTRODUCTION AND PSYCHOANALYSIS (12 Hours)

Personality: Meaning – history of personality study – contemporary approaches – modern theories – characteristics of a good theory – **Psychoanalysis:** Personal history – major concepts – structure of personality – psychosexual stages – defense mechanisms – therapy – evaluation.

UNIT – II NEO-FREUDIAN THEORIES (12 Hours)

Carl Jung's Analytic Psychology: Major concepts – dynamics - structure: **Adler's Individual Psychology:** Major concepts – dynamics - structure. **Karen Harney Theory:** Major concepts – Harney's New Paradigm – dynamics - **Erickson Theory:** Major concepts – dynamics - structure.

UNIT – III LEARNING AND COGNITIVE THEORIES (10 Hours)

B.F. Skinner: Intellectual antecedents – major concepts – what supports or impedes personal growth – structure – therapy – evaluation. **Human Cognition:** Computer model – **Albert Bandura's Theory:** Main concepts – Aaron Beck and cognitive therapy – Evaluation.

UNIT – IV HUMANISTIC AND TRAIT THEORIES (10 Hours)

Roger's Person- Centered Perspective: Major concepts – dynamics - structure – fully functioning person – therapy. **Maslow's Transpersonal Psychology:** Major concepts – dynamics - structure. **Allport's Theory:** Trait – Proprium – development – functional autonomy. **Cattell's Theory:** Surface traits – source traits – evaluation.

UNIT – V HINDU, ZEN, BUDDHIST AND SUFISM TRADITION (12 Hours)

Hindu Tradition: History - Major concepts – dynamics - structure – evaluation. **Zen Tradition:** Major concepts – dynamics - structure. **Buddhist Tradition:** History - Major concepts – dynamics - structure. **Sufism:** History - Major concepts – dynamics – structure.

REFERENCES:

1. Robert Frazer & James Fadiman, (2005): Personality and Personal Growth, New Delhi: Pearson Education
2. Freidman, H. S. & Schustack, M. W. (2004): Personality, New Delhi: Pearson Education
3. Hall, C. S. & Lindzey, G. (2004): Theories of Personality, New Delhi: John Wiley.

Objectives: To enable the students to understand...

- The nature of psychological testing and assessment of intelligence,
- The wide variety of assessments for schoolchildren and children with specific disabilities,
- The objective, projective and behavioral personality assessment techniques,
- The assessments used in career and business,
- The application of clinical, counseling and Neuro-Psychological assessments.

**UNIT - I PSYCHOLOGICAL TESTING AND ASSESSMENT OF INTELLIGENCE
(12 Hours)**

Psychological Testing and Assessment: Meaning – A historical perspective – Culture and assessment. **Intelligence:** An overview – **Tests of Intelligence:** Stanford-Binet Scale – Wechsler tests – Individual and Group tests – Measure of Specific Intellectual abilities.

**UNIT – II ASSESSMENT OF PRESCHOOL, EDUCATIONAL AND SPECIFIC
DISABILITIES (10 Hours)**

Pre-school Assessment: Achievement test – Aptitude test – Diagnostic tests – Psycho-Educational Test Batteries – Other tools. **People with Disability:** An overview – Assessment: Motor disabilities – Cognitive disabilities – Bio Psychosocial Assessment.

UNIT – III ASSESSMENT OF PERSONALITY (11 Hours)

Personality: An overview of personality – Personality assessment – Traits, types and states – Some basic questions – Personality assessment and culture – **Assessment Methods:** Objective – Paper pencil tests - Computer based tests – **Projective Tests:** Ink blot tests – Picture, words and sounds as projective stimuli – Production of figure drawings - **Behavioural Methods:** Issues in behavioural assessment.

UNIT - IV ASSESSMENTS USED IN CAREER AND BUSINESS (10 Hours)

Career Choice, Selection and Placement: Measures of interest, ability, aptitude and personality – Portfolio assessment – Performance test – Physical tests – Measures of Cognitive ability and attitude – Burnout and its Measurement.

**UNIT –V CLINICAL, COUNSELLING AND NEURO PSYCHOLOGICAL
ASSESSMENT (13 Hours)**

Clinical and Counseling Assessment: An overview – The interview – Case history data – Psychological tests – Special application of clinical measures – Psychological measures. **Neuro -Psychological Assessments:** Nervous system and behaviour – Neuro psychological examination: History taking – Interview – Physical examination. Neuro psychological tests and test batteries – Other tools.

REFERENCES:

1. Ronald Jay Cohen & Mark E. Swerdlik, (2005): Psychological Testing and Assessment – An Introduction to Tests and Measurement, (6th Edition), New York: McGraw Hill Publishers.
2. Robert M. Kaplan & Dennis P.Saccozzo, (2007): Psychological Testing: Principles, Applications and Issues, (6th Edition), Haryana: Sanat Printers.

CORE-6

I SEMESTER

14PSP06

**EXPERIMENTAL PSYCHOLOGY:
PRACTICALS – I**

(56 HOURS)

Objectives: To provide practical exposure to assess and interpret various cognitive, psycho-social abilities and personality pattern of individuals.

COMPULSORY:

1. 16 PF
2. FIRO – B
3. EPPS
4. WAPIS
5. Emotional Intelligence Inventory (Software Test)

GENERAL: (Any SEVEN)

1. Division of Attention
2. Study Habits Inventory
3. Memory
4. Multidimensional Motivational Test
5. Coping Skills
6. Seguin Form Board
7. Reasoning Test for Higher Level of Intelligence
8. Self Directed Search
9. Decision Making Styles
10. Delegation Effectiveness Scale
11. Marital Adjustment
12. Learned Optimism
13. EPQ
14. MBTI

REFERENCES:

1. Parameshwaran, E. G., & Ravichandra, R. (2001): Experimental Psychology, Hyderabad: Neelkamal Publication Pvt. Ltd
2. Anastasi, A. (1957): Psychological Testing, New York: Macmillan Com.
3. Freeman, F. S. (1960): Theory and Practice of Psychological Testing, New Delhi: Oxford Publications.

14PSP07 YOGA PSYCHOLOGY**Objectives: To enable the students to understand...**

- The nature of Indian Psychology,
- The science of yoga,
- The therapeutic application of yoga,
- The doctrine of spiritual masters,
- The various methods of spiritual sadhana.

UNIT - I INTRODUCTION (12 Hours)

Yoga Psychology: Meaning - Nature of Indian Psychology - Unsolved Problems of **Western Psychology** - Limitations of Western Psychology - Religion and Spirituality - Holistic Health -Integral Approach.

UNIT - II SCIENCE OF YOGA (14 Hours)

Science of Yoga: Introduction - **Consciousness:** Nature & States - Patanjali Yoga Sutras (Selected Verses) - Thirumoolar Thirumanthiram (Selected Verses) – **Yoga:** Meaning - Types of Yoga - **Paths of Yoga:** Importance of Yoga in Physical Education and Sports.

UNIT - III YOGA THERAPY AND ALTERNATIVE THERAPY (11 Hours)

Yoga Therapy: Introduction - Methods of Yoga Practices for Specific Stress Disorders -Therapeutic Effects of Asanas - Pranayama and Kriya - Yogic Diet - **Alternative Therapy:** Introduction - Pranic Healing - Reiki.

UNIT - IV CONTEMPORARY SCHOOLS OF INDIAN SPIRITUALITY (11 Hours)

Principles and Methods of Sahaj Marg - Doctrines of: Ramana Maharishi (Self-inquiry) - **J. Krishnamurthy** - (The Network of Thought) - **Aurobindo** (Integral Yoga) - **Rajneesh** (The Forgotten Language of the Heart).

UNIT - V SPIRITUAL SADHANA SYSTEMS (8 Hours)

Spiritual Sadhana Meditation: Meaning – Methods - Transcendental Meditation - Dynamic Meditation - Kundalini Meditation - Whirling Meditation - Buddhist Meditation - Zen Meditation - Christian Meditation - Sufi Meditation - Jain Meditation - Jewish Meditation.

REFERENCES:

1. Venkateswaran, P. S. (2003): Yoga For Healing, Bombay: Jaico Publications.
2. Swami Abedananda, (1999):Yoga Psychology, Calcutta: Ramakrishna Mutt
3. Rangunath Safaya, (1996): Indian Psychology, New Delhi: Munshiram Manohar Lal Publications
4. Sri Aurobindo, (1965): Integral Yoga, Pondicherry : Aurobindo Ashram Publications,
5. J. Krishnamurthy, (1975): A Psychological Revolution, Madras: J. K. Foundation
6. Osho, (1971): The Forgotten Language of the Heart. New Delhi. Diamond books Publications
7. T. M. P. Mahadevan, (1994): Self Enquiry of Ramana Maharishi - A New Commentary, Tirvannamalai: Sri Ramanashramam.
8. Swami. Satchitananda, (): Patanjali Yoga Sutras – Commentary. Integral Yoga Institute Publications
9. Parthasarathi Rajagopalachari, (1986): The Principles of Sahaj Marg, Volume 1& 2, Shajahanapur: Shri Ram Chandra Mission.

Objectives: To enable the students to understand...

- The nature, scope, brief history of neuro-psychology and various neurological disorders,
- The Frontal lobe's and Temporal lobe's, anatomical structures and dysfunctions,
- The Parietal lobe's anatomical structure and dysfunctions,
- The Occipital lobe's anatomical structure, dysfunctions and cerebral dominance
- The various Neuro-physiological and Neuro- psychological assessments.

UNIT – I INTRODUCTION (11 Hours)

Neuro Psychology: Definition – Nature - Scope - Brief History – **Basic Anatomy of the Brain:** Hind Brain – Mid Brain – Fore Brain – Meninges – Ventricles – Cerebrospinal Fluid – **Brain Functioning:** Integration – Lateralization and Dominance – Neuro Plasticity - Common Neurological Disorders .

UNIT – II FRONTAL LOBE AND TEMPORAL LOBE (11 Hours)

Frontal Lobe: Anatomy and Functional Organization - Motor Cortex Dysfunction – Prefrontal Cortex Dysfunction – Brocas' Area – Brocas' Aphasia: Description - Analysis – Orbito Frontal Cortex Dysfunction and Personality. **Temporal Lobe:** Anatomical Features - Functional Organization - Auditory Perception Disturbances – Language Dysfunction: Wernicke's Aphasia: Description – Analysis – Memory Dysfunctions – Complex Partial Seizure – Changes in Motivational and Emotional Behaviour.

UNIT – III PARIETAL LOBE (11 Hours)

Parietal Lobe: Introduction - **Anatomical Features:** Anterior Parietal Lobe Dysfunctions: Somato Sensory Thresholds – Somato Perceptual Disorders – Disorders of Body Schema; **Posterior Parietal Lobe Dysfunctions:** Balint Syndrome – Disorders of Spatial Orientation – Apraxia – Spatial Dyslexia and Dyscalculia – Unilateral Spatial Neglect – Gerstmanns' Syndrome.

UNIT – IV OCCIPITAL LOBE AND DEVELOPMENTAL DISORDERS (11 Hours)

Anatomical Features: Visual Pathway Dysfunctions - Cerebral Blindness - Visual Perception Defects – Visual Agnosia.; **Neurological Basis of Developmental Disorders:** Learning Disabilities – Types – Reading Disabilities – Non Language Learning Disabilities: Hyperactivity –Cerebral Palsy – Hydrocephalus – Autism – Fragile X Syndrome – Fetal Alcohol Syndrome.

UNIT – V ASSESSMENT (Brief Description only) (12 Hours)

A) Neuro-physiological Assessment: Meaning - Introduction - **Brain Imaging Techniques:** Meaning - CT scan – MRI; Methods to Study Functional Status: PET - Methods to Study Electrical Activities: EEG –BEAM.

B) Neuro-psychological Assessment: Meaning – Uses - Bender Gestalt - Luria Nebraska Neuro-Psychological Battery - Halstead Reitan Battery - PGI Battery of Brain Dysfunction – Wechsler's Memory Scale - Memory for Design Test.

REFERENCES:

1. Bryan Kolb, (2003): Fundamental of Human Neuro-psychology, (5th Edition), New York: Worth Publishers.
2. Kevin Walsh, A. O. (1999): Neuro-psychology: A Clinical Approaches, New York: Churchill Livingstone.
3. Kaplan, H. I. & Saddock, B. J. (1998): Synopsis of Psychiatry, Baltimore: William & Wilkins

Objectives: To enable the students to understand...

- The historical perspectives and theories of learning disability,
- The characteristics of adolescents and adults with learning disability,
- The behavioral, educational and alternative interventions for learning disability,
- The nature, characteristics and interventions of dyslexia,
- The emerging issues in the field of learning disability.

UNIT - I INTRODUCTION TO LEARNING DISABILITY (12 Hours)

Learning Disability: Definition – History - Medical aspects of Learning Disabilities – Etiology of Learning Disabilities - Theoretical Perspectives – Assessment of Learning Disabled Children.

UNIT - II CHARACTERISTICS OF LEARNING DISABLED (12 Hours)

Characteristics: Meaning - Cognition and Language Characteristics – Personality, Emotional and Social Characteristics - Characteristics of Adolescents and Adults with Learning Disabilities

UNIT - III BEHAVIORAL & EDUCATIONAL TREATMENT AND ALTERNATIVE INTERVENTIONS (12 Hours)

Behavioral Treatment: Interventions – Techniques Involving Positive and Negative Consequences – Specialized Behavioral Strategies – Meta Cognitive Instructional Approach – Reciprocal Teaching – Self Monitoring. Peer Tutoring – Co-Operation Instruction – Attribution Training – Biofeedback and Relaxation Training – Educational Treatments

UNIT – IV DYSLEXIA (10 Hours)

Introduction: Definition - The Matthew Effect - Standard Score Discrepancies - Controversial Theories - Treatment Consideration - Cerebellar Vestibular Dysmetria (CVD), Neural Organization Techniques (Not) - Developing Word Recognition Skills - Developing Phonemic Awareness - Comprehension & Text Strategies - Developing Reading - Writing Connections and Study Skills - Math Disabilities and Remediation.

UNIT – V EMERGING ISSUES IN LEARNING DISABILITY (10 Hours)

Educational Placements: Self Contained Classes - Resource Room Programming – Main Streaming – **Future Issues:** Definitional Issues and Subtypes – Preschool Services – Teacher Preparation – Advances in Technology.

REFERENCES:

1. J. W. Lerner & W. F. Kline, (2006): Learning Disability and Related Disorders. (10th Edition). Boston: Houghton Milton Company.
2. Karnath, Prathiba & Rozario Joe, (2003): Learning Disabilities in India. London: Sage Publications.
3. Bernice Y. L. Young, (1998): ABC of Learning Disability, London: Academic Press.
4. William N. Bender, (1995): Learning Disabilities, (2nd Edition), Boston: Allyn & Bacon.

RESEARCH METHODS

Objectives: To enable the students to understand ...

- The approaches to research,
- The concepts and types of sampling procedures and hypotheses,
- The importance of research design,
- The steps in test development and standardization,
- The method of writing research report and publication of the findings.

UNIT - I INTRODUCTION TO RESEARCH (10 Hours)

Research: Meaning - Objectives – **Psychological Research Methods:** Types – Significance - **Review of Relevant Literature:** Sources – Purpose – **Research Process:** Criteria for good research – Research problems — Sources - **Collection of Data:** Meaning and Methods – Ethics – Plagiarism.

UNIT - II SAMPLING AND HYPOTHESES (10 Hours)

Population: Meaning - Types – Samples – Kinds of Samples – Determination of Sample Size – **Sampling Techniques:** Probability and Non-Probability – **Variables:** Kinds of Variables - **Research Hypotheses:** Types – Criteria for Good Hypotheses – Formulation of Hypotheses.

UNIT - III RESEARCH DESIGN (15 Hours)

Research Design: Meaning – Types – Descriptive – Case Study – Naturalistic Observations – Survey – Randomized Group Designs – Randomized Block Design – Latin Square Design – Factorial Designs – **Semi Experimental Designs:** Field Experimental and Quasi Experimental Designs – **Non Experimental Designs:** Relational – Comparative – Cross Sectional/ Cultural – Longitudinal – **Qualitative Research Design:** Ethnography – Grounded Theory – Hermeneutics – Phenomenology

UNIT - IV TEST DEVELOPMENT AND STANDARDIZATION (11 Hours)

Scaling Techniques: Meaning – Classification of tests – Steps in test construction – Item evaluation procedure – **Reliability:** Meaning – Methods – **Validity:** Meaning – Types – **Norms:** Meaning – **Development of Norms:** Steps – Types: Age Equivalent Norm – Grade Equivalent Norm – Percentile Norm – Standard Score Norm – Stanine – Sten.

UNIT - V RESEARCH REPORT (10 Hours)

Research Report: Meaning - **Writing a Research Report:** Structure and Format of a Research Report – Steps in writing Research Report – Types of Research Report – Precautions in writing Research Report - Art of Writing a Research proposal – How to publish a research paper?

REFERENCES:

1. Goodwin, C. J. (1998): Research in Psychology – Methods and Design, (2nd Edition), New York: John Wiley & Sons Inc.
2. Singh, A. K. (2000): Tests, Measurements and Research Methods in Behavioural Sciences. New Delhi: Bharati Bhawan Publishers.
3. Garret, H. E. (1979): Statistics for Psychology and Education, (9th Indian Reprint), Bombay: Vakils, Feffer and Simon Pvt Ltd.
4. Kothari, C. R. (1998): Research Methodology – Methods and Techniques, (2nd Edition), New Delhi: Vishwa Prakashan Publication.

**CORE - 11
14PSP11**

**EXPERIMENTAL PSYCHOLOGY:
PRACTICALS – II**

II SEMESTER

(56 HOURS)

Objective: To provide a practical exposure to assess and interpret various Neuro-psychological functions and spiritual & human resource aspects of the individuals.

COMPULSORY:

1. Career Ability Placement Survey
2. Luria-Nebraska Neuro-psychological Battery
3. BGT
4. Learning Disability
5. MMPI

GENERAL: (Any SEVEN)

1. Eight State Questionnaire
2. Tri-Guna Personality Inventory
3. Spiritual Index Scale
4. Personal Value Questionnaire
5. Brain Dominance Inventory
6. Human Information Processing Test
7. School Attitude Inventory
8. Short Employment Test
9. Occupational Self – Efficiency Scale
10. Managerial Performance Review
11. Organizational Citizenship Behavior
12. Organizational Climate Inventory
13. Team Effectiveness Scale
14. Career Maturity Scale

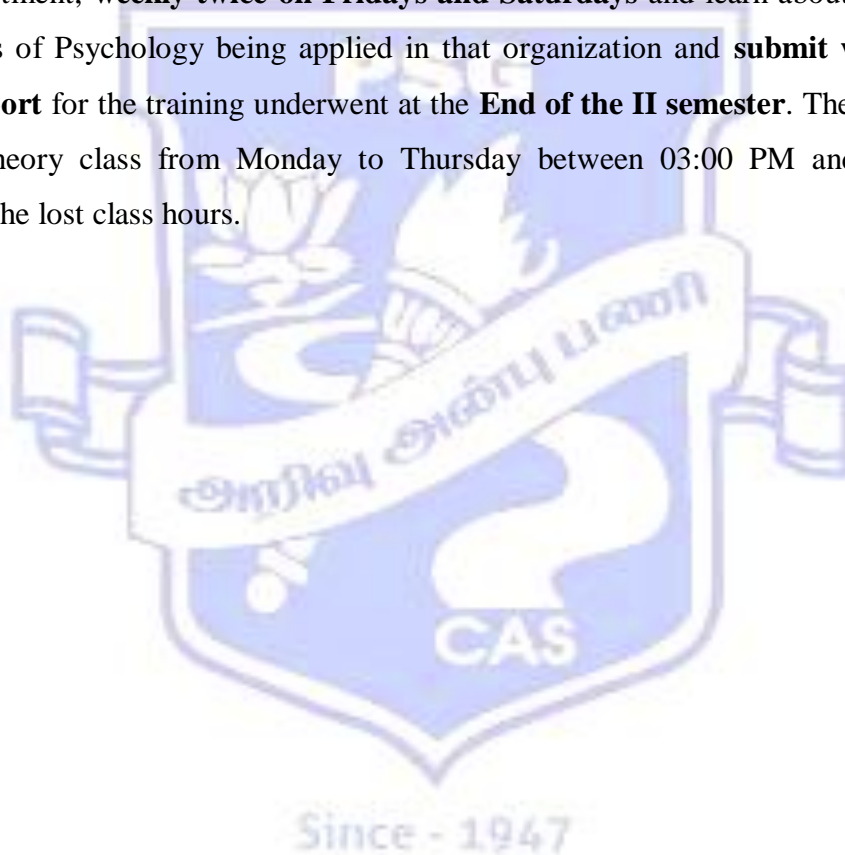
REFERENCES:

1. Parameshwaran, E. G. and Ravichandra, R. (2001): Experimental Psychology, Hyderabad: Neelkamal Publication Pvt. Ltd
2. Freeman, F. S. (1960): Theory and Practice of Psychological Testing, New Delhi: Oxford Publications.
3. Anastasi, A. (1957): Psychological Testing, New York: Macmillan Com
4. Kothari, C. R., (2007): Research Methodology, New Delhi: New Age International (P)Ltd

Objectives: To enable the students to understand...

- The application of psychological concepts, principles and intervention methods and have a practical exposure in Clinical or Industrial field

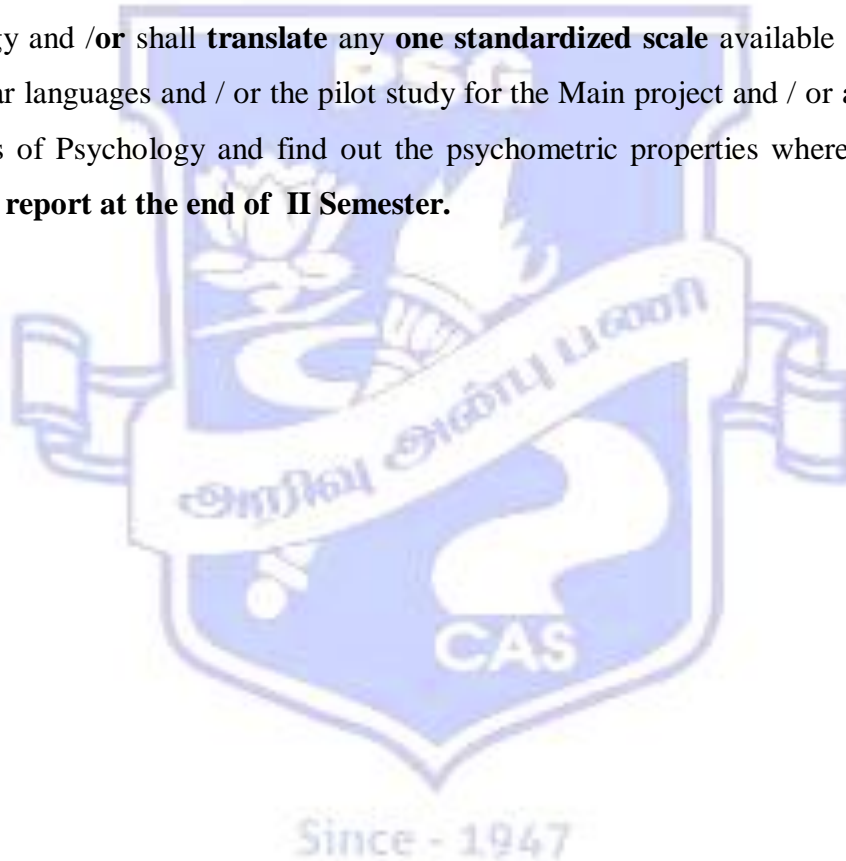
The students shall visit any organization of psychological importance as approved by the Department, **weekly twice-on Fridays and Saturdays** and learn about the principles and practices of Psychology being applied in that organization and **submit work diary** as well as a **report** for the training underwent at the **End of the II semester**. The students shall attend the theory class from Monday to Thursday between 03:00 PM and 04:00PM to compensate the lost class hours.



Objectives: To enable the students to understand...

- The concept of test development and have a practical exposure on developing / translating & standardizing a tool,
- The methodology of translation and learn the psychometric evaluation.

The **students** shall **develop and standardize a tool** /scale/ questionnaire related to the Field of Psychology and /or shall **translate any one standardized scale** available into anyone of the vernacular languages and / or the pilot study for the Main project and / or a survey of the applied areas of Psychology and find out the psychometric properties wherever applicable and submit **a report at the end of II Semester.**



**14PSP14 INDUSTRIAL RELATIONS AND LABOUR WELFARE II SEMESTER
(Allied)**

OBJECTIVES:

- To enable the students to understand
- The basic concepts of industrial Relations and Labour Welfare
- The importance and types of social security.
- The importance of trade unions and their functions.
- The Various Industrial Disputes settlement machinery.

UNIT I: INDUSTRIAL RELATIONS AND LABOUR WELFARE 7 HOURS

Industrial Relations:- Meaning - Nature – Importance – Need – Objectives – Factors – Promoting Industrial Relations – Participants of IR.

Labour Welfare: Concept – Meaning – Objectives – Importance – Principles and theories of Labour Welfare – Agencies of Labour Welfare - Responsibilities of Labour Welfare Officer - Provisions under The Factories Act 1948.

UNIT II: SOCIAL SECURITY AND ILO 7 HOURS

Concept of Social Security – Meaning – Objectives – Need – Importance – Social Assistance/ Social Insurance.

International Labour Organizations – Structure, Objectives – Functions – Recommendations – Its impact in India

UNIT III: GRIEVANCE AND DISPUTE SETTLEMENT 7 HOURS

Concept of Grievance - Meaning –Types- Causes - Effects – Importance of Grievance redressal-Methods of Grievance redressal

Concept of Industrial Dispute-Lay off-Strike-Lock out – Causes – Effects – Methods of Settling Industrial Dispute.

UNIT IV: WAGE AND COLLECTIVE BARGAINING 7 HOURS

Concept of Wage – Meaning – Types – Factors of Wage Fixation- The Payment of Wages Act 1936.

Concept of Collective Bargaining – Meaning – Objectives – Process – Principles - Levels and tactics

UNIT V: TRADE UNION AND WORKERS' PARTICIPATION IN MANAGEMENT 7 HOURS

Concept of Trade Union – Meaning – Objectives – Need – Types – Functions – Theories of Trade Union – Problems of Trade Union.

Concept of Workers Participation in Management – Meaning - Objectives – Levels of Participation – Functions of Various Committees.

REFERENCE:

1. Mamoria C.B. (1999), **Dynamics of Industrial Relations**, Mumbai, Himalaya publishing House.
2. Punekar S.D et al ,(1998),**Trade Unionism Industrial Relations and Labour Welfare** Mumbai: Himalaya Publishing House.
3. Sharma A.M. ,(1998), **Aspects of Labour Welfare and social Security**; Mumbai, Himalaya publishing House.
4. Sharma, A.M.,(1998),**Understanding Wage System**: Mumbai, Himalaya Publishing House
5. Subramaniam V.,(1997), **Factory Law Applicable in Tamil Nadu**: Chennai, Madras Book Agency.
6. Tyagi.B.P,(2002),**Labour Economics and Social Welfare**. Meerut: JayaPrakash Nath & Co.,

Objectives: To enable the students to understand...

- The field of clinical psychology, its nature, history and clinical assessment techniques,
- The clinical picture of stress, adjustment disorders, psychogenic physical illness,
- The various personality disorders, anxiety and somatoform disorders,
- The clinical picture of dissociative, substance abuse, sexual variance childhood / adolescent disorders,
- The clinical overview of schizophrenia, brain disorders, mood disorders and suicide.

UNIT – I INTRODUCTION AND CLINICAL ASSESSMENT (11 Hours)

Clinical Psychology: Definition - Characteristics – Activities – Training in clinical psychology – Brief history – Ethics – Models of maladaptive behaviour. **Clinical Assessment and Classification:** DSM IV and DSM V – ICD-10 – Mental Status Examination (MSE) – Interview – Types - Techniques

UNIT- II STRESS, ADJUSTMENT DISORDERS AND PSYCHOGENIC PHYSICAL DISEASE (10 Hours)

Stress: Stressors – Coping Skills - Adjustment Disorders – Acute Stress Disorders – PTSD – **Psychological Factors and Physical Illness:** Cardiovascular diseases – Cancer – Asthma .

UNIT - III PERSONALITY DISORDERS, ANXIETY AND SOMATOFORM DISORDERS (12 Hours)

Personality Disorders: Cluster A (Odd and Eccentric behaviour) – Cluster B (Dramatic and Erratic behaviour) – Cluster C (Anxious or fearful behavior) – Clinical Picture - **Anxiety Disorders:** Generalized Anxiety disorder – Panic attack – Phobias – Obsessive Compulsive disorder (OCD) – Clinical Picture - **Somatoform Disorders:** – Clinical Picture

UNIT-IV DISSOCIATIVE DISORDERS, SUBSTANCE ABUSE, SEXUAL VARIANCE DISORDERS AND DISORDERS OF CHILDHOOD AND ADOLESCENT (13 Hours)

Dissociative Disorders: Clinical Picture - **Substance Abuse Disorders:** Substance abuse – substance dependence - Alcohol – Psychoactive Drugs – Pathological Gambling – **Sexual Dysfunction:** Human sexual response cycle – **Sexual Variance:** Paraphilias - Clinical Picture – Homosexuality – **Childhood and Adolescent Disorders:** Mental retardation – Autism – Learning disorders – Eating disorders – Clinical Picture

UNIT – V SCHIZOPHRENIA, BRAIN DISORDERS, MOOD DISORDERS AND SUICIDE (10 Hours)

Schizophrenia: Types – Clinical Pictures – Causes – Treatment - **Brain Disorders:** Types – Causes – **Mood Disorders:** Unipolar disorder – Bipolar I and Bipolar II disorders – Cyclothymia - Clinical Pictures – Treatment – **Suicide:** Risk factors – Suicide prevention

REFERENCES:

1. Jeffrey E. Hecker, (2005): Introduction to Clinical Psychology, New Delhi: Pearson Education.
2. Robert C Carson, James N Butcher, & Susan Mineka, (2004): Abnormal Psychology and Modern Life, (11th Edition), New York: Pearson Education.
3. Kaplan, H. J. & Sadock, B. J. (2007): Synopsis of Psychiatry, (10th Edition), New Delhi: B. L. Wanerly Pvt Ltd.

14PSP16 DEVELOPMENTAL PSYCHOPATHOLOGY

Objectives: To enable the students to understand...

- The normal developmental framework of the individual,
- The various deviations present in infancy, toddler and pre-school period,
- The various disorders of adolescence and adult period,
- The disorders in middle childhood and transition period,
- The nature and risk factors of Mental Retardation.

UNIT-I INTRODUCTION (12 Hours)

General Developmental Framework: Introduction - Developmental Psychopathology - Conceptualizing childhood pathology - **Normal Development:** Attachment – Initiative - Self-control - Moral Development - Cognitive Development – Anxiety - Sexual Development – Aggression - Peer Relation - Work and Developmental Integration - **Classifications:** Health and Normal Behavior - Psychopathologies.

UNIT-II DEVIATIONS IN INFANCY, TODDLER AND PRE-SCHOOL PERIOD**(14 Hours)**

Autism: Definition and Characteristics – Etiology – Intervention - Insecure Attachment - **Oppositional Defiant Disorders:** Definition and Characteristics - Etiology and Intervention - **Enuresis:** Definition and Characteristics - Etiology and Intervention - **ADHD:** Characteristics - Etiology and Intervention.

UNIT-III DISORDERS IN ADOLESCENCE (10 Hours)

Depressive Spectrum Disorder: Characteristics - Etiology and Intervention - **Child and Adolescent Suicide:** Characteristics - Etiology and Intervention - **Conduct Disorder and the Development of Antisocial Behavior:** Characteristics - Etiology and Intervention.

UNIT-IV DISORDERS IN MIDDLE CHILDHOOD AND TRANSITION PERIOD (10 Hours)

Anxiety Disorders: Phobias - Obsessive Compulsive Disorder - **Post Traumatic Stress Disorder:** Characteristics - Etiology and Intervention - **Schizophrenia:** Characteristics - Etiology and Intervention - **Eating Disorders and Substance Abuse:** Characteristics - Etiology and Intervention.

UNIT-V MENTAL RETARDATION AND RISK FACTORS (10 Hours)

Mental Retardation: Definition – Characteristics - Etiology and Intervention - **Risk of Physical Illness: Asthma - Diabetes Mellitus - Cancer:** Characteristics – Treatment - **Brain Damage and Brain Injury:** Child Maltreatment - Divorce.

REFERENCES:

1. Charles Wenar & Patricia Kerig, (2000): Developmental Psychopathology: From Infancy through Adolescence, (4th Edition). Mc Graw Hill Higher Education
2. Bennett, P. (2005): Abnormal Psychology and Clinical Psychology: (2nd Edition), London: Open University Press
3. Gedds, J., Price, I. & Mc Knight, D. (1999): Psychiatry, (4th Edition), New York: Oxford University Press.
4. Mangal, S. K. (2007): Educating Exceptional Children - An Introduction to Special Education. New Delhi: PHI Learning Private Ltd.

Objectives: To provide a practical exposure with the applications of psycho-diagnostic tests and to assess and interpret psychological measures such as adjustment, anxiety disorders, mood disorders and personality disorders.

COMPULSORY:

1. Rorschach Ink Blot Test
2. TAT
3. APM
4. MCMAI
5. Minnesota Counselling Inventory

GENERAL: (Any SEVEN)

1. Adjustment
2. Anxiety
3. Phobia (Temple Fear Survey)
4. Obsessive – Compulsive Inventory
5. Substance / Internet Addiction
6. Life Satisfaction Scale
7. Mental Health Analysis
8. Depression / Post-partum Depression
9. Mania
10. Jenkin's Activity Survey (Type A)
11. Narcissistic Personality Inventory
12. Family Pathology Scale
13. Schizotypy Scale
14. Guidance Need Inventory

REFERENCES:

1. Parameshwaran, E.G., & Ravichandra, R. (2001): Experimental Psychology, Hyderabad: Neelkamal Publication Pvt. Ltd
2. Anastasi, A. (1957): Psychological Testing, New York: Macmillan Com.
3. Freeman, F. S. (1960): Theory and Practice of Psychological Testing, New Delhi: Oxford Publications.

14PSP18 PSYCHOLOGY FOR COMPETITIVE EXAMINATIONS

(Exercise oriented paper)

(The students shall submit a work diary for all the exercises done in the class for internal evaluation)

Objectives: To enable the students to..

- Understand the importance and application of self evaluation & management techniques,
- Learn the key concepts in psychology and the method of resume building,
- Develop logical understanding & reasoning and develop various soft skills,
- Understand the stages, do's & don'ts of an interview and its evaluation parameters and Learn the strategies to succeed in-group discussion.
- Prepare for competitive exams in general, more particularly for NET/SET exams, and perform well in the employment selection process

UNIT - I SELF EVALUATION AND MANAGEMENT (10 Hours)**Preparation and Practice** on the application of SWOT analysis – Techniques for identification / improvement of one's **strength and overcoming weakness.****UNIT - II GENERAL KNOWLEDGE AND GENERAL AWARENESS` (10 Hours)****Preparation and Practice** on wide range of topics selected from the various Psychology books and Competitive examinations – **Preparation and Practice of Key Concepts** and authors given in Psychology dictionary – Practical exercises in the Resume building.**UNIT - III APTITUDE AND SOFT SKILLS (10 Hours)****Practical Exercises In:** The ability to draw analogies – Assertion – Reasoning – Matching – Creativity – Presentation Skills – Communication skills – Risk Taking Skill – Managing challenges – Capacity to compare.**UNIT - IV INTERVIEW TECHNIQUES (10 Hours)****Interview:** Meaning - Types – Listening and doubt clarifying – Industries' expectation – Preparation for the interview – Stages of an interview – Post interview – Interview evaluation parameters – Do's and Don'ts in an interview – Gross Occupational Competency – Mock Interview**UNIT - V GROUP DISCUSSION (10 Hours)****Group Discussion (GD):** Meaning – Group Discussion challenges – GD Etiquettes – Successful GD Techniques - Do's and Don'ts – Strategies to succeed in Group Discussions – Mock GD.**REFERENCES:**

- 1) NET/SET Syllabus on Psychology
- 2) Madhumita M. Pathrea (2010): Question Bank Psychology; New Delhi: Dhillon Group Publications,

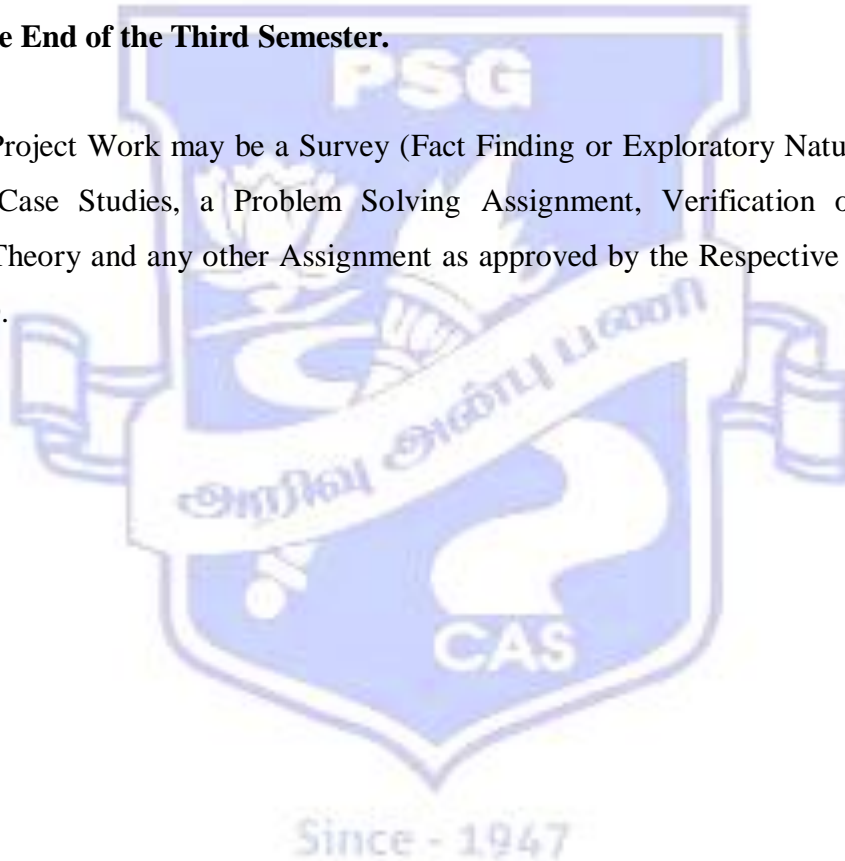
14PSP19 PROJECT WORK AND DISSERTATION & VIVA

Objectives: To enable the students to understand...

- The importance of research work and to provide an opportunity to gain practical research knowledge in the field of Psychology

Students of Post Graduate Programme in Applied Psychology shall take up an **individual Project Work / Dissertation** in Psychology and its related fields and **submit a Report at the End of the Third Semester.**

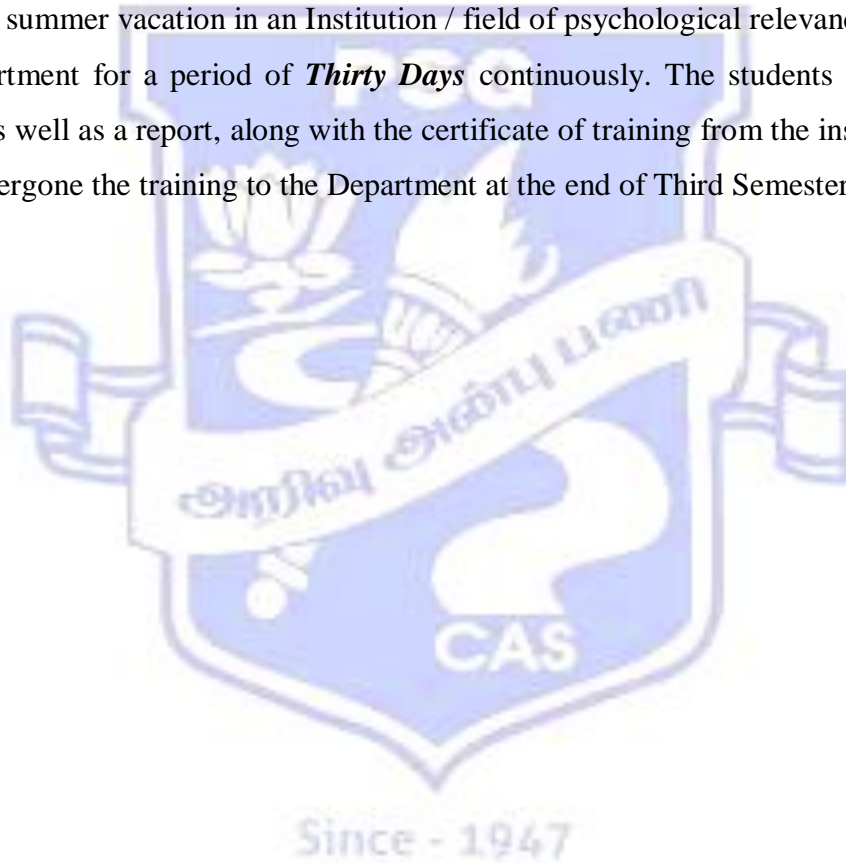
The Project Work may be a Survey (Fact Finding or Exploratory Nature), Collection of Clinical Case Studies, a Problem Solving Assignment, Verification of Existing or Established Theory and any other Assignment as approved by the Respective Faculty Guide and the HOD.



Objectives: To enable the students to...

- Have hands on training in their subject of choice,
- Convert the theoretical knowledge into practical skills.

The students shall do Institutional Training individually during their second semester end summer vacation in an Institution / field of psychological relevance as approved by the Department for a period of *Thirty Days* continuously. The students must submit a work diary as well as a report, along with the certificate of training from the institution where they had undergone the training to the Department at the end of Third Semester.



14PSP21 PSYCHOMETRIC METHODS AND STATISTICS Semester – III

Objectives: to enable the students acquire knowledge and . . .

- To understand psychometric methods,
- To get comprehensive knowledge about hypothesis testing, parametric and non- parametric methods,
- To gain the insight of different multivariate analysis methods,
- To understand and use method of factor analysis,
- To understand the relevant software based statistical analysis

UNIT-I : Psychometry 12 (Hours)

Psychometry: Meaning- **Introduction:** what is Psychometric methods? – properties of Psychometry – Method of Average Error – Constant Error – Method of Minimal Change – Psychophysics – Threshold – JND – Weber’s and Fechner’s Law and JNND.

UNIT-II: Hypothesis, Parametric and Non-Parametric Methods 12(Hours)

Hypothesis: Meaning – Types – Type I- Type II Errors. **Parametric tests:** Meaning – “t” Test “F” test (One way & Two way) – Pearson “r” – Rank Order Correlation – Special Correlations methods. **Non-Parametric tests:** meaning – chi- square- median test – Kruskal Wallis One-way Analysis – Mann-Whitney U test.

UNIT-III: Introduction to Multivariate Methods 15 (Hours)

Meaning: Methods: Cluster Analysis – Profile Analysis – Path Analysis – Multiple Regression – Discriminate Functional Analysis – MANOVA – MANCOVA.

UNIT-IV: Factor Analysis 10(Hours)

Meaning: Origin- Communality – Specificity – Uniqueness – Eigen values – Rotation: Orthogonal and VARIMAX Oblique – Reflection.

UNIT-V: Software Based Statistical Analysis 10(Hours)

Introduction: nature of data – data organization – testing the normality – application of inferential statistics and Descriptive statistics – data analysis through Excel and SPSS.

REFERENCES:

1. Garret, H. E (1979): statistics for psychology and Education. (9th Indian Reprint), Bombay: Vakils, Feffer and Simon Pvt Ltd.
2. Kothari, C. R. (1998): Research Methodology – methods and techniques, (2nd edition) New Delhi: Vishwa Prakashan Publications.
3. J.P. Guilford, (1954): Psychometric methods, India: Tata McGraw-Hill publication
4. SPSS Manual for Psychologists (2002): India: SPSS Corporation.

Objectives: To enable the students to understand...

- The key concepts & therapeutic process of Psychoanalytic and Adlerian therapy,
- The process & procedures involved in Existential therapy and Person- centered therapy,
- The therapeutic procedures and application of Gestalt therapy and Reality therapy,
- The principles & process of Behavior therapy and Cognitive Behavior therapy,
- The importance of Holistic approach and recent developments in Psychotherapy.

UNIT-I INTRODUCTION, PSYCHOANALYTIC AND ADLERIAN THERAPY
(11 Hours)

Psychotherapy: Meaning – Characteristics – Forms: Individual Therapy - Group Therapy – Insight Therapy – Action Therapy. **Psychoanalytic Therapy:** Introduction - Key Concepts - Therapeutic Processes- Procedures - **Adlerian Therapy:** Introduction - Key Concepts - Therapeutic Processes - Procedures.

UNIT-II EXISTENTIAL THERAPY AND PERSON-CENTRED THERAPY
(11 Hours)

Existential Therapy: Introduction - Key Concepts - Therapeutic Processes - Procedures – **Person- Centered Therapy:** Introduction - Key Concepts - Therapeutic Processes - Procedures.

UNIT-III GESTALT THERAPY AND REALITY THERAPY (11 Hours)

Gestalt Therapy: Introduction - Key Concepts - Therapeutic Processes - Procedures. **Reality Therapy:** Introduction - Key Concepts - Therapeutic Processes - Procedures.

UNIT-IV BEHAVIOUR THERAPY AND COGNITIVE BEHAVIOUR THERAPY

(12 Hours)

Behavior Therapy: Introduction - Key Concepts - Therapeutic Processes – Procedures – Contributions - Limitations and Criticisms. **Rational Emotive Behavior Therapy:** Introduction - Key Concepts - Therapeutic Processes - Procedures - **Beck's Cognitive Therapy:** Introduction – Principles - Applications - **Meichenbaum's Cognitive Behavior Modification** - Behavior Changes - Coping Skills - Contributions.

UNIT-V:

UNIT- V RECENT DEVELOPMENTS

(11 Hours)

Holistic Approach: Key Concepts - Therapeutic Processes - **Transpersonal Approach:** Key Concepts - Therapeutic Processes and Procedures - Media Psychologists - Telephone Therapy - Cyber Therapy - Tele-Health - Expressive Therapies.

REFERENCES:

1. Corey, G. (2001): Theory and Practice of Counseling and Psychotherapy. New Delhi: Brooks/Cole.
2. Coon D & Mitterer, J. O. (2007): Introduction to Psychology: Gateway to Mind and Behavior. New Delhi: Thomson Wadsworth.
3. Lazarus, A. D. (1975): The Practice of Multi-model Therapy, New York: McG raw Hill Book Company.
4. Ghorpade, M. B. & Kumar, V. (1988): Introduction to Modern Psychotherapy, Bombay: Himalaya Publishing House.

14PSP24 ORGANIZATIONAL BEHAVIOUR**Objectives: To enable the student to understand...**

- The nature and scope of organizational behaviour and various approaches,
- The impact of learning, personality and perception on individuals,
- The nature and development of group in organizations,
- The application of motivation techniques and various leadership styles in organization,
- The concept of organizational system, culture & development and the techniques to building a team.

.UNIT - I INTRODUCTION (12 Hours)

Organizational Behaviour (OB): Definition – Nature – Scope. Contributing Disciplines to the field of OB. Historical Evolution of Organizational Behavior: Scientific Management – Fayol's Administrative Management – Hawthorne Experiments – Social System Approach – Human Behavior Approach – System & Contingency Approach.

UNIT - II THE INDIVIDUAL (12 Hours)

Learning: Definition – Theories of Learning: Classical Conditioning – Operant Conditioning – Social learning – Cognitive learning – Knowledge Management – **Personality:** Definition – Development – Major Determinants – Personality Attributes Influencing Organizational Behavior. **Perception:** Meaning - Factors Influencing Perception: the Perceiver – The Target – The Situation – Developing Perceptual Skills.

UNIT - III THE GROUP (12 Hours)

Group: Definition – Nature – Dynamics of Group Formation – Theories of Group Formation – Stages of Group Development: The Five Stage Model – The Punctuated Equilibrium Model - Group Behaviour Model. – Types of Groups – Group Decision Making

UNIT - IV MOTIVATION AND LEADERSHIP (10 Hours)

Motivation: Definition – Process – Content Theories – Process Theories – Application of Motivation Techniques, **Leadership:** Definition – Characteristics – Functions - Styles – Theories: Trait Theories – Behavioral Theories – Contingency Theories. Recent Developments: Empowerment – Succession Model – Coaching – Importance of Technology

UNIT - V ORGANIZATIONAL SYSTEM AND DYNAMICS (10 Hours)

Organizational Systems: Meaning - Systems Approach to Organization – **Organizational Culture:** Meaning – Types: Bureaucratic Culture – Clan Culture. Management of Change: Need – Resistance to change. **Organizational Development:** Meaning – Characteristics - Techniques: Sensitivity Training – Survey Feedback – Process Consultation – Team Building – Inter Group Development - Organizational Effectiveness.

REFERENCES:

1. Fincham, R & Rhodes, P. (2006): Principles of Organizational Behavior, New Delhi: Oxford University Press.
2. Robbins, S. P. (2008): Organizational Behavior, New Delhi: Prentice Hall of India Pvt Ltd.
3. Luthans, F. (2006): Organizational Behavior, New Delhi: McGraw Hill International Edition.
4. Nelson, D. L. and Quish, J. C. (2008): Organizational Behavior, New Delhi: Adarsh Press.

Objectives: To enable the students to understand....

- The basic concepts of marketing and market segmentation,
- The marketing mix factors,
- The tasks necessary for promotion and advertising,
- The nature and models of consumer behaviour,
- The environmental factors influencing consumer behaviour.

UNIT – I INTRODUCTION (10 Hours)

Marketing: Meaning - Scope – Marketing Management: Marketing Management Task – Identifying and responding to the major macro environment forces - **Market Segmentation:** Definition - Levels and Patterns - Bases for segmenting consumer markets - The market research process.

UNIT – II MARKETING MIX FACTORS (11 Hours)

Product: Definition – Product Levels - Product Hierarchy - Product Classification - Product Mix – Product Line - Branding – Packaging – Labeling – Product Life Cycle – Understanding Pricing – Setting the Price – Adapting the Price – Importance of channels – Role of Marketing Channels – Channel design decision.

UNIT – III PROMOTION AND ADVERTISING (11 Hours)

Promotion: Meaning - Sales Promotion – Public Relation – Direct Marketing – Designing and Managing the Sales Force – **Advertising:** Meaning - Developing and Managing Advertising Programme – Measuring Advertising Effectiveness – Marketing Intelligence System – Marketing Decision Support System (MDSS)

UNIT – IV INTRODUCTION TO CONSUMER BEHAVIOR (12 Hours)

Consumer Behavior: Definition – Why study Consumer Behavior? – Applying Consumer Behavior Knowledge – Studying Consumer Behavior – Purchasing Process: Reasons for shopping – Choosing a Store – In Store Purchasing Behavior – Non Store Purchasing Behavior – **Contemporary Models of Consumer Behaviour:** Nicosia – Howard Sheth – Engel – Consumer Protection Act – Consumer Legislation in India.

UNIT – V ENVIRONMENTAL INFLUENCES OF CONSUMER BEHAVIOUR (12 Hours)

Culture: Definition – Common Cultural Values: Influence of Values on Consumer Behaviour – Implications of Cultural Changes for Marketers – **Reference Groups:** Types – Nature - **Consumer Behaviour:** – Variability of Reference Group Influence – Personal Influence: Nature and Significance – Opinion Leadership – Marketing Implications of Personal Influence – Personality, Learning, Memory, Perception & its Marketing Implications

REFERENCES:

1. Kotler, & Philip (2003): Marketing Management, (11th Edition), New Delhi: Pearson Education, Inc.
2. Loudon, D. L. and Della Bitta, A. J. (2002): Consumer Behavior: Concepts and Applications (4th Edition), New Delhi: Tata McGraw Hill Book Publishing Company Ltd.

14PSP26 COUNSELLING PSYCHOLOGY

Objectives: To enable the students to understand....

- The growth of counseling psychology and related fields,
- The approaches to counseling and the related processes,
- The use of psychological tests, interview in counseling clients,
- The mechanisms and dynamics of group counseling,
- The special areas in counseling and status of guidance and counseling movements in India.

UNIT – I EMERGENCE AND GROWTH OF COUNSELLING PSYCHOLOGY (12 Hours)

Introduction: Factors contributing to the Emergence of Counselling - Mental Measurement - The Mental Hygiene Movement - Progress in Psychotherapy - Important Periods in the Development of Counselling - The Potential of Man - **Counseling and Related Fields:** Introduction – Definition of Counseling – Counseling and Psychotherapy – Counselling as Helping Relationship – Counselling as a solution to human problems.

UNIT – II APPROACHES TO COUNSELLING (10 Hours)

Introduction: The Directive or Authoritarian Counselling Approach (Psychoanalytic – Humanistic Approach) – Roger’s Self Theory – Behaviouristic Approach to Counseling – The Existential Point of view – The Minnesota Point of View – Nature of Counselling – How Counselling is Implemented? – **Counselling Process:** Introduction – Preparation for Counselling – Counselling Process – Counselling Interactions – Variables Affecting the Counselling Process – Counselor’s Skills - Portrait of an Effective Counselor – Counsellor Factors.

UNIT – III PSYCHOLOGICAL TESTING AND DIAGNOSIS (10 Hours)

Introduction: Types of Psychological Tests – Test Use in Counselling Situations – Test Interpretation in Counselling – Psycho Diagnosis - Limitations of Diagnosis – Common Diagnostic Classification System in Counselling. **Counselling Interview:** Introduction – Non-Verbal Communication in Interview – Counseee – Counselor Relationship – Interviewing Techniques in Counselling.

UNIT – IV GROUP COUNSELLING AND GUIDANCE (12 Hours)

Group Counselling: Introduction – Emerging Field of Group Counselling – Limitations and Assumptions – Mechanics of Group Counselling – Group Counselling and its Value – The process of Group Counselling – Individual and Group counseling Similarities – Difference between Individual and Group Counselling – **Guidance and Counselling in Educational Setting:** Educational Guidance – Guidance at the Elementary and Secondary school level – Guidance towards Life Goals – **Educational Counselling:** Introduction – The Role Of Teachers in Counselling – Educational Counselling Curriculum – Evaluation of Programmes of Educational Counselling.

UNIT – V SPECIAL AREAS IN COUNSELLING (12 Hours)

Introduction: Family Group Consultation – Counselling With Families – Concerning Children – Counselling with Parents – Counselling the Delinquent – Counselling Reluctant Clients – Marriage Counselling – Pre Marital Counselling – **The Status of The Guidance**

and Counselling Movements in India: Introduction – Counselling Movement in Modern Times – Guidance Movement after Independence – The Role of Government of India and Universities – Present Status of Counselling.

REFERENCES:

1. Nelson Jones, (1982): The Theory and Practice Of Counselling Psychology, New York: Holt Rinehart & Winston.
2. Gerard Egan, (1994): The Skilled Helper, (5th Edition), California: Brooks/Cole.
3. Tryon, G. S. (2002): Counselling Based On Process Research. New Delhi: Pearson Education.



Objectives: To enable the students to understand....

- The concept of health and various systems of the body,
- The meaning and sources of health enhancing and compromising behaviour,
- The meaning, causes and management of stress,
- The health services and pain and its management,
- The nature and psychological management of terminal illness.

UNIT – I INTRODUCTION AND SYSTEMS OF BODY (12 Hours)

Health Psychology: Definition – Need for Health Psychology – Bio-psycho-socio model – **Systems of the Body:** Nervous System – Endocrine System – Cardio – Vascular System – Respiratory System – Digestive System – Renal System – Reproductive System – Immune System.

UNIT – II HEALTH BEHAVIOURS (12 Hours)

Health Behaviours: Introduction – Changing Health Habits – Cognitive Behavioural Approach to Health Behaviour – **Health Enhancing Behaviours:** Exercise – Accident Prevention – Cancer – Related Health Behaviours – Maintaining Healthy Diet Weight Control – **Health Compromising Behaviours:** Alcohol Dependence – Preventive Approach to Alcohol Abuse – Smoking – Interventions – Prevention.

UNIT – III STRESS (12 Hours)

Stress: What is Stress? – Theoretical Contributions - Assessment of Stress – Stressful Life Events – Sources of Chronic Stress – Moderators of Stress – Coping With Stress – Coping Styles and Strategies – Social Support - Stress Management.

UNIT – IV HEALTH SERVICES AND PAIN & ITS MANAGEMENT (12 Hours)

Health Services: Meaning – Need - Using & Misusing health services – Patient in The Hospital Setting - Hospitalized Child - **Patient – Provider Relations:** Nature of Communication – Improving Adherence – **Pain and its Management:** Nature – Measurement – Cause – Pain Control Techniques.

UNIT – V CHRONIC AND TERMINAL ILLNESS (8 Hours)

Chronic Illness: Meaning – Management - Quality of Life - Emotional Response – Rehabilitation – Psychological Interventions – **Terminal Illness:** Meaning - Psychological Management of the Terminally Ill – Health Psychology Trends for the Future.

REFERENCES:

1. Shelley F. Taylor, (2006): Health Psychology, (6th Edition) New Delhi: Tata McGraw Hill Publishing Co. Ltd.
2. Edward P. Sarafino, (1990): Health Psychology, New York: John Wiley & Sons.

Objectives: After the completion of the syllabus, the learner will be able to...

- Understand the processes involved in problem identification,
- Describe the processes involved in gathering of data,
- Describe the methods of hypothesizing the causes of the problem,
- Explain the process of evolving the strategy for solving the problem,
- Analyze one case report that will summarize the experiences of handling the problem.

Case Analysis Practicals will consist of **two sections** namely-

Section: A (Clinical and Counseling Cases) and

Section: B (Industrial and Organizational Cases)

A total of twelve (12) cases, 4 from each of the following three fields viz. clinical, industrial and counseling which will be analyzed and recorded. In addition, a report of the handling of the psychological case is to be done and is to be submitted for the examination.

The examination will be conducted for three hours by two examiners one internal and one external for 60 marks. Evaluation will be done as per the norms given in the scheme.

75% of attendance for this class and submission of bonafide record are compulsory for practical examinations.

REFERENCES:

1. Barki B. G., & Mukhopadyay, B. (1989): Guidance and Counseling- A Manual. New Delhi; Sterling Publishers
2. Prasad, I. M. (2006): Organizational Behaviour. New Delhi: Sultan Chand & Sons.

14PSP29

**PROFESSIONAL SKILLS:
PRACTICALS – V****(56 HOURS)****Objectives:**

- To provide a practical exposure to apply the principles and practices of psychotherapy and its related domain.

(The students shall learn, submit a record for the learned work and conduct / demonstrate the following):

I – CLINICAL EXAMINATION: (Experiment)**A) Primary Evaluation (All the THREE)**

1. Case History, Genogram & Mental Status Examination
2. Problem Identification Using Checklist (Autism, ADHD, MR)
3. Blood Pressure and Pulse Measurement

B) Psycho-Diagnostic Measures: Usage of any THREE of the following:

1. Cognitive Assessment System
2. VSMS
3. CPM
4. Sentence Completion Test
5. CAT

II - THERAPY APPLICATION: (Demonstration)**A) Relaxation Procedures: Application of any THREE of the following**

1. JPMR
2. Autogenic Relaxation
3. Benson's Relaxation Training
4. Yoga Nidhra
5. Mindfulness s
6. IRT, QRT, DRT

B) Psychotherapeutic Procedures: Application of any THREE of the following

1. Action Therapies
 2. Insight Therapies
 3. Expressive Therapies
 4. Alternative Therapies
 5. Complementary Therapies
 6. Counselling for Special Groups

REFERENCES:

1. Niraj Ahuja, (2002): A Short Text Book of Psychiatry, (5th Edition), New Delhi: Jaypee Brothers.
2. Freeman, F. S. (1960): Theory and Practice of Psychological Testing, New Delhi: Oxford Publications.
3. Anastasi, A. (1957): Psychological Testing, New York: Macmillan Com.

CORE ELECTIVE – II**IV SEMESTER****14PSP30****HUMAN RESOURCE MANAGEMENT****Objectives: To enable the students to understand...**

- The basic concept of HRM and job aspects,
- The nature, process and techniques of human resource planning and recruitment,
- The selection procedures and significance of HRD,
- The meaning and various methods of training and development,
- The significance of job evaluation, compensation components, performance appraisal and contemporary issues

UNIT – I INTRODUCTION TO HRM AND JOBS**(11 Hours)**

Human Resource Management: Definition – Nature – Significance – Objectives – Functions - Personnel Management and HRM - Role of HR department - Qualities of HR Managers - **Jobs:** Job Design – Approaches - Job Rotation - Job enlargement - Job enrichment - Job Analysis: Meaning – Techniques - Job description - Job specification - Team analysis.

UNIT – II HUMAN RESOURCE PLANNING AND RECRUITMENT **(10 Hours)**

Human Resource Planning: Definition – Objectives – Need – Benefits – Levels – Factors – Process - Control and review mechanism. **Recruitment:** Definition – Objectives – Process – Factors - Sources: Internal – External - Modern sources - Recruitment techniques.

UNIT – III SELECTION AND HUMAN RESOURCE DEVELOPMENT **(10 Hours)**

Selection: Meaning – Factors - Procedures: Application – Testing - Types of Tests: Interview – types – Process – Errors - Selection of managers - Placement-induction. **Human Resource Development:** Meaning – Features – Objectives – Framework - Functions of HRD Managers.

UNIT – IV TRAINING AND DEVELOPMENT**(11 Hours)**

Training: Meaning – Benefits – Needs - Training before employment - Stages in training - Designing the training programme - Training Methods: On-the job training – Off-the job training - e-training - Evaluation of training program. **Management Development:** Meaning – Ingredients - Techniques: On-the job techniques, Off-the job techniques.

UNIT – V JOB EVALUATION, COMPENSATION, PERFORMANCE APPRAISAL AND CONTEMPORARY ISSUES **(14 Hours)**

Job Evaluation: Meaning – Methods – Advantages - Problems. **Compensation:** Terminology and concepts - Managerial compensation – Allowances – Incentives - Profit sharing - Fringe benefits - Social security. **Performance Appraisal:** Meaning - Who will appraise? – Methods - Post appraisal-interview – Uses - Problems. **Contemporary Issues:** Employers brand - Competency mapping - Business process outsourcing - HR balance - Score card - Knowledge management - Right sizing - Work-life balance.

REFERENCES:

1. Subba Rao, P. (2013): Essentials of Human Resource Management and Industrial Relations, Mumbai: Himalaya Publishing House
2. Gary Dessler, (2012): Human Resource Management, (13th Edition): New York, Prentice Hall
3. Wendell L. French, (2006): Human Resource Management, (6th Edition): Chennai, All India Publications and Distribution

ORGANIZATIONAL BEHAVIOUR
(For MJMC & M.Com – III SEMESTER)

Objectives: To enable the students to...

- Understand the basic concepts of organizational behaviour,
- Apply knowledge of individual dimensions in managing organizational and behaviour,
- Analyze and apply the concepts, recent theories, techniques of leadership and motivation,
- Apply the techniques of group dynamics,
- Explore recent researches on OB related concepts

UNIT - I CONCEPTUAL FRAMEWORK AND FOUNDATION (11 Hours)

Nature of Organizational Behaviour: Concept of an organization - What managers do? - Concept of organizational behaviour – Challenges – Basic managerial roles.
Background and Foundations of OB: Scientific management – Fayol's Administrative Management – Bureaucracy - Hawthorne Experiments - Social systems approach - Human behaviour approach - Systems and contingency approach

UNIT - II INDIVIDUAL DIMENSIONS OF ORGANIZATIONAL BEHAVIOUR (12 Hours)

Personality : Concept – Theories - Development – Determinants - Measurement – Personality traits affecting behaviour - **Organizational** application, **Perception :** Concept – Process – Selectivity – Organization - Interpersonal perception - Managerial application – Developing perceptual skills. **Learning:** Concept - Theories – Reinforcement - Organizational behaviour modification. **Emotional Intelligence:** Concept – Applying emotional intelligence in organizations - Developing emotional intelligence.

UNIT - III LEADERSHIP AND MOTIVATION (11 Hours)

Leadership: Concept of Leadership - **Leadership Styles:** Autocratic - Participative – Free rein. **Leadership Theories:** Charismatic - Goal Setting theory - Situational theories - Transformational theory -Employee – Production orientation - Fielder's Contingency - Path Goal Model. **Motivation:** Concept – **Theories:** Maslow - Herzberg – Mc Clelland – Mc Gregor's Theory – Behavioural Modification theory. **Motivational Application:** Designing of reward system – **Incentives:** Financial – Nonfinancial incentives – Improving Employee Motivation.

UNIT - IV GROUP DIMENSIONS OF ORGANIZATIONAL BEHAVIOUR (11 Hours)

Group Dynamics: Concept – Formal and Informal Groups – Characteristics – **Group Structure:** Composition – Group Norms – Group **Cohesiveness** – Status – Group Properties. Group Decision Making – Techniques - Brain Storming – Nominal group Technique - Delphi Technique – Positive and negative aspects of group decision making. **Work Teams:** Concept – Importance - Types of teams - Team creation - Task force – Team culture - Stages of team development - Difference between group and team.

UNIT - V ORGANIZATIONAL EFFECTIVENESS & CHANGE AND STRESS (11 Hours)

Organizational Effectiveness: Concept – Approaches - Criteria for Organizational Effectiveness - Managerial effectiveness - Effectiveness through adaptive coping cycle. **Organizational Change :** Concept of change – Force of **change** - Levels of change – Types

of change – Process of change management – Resistance to change – Factor – Overcoming resistance to change – Challenges faced doing change management. **Stress:** Types – Consequences of stress – Stress management.

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