DEPARTMENT OF APPLIED PSYCHOLOGY

M.Sc. Curricula
Two year course

Preamble

The Department of Applied Psychology, Pondicherry University proposes to design the syllabus in the changing global scenario with respect to advancement in knowledge and in keeping the need of the society. The modified syllabus would empower students of Applied Psychology with knowledge, skills and evidence which will in turn make them confident and competent professionals for serving the society.

PONDICHERRY UNIVERSITY

R.V. Nagar, Kalapet, Puducherry – 605 014

DEPARTMENT OF APPLIED PSYCHOLOGY
PONDICHERRY UNIVERSITY
List of Hard Core Courses Offered

I – SEMESTER

Course Code		Credits	Hard/ Soft
APSY : 411 :	Applied Cognitive Psychology	--- 3	-- H
APSY : 412 :	Applied Social Psychology	--- 3	-- H
APSY : 413 :	Positive Psychology	--- 3	-- H
APSY : 414 :	Research Methodology	--- 3	-- H
APSY : 415 :	Practical (Based on 411, 412, 413 & 414)	--- 3	-- H

II – SEMESTER

APSY : 421 :	Rehabilitation Psychology	--- 3	-- H
APSY : 422 :	Psychological Statistics	--- 3	-- H
APSY : 423 :	Counseling Psychology	--- 3	-- H
APSY : 424 :	Community Psychology	--- 3	-- H
APSY : 425 :	Practical (Based on 421, 422, 423 & 424)	--- 3	-- H

III – SEMESTER

Clinical Psychology Specialization

APCP: 531 :	Psychopathology	--- 3	-- H
APCP: 532 :	Psychological Therapies	--- 3	-- H
APCP: 533 :	Neuropsychology	--- 3	-- H
APCP: 534 :	Health Psychology	--- 3	-- H
APCP: 535 :	Psychological Assessment – Practical	---- 3	-- H

Industrial/Organisational Psychology Specialization

APIP: 531 :	Organizational Behaviour	--- 3	-- H
APIP: 532 :	Managerial Psychology	--- 3	-- H
APIP: 533 :	Training & Development in Organisation	--- 3	-- H
APIP: 534 :	Industrial Relations & Welfare	--- 3	-- H
APIP: 535 :	Practicum: Industrial/Organisational Psychology	---- 3	-- H

Counselling Psychology Specialization

APSC: 531 :	Models of Counselling	--- 3	-- H
APSC: 532 :	Practice of Counselling (Case Based)	--- 3	-- H
APSC: 533 :	Group Counselling & Social Issues	--- 3	-- H
APSC: 534 :	Recent Social Trends in Asia	--- 3	-- H
APSC: 535 :	Practicum: Counselling Psychology	---- 3	-- H

IV – SEMESTER

APSY: 536: Internship		--- 4	-- H
APSY: 537: Dissertation		--- 8	-- H

_____

Total Credits **57 (Hard Core Courses)**

Rest of the Credits (15 Credits) have to be acquired from soft core courses. The student needs a total of 72 credits for the successful completion of M. Sc. Degree in Applied Psychology.

DEPART MENT OF APPLIED PSYCHOLOGY

PONDICHERRY UNIVERSITY

List of Soft Core Courses

		Credits
Course Code		
APSY: 426: Environmental Psychology	--	3
APSY: 427: Counseling at Workplace	--	3
APSY: 428: Psychology of Interpersonal Relationship	--	3
APSY: 429: Introduction to Psychology	--	3
APSY: 441: Psychology of Social Problems	--	3

APSY: 411: Applied Cognitive Psychology

Learning Outcomes:

To enable the students to have an

- In-depth understanding of human cognitions
- Insight about behavior and mental process
- In-depth understanding of brain and its function

Unit I: Introduction: What is cognitive psychology? Historical origins of cognitive psychology; information processing model, the present day approach; psychophysics and signal detection theory.

Unit II: Cognitive Neuroscience: Mind – body issues; cognitive psychology and neuroscience; neurophysiological sensing techniques – MRI and EPI, CAT scans and PET scans; split brain research.

Unit III: Perceptual processes: Perception and sensation – illusions, previous knowledge, sensory brain disposition.
Attention: meaning, models - filter model, the attenuation model, and the neuro-cognition of attention.
Pattern recognition – gestalt theory, template matching theory and prototype matching.
Consciousness: History of consciousness, cognitive psychology and consciousness, consciousness as a scientific construct, modern theories of consciousness, Schacter's model and Baar's Global Workplace theory.

Unit IV: Memory:

Short-term memory and long term memory, Models of memory – working memory, Waugh and Norman model, Atkinson-Shiffrin model, level of recall, levels of processing, self reference effect, Tulving's model, A Connectionistic model of memory, Mnemonic systems and metamemory.

Unit V: Decision making and artificial intelligence: Decision making: Inductive reasoning, decision making in the real world, reasoning and the brain, estimating probabilities, decision frames, representativeness, Baye's theorem and decision making.

Artificial intelligence: Artificial intelligence – The beginning computers and artificial intelligence, artificial intelligence and human cognition, perception and artificial intelligence, problem solving, game playing and artificial intelligence.

References

1. Solso, R. L. (2004). *Cognitive Psychology*, Sixth Edition. Pearson Education Pvt. Ltd., New Delhi.
2. Wessells, M.G. (1982). *Cognitive Psychology*, Harper and Row Publishers, New York.
3. Best, J.B. (1989). *Cognitive Psychology*, II Edition, West Publishing Company, New York.
4. Wood, G. (1983). *Cognitive Psychology* - A Skills Approach, Cole Publishing Company, California.

APSY: 412: Applied Social Psychology

Learning Outcomes:

To enable the students to understand

- The meaning and importance of social psychology in the present context.
- The preconceived notion about various social and health issues and its impact.
- The nature and extent of child abuse and neglect, national and international policies and program for addressing child rights.
- The causes and consequences of contemporary social problems and their evidence-based remedial measures along with national policy.

Unit I: Definition of social psychology; current trends; methods of social psychology; importance of social psychology in today's context. Prejudice; stereotype, myths, misconception and discrimination and their effects. Measures for prevention of prejudice, stereotype, myths, misconception and discrimination.

Unit II: Social perception and cognition. Meaning, formation and changes of attitudes, influence of attitude on behavior. Barriers in changing attitudes.

Unit III: Population explosion: current scenario and its impact: Population of India and its growth, density of population, sex ratio and literacy status, cause of population explosion in India, consequences of population explosion, Population Policy in India.

Unit IV: Child abuse and neglect: Definition, types, causes and consequences of child abuse and neglect, myths and facts about child sexual abuse, counseling for sexual assault, incidences of child abuse and neglect, profile of perpetrators, cost of child abuse and neglect, prevention and intervention, UN Convention on Rights of the Child, Role of International Agencies, legal measures for prevention of child abuse and neglect in India, National Commission for Protection of Child Rights, its objectives and importance; Integrated Child Protection Scheme (ICPS).

Unit V: (i) Legally dangerous behavior: Major modes of crime in India, Forms of cognizable and non-cognizable offences, Factors responsible for criminal behaviour, Prevention and Intervention, Major laws in India viz., The Indian Penal Code (IPC), The Indian Evidence Act and the Code of Criminal Procedure. (ii) Juvenile Delinquency: Definition, profile of the juvenile delinquents and their activities, classification of juvenile delinquents, incidence, causes and dynamics of juvenile delinquents, prevention and intervention, Juvenile Justice (Care and Protection) Act 2000.

References

1. Baron, R.A. & Byrne (2000). Social Psychology. Delhi: Pearson Education Asia.
2. Myers, D.G. (2006). Social Psychology. New Delhi: Tata McGraw Hill.
3. Worcel, S., Cooper, J., Goethals, G.R. & Olson, J.M. (2000). Social Psychology. CA Wadsworth.
4. Deb, S. (2006). Children in Agony. New Delhi, Concept Pub.
5. Deb, S. (2006). Contemporary Social Problems in India. New Delhi, Anmol Pub.
6. Deb, S. (2004). Child Protection: Socio-legal Measures in India. Kolkata. Lunar Publication.

7. Deb, S. (2004). Child Abuse and Neglect: South Asian Scenario. Kolkata. Lunar Publication.
8. Ahuja, R. (1992). Social Problems in India. Nice
9. Madan, G.R. (1995). Indian Social Problems. Vol.1, Allied Publishers.
10. Oskamp, S. & Schultz, P.W. (1998). Applied Social Psychology. Prentice.
11. HIV Counselling Training Modules for VCT, PPTCT and ART Counsellors, developed by NACO, MHFW, GOI (2006).

Suggested Reading Materials

1. Deb, Sibnath and Mathews Ben (2012). Children's Rights in India: Parents' and Teachers' Attitudes, Knowledge and Perceptions. *International Journal of Children's Rights*, 20, 1-24.
2. Deb, Sibnath and Walsh, Kerryann (2011). Impact of Physical, Psychological, and Sexual Violence on Social Adjustment of School Children in India. *School Psychology International (in press)*.
3. Deb, Sibnath and Modak, Subhasis (2010). Prevalence of Violence against Children in Families in Tripura and Its Relationship with Socio-economic, Cultural and Other Factors. *Journal of Injury and Violence Research*, Vol.2, No.1, pp.5-18.
4. Deb, Sibnath (2011). Background and Adjustment Capacity of Sexually Abused Girls and their Perceptions of Intervention. *Child Abuse Review,* Vol.20: 213-230.
5. Deb, Sibnath (2009). Child Protection: Scenario in India. *International Journal of Child Health and Human Development*, Vol.2, No. 3, pp.339-348.

****

APSY: 413: Positive Psychology

Learning Outcomes:

To enable the students to

- Understand the aims and scope of positive Psychology
- Apply the basic concepts from the course to an analysis of their own lives and personal strength

Unit–I: Define Positive Psychology? Traditional psychology; positive psychology; goals, assumptions and definitions of positive psychology.

Unit – II: The Meaning and Measure of Happiness: Psychology of well–being, happiness, two traditions- subjective well–being: the hedonic basis of happiness; self–realization, the eudaimonic basis of happiness; comparing hedonic and eudaimonic views of happiness.

Happiness and the facts of Life: Happiness across the life span; gender and happiness; marriage and happiness; other facts of life.

Unit – III: Positive Emotions and Well- Being: Positive emotions, positive emotions and health resources; positive emotions and well- being; cultivating positive emotions.

Positive Traits, personality, emotions and biology, positive beliefs.

Unit – IV: Personal Goals as Windows to Well–Being: The search for universal human motives; the personalization of goals in self–concept; goals contribute most to well–being. materialism and its discontents.

Self –regulation and self –control: The value of self-control; Personal goals and self -regulation; goals that create self – regulation problems; everyday explanations for self–control failure; goal disengagement.

Unit – V: Life Above Zero: Positive psychology revisited; interconnections of the "Good" and the "Bad"; contours of a positive life; meaning and means; mindfulness and well–being.

References

1. Steve, B.R. & Marie, C.K. (2009). *Positive Psychology*. Dorling Kindersley: India.
2. Boniwell, I. (2006). *Positive Psychology in a Nutshell*. PWBC (Personal Well–Being Centre).
3. Snyder. R, S. (2007). Positive *Psychology: The Scientific & Practical exploration of human strengths*. New Delhi: Sage Publications.

****

APSY: 414: Research Methodology

Learning Objectives:

To enable the students to understand

- The need and purpose of research, various types of research and its importance in overall social development.
- The ethical issues involved in research and importance of ethical issues in research.
- How to conceptualize a research problem; write objective and hypothesis along with design of the study.
- The various data collection techniques, both qualitative and quantitative.
- Writing a good research proposal and report as well as article for the journals.

Unit I: Purpose and types of research: Basic research; applied research; action research; Quantitative and qualitative research; difference between qualitative and quantitative research and their strengths and weaknesses. Ethics in research and its importance.

Unit II: Problems, hypotheses constructs, variables and definitions: Definition of problems and hypotheses; The importance and criteria of good research problems and hypotheses; definition and types of variables; constitutive and operational definitions of variables.

Unit III: Sampling: Definition; sample size and representativeness; kinds of sampling - probability and non probability.

Research Designs**:** Meaning, purpose and principles; Experimental design, non-experimental design, other specialised designs like pre-post-test design, the cross-sectional design, single subject study design, the longitudinal study design, survey research, correlational design, observational design and ethnography design.

Unit IV: Methods of Data Collection: (i) Quantitative (structured questionnaire, semi-structured questionnaire and standardised questionnaire) and (ii) qualitative (informal interview, case study, in-depth interview, focus group discussion, observation, participatory rural appraisal, projective tests).

Unit V: Monitoring and evaluation: Utility of monitoring and evaluation of programs; preparing a research proposal, research report.

References

1. Best, J.W. and Kahn, J.V. (2006). Research in education (9th Edition) New Delhi: Pearson Education.
2. Kerlinger, F.N. (1983). Foundations of Behavioural Research. Delhi: Surjeet Publications.
3. Kothari, C.R. (1988). Research Methodology. New Delhi: Tata – McGraw Hill.
4. Singh, A.K. (1990). Tests, Measurements and research Methods in Behavioural Sciences. Patna: BharatiBhaban Publishers.
5. Russell, B.H. (1988). Research Methods in Cultural Anthropology. New Delhi: Sage Publications
6. Kenneth, B.S.& Bruce, A.B. (2005). Research Design and Methods. New Delhi: Tata McGraw Hill Publishing Company Ltd.

****

APSY: 415: Practical (Semester I)

1. To understand the phenomenon of mental set in thinking and problem solving.

2. To compare spaced vs massed learning in memory.

3. To measure emotional intelligence of students.

4. To assess personality of executives/community leaders.

5. To study the effect of social discrimination on mental health.

6. To study the knowledge and perception of different social agents regarding child rights/corporal punishment/child protection related legislations.

7. To study the nature of abuse experienced by the children.

8. To study the perception of people about industrialisation and displacement.

APSY: 421: Rehabilitation Psychology

Learning Outcomes:

To enable the students to understand

- The nature and extent of problems faced by specific categories of people who badly require safe shelter and rehabilitation.
- The Government response toward rescue, intervention and rehabilitation for people who require immediate attention.
- The national and international efforts for rehabilitation of street children, trafficked children, people affected by natural calamities and/or war and HIV/AIDS infected people.

Unit I: Street children: Definition, background of street children, prevalence, living condition of street children, problems encountered by the street children, reasons for leaving home and accepting street life, prevention, role of psychologists in intervention and rehabilitation of street children, steps for effective implementation of intervention programme, social measures.

Unit II: Child trafficking and prostitution: Definition, genesis of trafficking in South East Asia, factors responsible for trafficking and prostitution, consequences, prevention, intervention and rehabilitation, legal measures for prevention of human trafficking in India.

Unit   III: Project affected people: Definition, reasons for taking up development projects, consequences of development projects, steps to be followed for implementation of development project, resource and need assessment of the project affected people, psychological attachment towards land, development, implementation and monitoring of rehabilitation and resettlement (RR) plan through participatory approach, RR Policy of the Government of India.

Unit IV: People affected by natural calamities/war/violence: Definition, rescue, assessment of the physical situation, and psychological (trauma) of the affected people, planning and coordination of the relief work, addressing psychological trauma and arrangement of safe shelter and rehabilitation.

Unit V: HIV/AIDS: Definition, basic information, importance of HIV/AIDS counseling, qualities of a counselor, micro-skills in counseling, objectives of pre and post test counseling, psycho-social impact of the disease, stigma attached with the disease, prevention, intervention and rehabilitation, National AIDS Control Program with special reference to care and support services for the people living with HIV/AIDS.

References

1. Deb, Sibnath (2006). Children in Agony. New Delhi, Concept Pub.
2. Deb, Sibnath (2006). Contemporary Social Problems in India. New Delhi, Anmol Pub.

3. Deb Sibnath, Mitra Chirasree, Majumdar Bishakha and Sun Jiandog (2011). Effect of '12 Day Induction Training for ART/CCC Counsellors' under GFATM Project in India: an In-depth Study, *Indian Journal of Health and Wellbeing*, Vol.2 (2), pp.5-11.
4. HIV Counselling Training Modules for VCT, PPTCT and ART Counsellors, developed by NACO, MHFW, GOI (2006).

****

APSY 422: Psychological Statistics

Learning Outcomes

To enable the students to

1. Understand the statistical methods to analyze the data.
2. Gain knowledge about applied aspect of statistics.

Unit I: Introduction: Meaning of statistics, Levels of Measurement. Measures of central tendency – Mean, median, Mode. Measures of variability – range, average deviation, quartile deviation, standard deviation.

Unit II: Correlation – Meaning, product moment correlation, partial correlation, multiple correlation. Regression – linear, multiple.

Unit III: Normal Distribution – Meaning, importance, properties. Hypothesis testing – types of hypothesis testing, type I error, type II error, one tailed and two tailed tests. Mean difference – t test, z test.

Unit IV: ANOVA – One way and two way, ANCOVA, Post hoc comparison – Duncan's multiple range test, Tukey tests, Scheffe test, Dunnett's tests.

Unit V: Non parametrical tests – chi-square, Mann Whitney U-test, Kruskal Wallis, Rank order (Spearman, Kendell Tau), Biserial, Point Biserial, Tetra choric, Phi Coefficients.

Multivariate Statistics- Discriminant Analysis, Factor Analysis.

References

1. Garrett, H.E. & Woodworth, R.S (1981). Statistics in psychology and Education. Vakils, Peffer and Simons Ltd, Bombay.
2. Howell, D.C. (1992). Statistical methods for Psychology. California: Duxbury Press,
3. Siegal, S. (2002). Non –parametric Statistics for the Behavioural Sciences. New Delhi: Tata McGraw Hill.
4. Guilford J.P & Fruchter.B. (1978).Fundamental Statistics in Psychology and Education. New – York, McGraw Hill.

****

APSY: 423: Counselling Psychology

Learning Outcomes:

To enable the students to understand

- The meaning, basic concepts, purpose and importance of counseling in everyday life and skills required for counselling.
- Different approaches in counselling and its utility
- Various appraisal techniques, reporting of the findings and effectiveness of counseling.
- Approaches to clinical assessment and evaluation of outcome in counselling

Unit I: Principles of counseling: Basic concepts, purpose and importance. Steps and process in counseling. Individual, family and group counseling.

Unit II: Essential characteristics of a counselor, Micro skills in counselling, professional and ethical issues in counseling, identification of burnout in caregivers and counselors, dealing with demanding clients.

Unit III: Approaches to counseling: Directive, non-directive and eclectic approaches, Client and counselor variables affecting counseling process.

Unit IV: Approaches to Evaluation in Counselling: Non-testing - case study, interview, cumulative record card, occupational information, observation and rating scale.

Unit V: Testing - personality, attitude, values, abilities, aptitude and achievements. Reporting of the findings. Effectiveness and evaluation of counseling: criterion of effectiveness – outcome and process based.

References

1. Berdie, R.F. et al., (1963). Testing in guidance and counseling. McGraw Hill.
2. Corney, G. (1998). Theory and practice of counseling.
3. Davis, D. (1997). Counselling in psychosocial services. Open University Press.
4. Dryden, W. (1994). Developing the practice of counseling, Sage Pub.
5. Fullmer, D.W. (1971). Counselling: contents and Process. Science Research Assoc. Chicago.
6. Gelso, CL & Fretz, BR. (1997). Counselling Psychology, Prism Book.
7. Guidance Monograph Series (9 vols.) (1977). John Wiley.
8. Rosenthalk, H. (1993). Encyclopedia of counseling. Accelerated Development.
9. HIV Counselling Training Modules for VCT, PPTCT and ART Counsellors, developed by NACO, MHFW, GOI (2006).

****

APSY: 424: Community Psychology

Learning Outcomes:

To enable the students to understand

- The theoretical concepts of community psychology and importance of the subject in the present context, parameters for measuring quality of life and strength of empowerment.
- The role of community psychologist at the grass-root level, family level and institutional level in addressing mental health issues and related factors which affect mental health of the people, national policies for addressing the rights of disabled and elderly people.
- The major signs and symptoms of common childhood disorders, identification of the same and remedial measures.

Unit I: Theoretical concepts of community psychology: Definition and perspectives with reference to mental health, organizational health and social action. Individual wellness, sense of community, psychological sense of community, social justice, participatory approach, empowerment, citizen participation, collaborative community strength, human diversity and empirical grounding.

Intervention at Grass-Root Level

Unit II: Mental health: Definition and characteristics of good mental health. Characteristics of positive health. Global epidemic of mental disorders. Prevention, identification and intervention services with regard to mental health problems and disability at the community level, quality of life, parameters for measuring quality of life, Mental Health Act, 1987, The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995.

Intervention at Family Level

Unit III: Maladjustment and role conflict, domestic violence and its impact on children, aged in the family, problems faced by the elderly people in the family, support services for the family and elderly people, perception about support services, National Policy for Protection of Rights of Aged People.

Intervention at Educational Institution Level

Unit IV: Student mental health: Academic stress, anxiety related to examination, depression, adjustment of the students, institutional disciplinary measures and its impact, motivating students for better academic performance.

Intervention program for parents and teachers for creating student friendly environment. Government response for prevention of corporal punishment. National Education Policy (1986). Integrated school-based intervention program for addressing students' mental health.

Unit V: Common childhood disorder: Types of childhood disorders, signs and symptoms of childhood disorders, identification of common childhood disorders and management, early intervention for addressing disciplinary measures especially corporal punishment.

References

1. Cariappa, M. & Geeta, D. (1997). How to help your disabled child. UBSPD.
2. Carter, J.W. (1986). Research contributions from community psychology in community health health. Behaviour Pub. NY.

3. Dalton J.H., Elias, M.J. et al., (2007). Community psychology, linking individuals and communities. Wadsworth, Thomson Learning US.
4. Desai, A.N. (1995). Helping the handicapped. Ashish Pub. House.
5. Iscoe, I. Block, B.L. & Spielberger, CD (Eds.) (1997). Community psychology: Perspectives in training and research. Appleton Century Crofts. NY.
6. Kapur, M. (1995). Mental health of Indian Children, Sage Pub.
7. Mandelbawn, B. (1972). Society in India. Popular Prakashan. Bombay.
8. Mann, P.A. (1978). Community Psychology: Concepts and Applications. The Free Press.
9. Part, J.E. & Park, K. (1989). The Text Book of Social and Preventive Medicine. Baranasidas, Jubbalpur.
10. Rajan, S.I. et al., (1999). Indian's elderly: Burden or challenge, Sage Pub.

Suggested Reference Materials

1. Patel, Vikram, Flisher alan, Hetrick Sarah and McGorry Patrick (March, 2007). Mental Health of Young People: A Global Public-health Challenge, *the Lancet*.
2. Khawaja Nigar G. And Bryden J. Kelly (2006). The Developmental and psychometric investigation of the university student depression inventory. *Journal of Affective Disorders*, XX (2006), XXX.
3. Deb, Sibnath, Chatterjee, Pooja and Walsh, Kerryann (2010). Anxiety among High School Students in India: Comparisons across Gender, School Type, Social Strata and Perceptions of Quality Time with Parents. *Australian Journal of Educational and Developmental Psychology*, Vol.10, pp.18-31. *www.newcastle.edu.au/.../Journals/.../Vol%2010/V10_deb_et_al.pdf*

****

APSY: 425: Practical (Semester II)

1. To measure quality of life of community members by using a suitable study tool.

2. To study the perception of community members about quality of health care services in the Govt. and non-government health centres.

3. To study the adjustment capacity of students by using a suitable study tool.

4. To measure mental disposition of students with special reference to depression and/or anxiety of students by using a suitable study tool.

5. To study the perception of parents and teachers about corporal punishment.

6. To measure the academic stress of students by using a suitable study tool.

7. To identify childhood disorders among school children by using a suitable study tool.

8. To understand the perception of elderly people about care and support they receive at home.

Clinical Psychology Specialisation

APCP: 531: Psychopathology

Learning Outcomes:

To enable the students

- To understand the concept of abnormal behaviour, classification and methods of assessment.
- To understand various pathological disorders & DSM IV TR criteria of diagnosis.

Unit I: Abnormal Behaviour: Definition-different criteria for abnormality-short history Assessment: Need for assessment; psychiatric diagnosis and classification of abnormal behaviour (DSM – IV TR/CD -10); problems in assessment. Methods of Assessment – the interview; psychological tests; laboratory tests; observation in natural settings

Unit II: Anxiety, Dissociative and Somatoform Disorders: Symptoms and theoretical perspectives of Panic disorder, Generalized anxiety disorder Phobic disorder, Obsessive-compulsive disorder, Post–traumatic stress disorder. Dissociative disorders – psychogenic amnesia; psychogenic fugue; multiple personality; depersonalization disorder. Somatoform disorders – hypochondriasis; somatization; conversion disorder.

Unit III: Mood Disorders and Addictive Disorders: Characteristics of affective episodes -Mood disorder syndromes – major depression; bipolar disorder; dysthymia and cyclothymia; Perspectives on the mood disorders.

The nature of substance dependence and abuse-Alchololism, nicotine dependence, other psychoactive drugs -Perspectives on drug dependence-neuro chemistry, personality & social perspective.

Unit IV: Personality Disorders and Mental Retardation: Personality disorders: Individual syndromes of various personality disorder - theoretical perspectives.
Definition; levels of mental retardation -Organic and environmental factors in mental retardation - Autism – symptoms and perspectives.

Unit V: (i) Psychotic Conditions. The symptoms of schizophrenia and its subtypes-course (process) of schizophrenia-The dimensions of schizophrenia; theories on schizophrenia; delusional disorders.

(ii) Sexual Dysfunctions and Habit Disorders: Forms of sexual dysfunction and theoretical perspectives on sexual dysfunction and Sexual deviations.

References

1. Carlson, R.C., butcher, J.N. and Mineka, S. (1998). *Abnormal Psychology and Modern Life,* New York: Addison Wesley Longman.
2. Bootzin, R.R., Acocella, J.R. and Alloy, L.B. (1993). *Abnormal Psychology* – Current Perspectives, 6th edition, New York: Mc-Grans-Hill, Inc.
3. Sarason, I.G. and Sarason, B.R. (1998). *Abnormal psychology: The Problem of Maladaptive Behaviour,* New Delhi: Prentice-Hall of India.

****

APCP: 532: Psychological Therapies

Learning Outcomes:

To orient the students

- Towards the nature, goals and prerequisites of psychopathology
- About the different schools and techniques in psychotherapy.

Unit I: Introduction: Interventions; definitions of psychotherapy; goals of psychotherapy; professional issues, training; ethical issues; personal characteristics of therapists; common and unique features of psychotherapies.

Unit II: Psychodynamic Therapy; Humanistic Therapy (Client Centered Therapy); Gestalt Therapy.

Unit III: Cognitive Behaviour Therapy; Albert Ellis Therapy; Aaron Beck's Cognitive Therapy.

Unit IV: Behaviour Therapies: Therapeutic techniques based on classical, operant and modeling theories, Modeling – live modeling; Participant modeling (behaviour rehearsal) symbolic modeling and covert modelling, Relaxation training; muscular relaxation; Meditation; Flooding; Systematic Desensitization; Paradoxical Intention;; Assertive training.

Unit V: Group Therapy (in brief); Family/Marital Therapy; Transactional Analysis.

References

1. Bellack, A.S., Herson, M & Kazdin, A.E. (1983).International Handbook of Behaviour Modification And Therapy; New York; Plenum Press.
2. Bergin, A.E. & Garfield, S.L. (1994). Handbook of Psychotherapy and Behavioural Change. 4th ed. N.Y. Wiley.
3. Jones, C.C. (1993) Family Systems Therapy, Wiley Norcross
4. J.C. (1980). Handbook of Psychotherapy Integration New York: Basis Books.
5. Spiegler. M.D. (1997). Contemporary Behaviour Therapy. New Delhi. Sage Publications.
6. Steven J.L. & John. P.G. (1985). Contemporary Psychotherapeutic Models and Methods. Ohil, Charles E. Merrit.
7. Wolberg. L.R. (1989). The Technique of Pychotherapy. Vol. I & II London, Warburg and Heinmann.
8. Lane D. & Miller. A. (1992). Child and Adolescent Therapy. A Handbook Milton Keynes open Univ. Press.
9. Sarason I.G. & Sarason B.R. (2000). Abnormal Psychology. Prentice Hall of India Pvt. Ltd. New Delhi.
10. Colemom J.C. Butcher J.N. and Carson B.C. Abnormal Psychology and Modern Life, 12th edition. Scot, Foresman and Company.
11. Gabbarel, G.O., Beck, J.S., & Holmes, J. (2007). Oxford Text Book of Psychotherapy. New York: Oxford University Press.
12. Stein, S.M. Hough, R. & Stein, J. (1999). Essentials of Psychotherapy. UK: Hodder Arnold Publishers.

****

APCP: 533: Neuropsychology

Learning Outcomes:

To orient the students to

- Understand the structure of the nervous system, brain and functions of different lobes
- Understand the evaluation and interventions of brain pathology

Unit I: Introduction: Definition and branches of neuropsychology; historical background; conceptual issues; neuropsychological practice; psychiatry and neuropsychology.

Unit II: The Structure of the Nervous System: Anatomy and physiologyof nervous system; the spinal cord, divisions of the brain; Hind Brain, Midbrain, Forerbain. The Cerebral Cortex: organisation of cerebral cortex.

Unit III: Frontal Lobes: Specific functions; Premotor and prefrontal cortex; Neuropsychological assessment of frontal lobe functions and dysfunctions

Unit IV: Temporal Lobes: Specific functions and dysfunctions; Temporal lobe and the limbic system; Neuropsychological tests for temporal lobes

Unit V: (i) Parietal Lobes: Somatosensory perception; Tactile perception and body sense; Spatial orientation and spatial neglect; symbolic synthesis; Neuropsychological examination of functions and dysfunctions of parietal lobes.

(ii) Occipital Lobes: Anatomical division; Basic visual functions; Visual perceptual functions
Visual prostheses; Neuropsychological testing of functions & dysfunctions of occipital lobes.

References

1. Beaumont, J.G. (1982). Introduction to Neuropsychology, London: Academic Press**.**
2. Lezak, M.D. (1998) Neuropsychological Assessment London; Oxford University Press.
3. Kalat. J.W. (1995) Biological Psychology, 5th Edition London: Brook/cole Publicity Company.
4. Pinel, J.P.J. (2007) Biopsychology, 6th Edition. New Delhi: Pearson Education INC.

****

APCP: 534: Health Psychology

Learning Outcomes:

To enable the students to understand

- The theoretical concept of health psychology and various psycho-social models of health.
- The causes and consequences of chronic illness and psycho-social impact of the same and remedial measures.
- The reproductive health problems especially the problems which affect adolescent population and reproductive and child health policy of the Government of India.
- The need for periodic health assessments and methods to enhance good health through education and awareness.

Unit I: Introduction to health psychology. Concept of health, models of health with special reference to bio-psychosocial model of health.

Unit II: Health behavior and belief: Factors predicting health behavior and beliefs, health awareness and health seeking behavior, doctor-patient communication and compliance

Unit III: Reproductive health: Reproductive health and its components, risk behavior, early pregnancy and its implication, family planning methods and management of reproductive health, mental disposition of women after the reproductive phase, Adolescent reproductive health and its importance, Reproductive and Child Health Policy, Govt. of India.

Unit IV: Chronic illness: Causes and consequences, management of health problems like obesity and chronic illness like cancer, cardiac problems and diabetes.

Unit V: Health assessments and promotion: Quality of life scales, health indices checklist, lifestyle evaluation and coping scales, health promotion strategies, psychological intervention, lifestyle modification techniques, utility of relaxation and bio-feedback methods.

References

1. Brannon, L. & Feist, J. (1989). Health Psychology: An Introduction. 4th Edition, Wordsworth.
2. Dimmates, M.R. & Martin, L.R. (2007). Health Psychology. Pearson.
3. Friedman, H.S. (1998). Encyclopedia of Mental Health. Academic Press.
4. Kleinman, A. (1988). Rethinking Psychiatry from Cultural Category to Personal Experience. Free Press. NY.
5. Marks D.F. (2002). The Health Psychology Reader. Sage.
6. Ogden, J. (1996). Health Psychology. A Textbook. Open University Press.
7. Rice, P.L. (1998). Health Psychology. Pacific Grove Books. Cole Pub.
8. Taylor, S.E. (1999). Health Psychology. McGraw Hill.
9. Deb, S. (2009). Reproductive Health Management, New Delhi, Akansha Pub.

****

APCP: 535: Psychological Assessment - Practical

Clinical Psychology

Learning Outcomes

- Administration, Scoring & Interpretation of various clinical tests

Any eight tests to be conducted

Neuropsychological Assessment
NIMHANS Neuropsychological Battery,
Finger Tapping Test, Tactile Perception Test (using Seguin Form Board).

Psychological Assessment of Children
CBCL
Raven's Colored Progressive Matrices
WISC

Tests of Cognitive Functions
WAIS
Bender Gestalt Test
Wechsler Memory Scale
Wisconsin Card Sorting Test
Dyslexia Adult Screening Test
Knox- Cube Test
Seguin Form Board
Benton Visual Retention Test

Projective Tests (any one)
Sentence Completion Test
Children Apperception Test
Rorschach Inkblot Test
Somatic Inkblot Test
Draw-a-person test
House-tree-person test
TAT

Personality (any one)
MMPI
16 PF
NEO – 5 Personality Inventory
Vineland Social Maturity Scale
Multidimensional Assessment of Personality (Manju Agarwal, 1988)

Mental Disposition

Beck Anxiety Scale
Beck Depression Scale or Centre for Epidemiologic Studies Depression Scale (CES-D)

Industrial/Organisational Psychology Specialisation

APIP: 531: Organizational Behaviour

Learning Outcomes

To enable the students to
- Gain knowledge of contemporary issues and approaches for understanding the organizational change.
- Acquaint with the ever-growing body of regarding effective organizations.

Unit I: Introduction: Emergence of OB as a discipline and contributing disciplines to OB; contributions of Hawthorne studies to OB; OB trends – Globalization; outsourcing; call centres; knowledge process outsourcing. The FIVE anchors of OB aid knowledge management.

Unit II: Motivational Process: Meaning of motivation; Primary motives; General motives, Secondary motives & Motivational process. Content theories of work motivation – Maslow's Hierarchy of needs; Herzberg's two factor theory; ERG theory. Theory X and Theory Y.

Process theories of Work motivation: Vroom's expectancy theory; The Porter-Lawler Model Contemporary Theories: McClelland's Three need theory; Goal setting theory; Equity theory; Reinforcement theory; Motivation Across cultures.

Unit III: Stress, Conflict and Power in Work place.Stress: Causes of stress; individual differences in stress; consequences of distress; managing work related stress.
Conflict: The conflict process; Sources of conflict in organizations; Interpersonal conflict management styles; Resolving conflicts.
Power: Meaning of power; sources of power; Contingencies of power; Influencing others; Influencing tactics and organizational politics.

Unit IV: Organizational Processes**:** Organizational Structure, Division of Labour and Coordination; Elements of organizational structure; Job design: Managing performance through job design and goal setting; Organizational Culture: Elements of organizational culture; organizational culture and performance; managing organizational culture; Organizational Change and Development: Lewin's Force Field Analysis model; Restraining Forces; Strategic visions change agents.

Unit V: Leadership: difference between leader and manager. Historically important studies on leadership: The Iowa leadership studies; The Ohio state leadership studies; The Michigan leadership studies. Traditional theories of leadership: Trait theories; Group and exchange theories; contingency theory; path goal leadership theory. Modern Theoretical Process of leadership: Charismatic leadership theories; Transformational leadership theory; A socio-cognitive approach; Leadership across cultures; corporate leaders.

References

1. Luthans, F. (2002). Organizational Behaviour. McGraw Hill Irwin, New Delhi
2. Robbins, S.P. (1995). Organizational Behaviour. Prentice Hall of India Ltd. New Delhi .
3. Mc Shane. S.L., Glinow, M.A.V.& Sharma, R.R.(2006). Organizational Behaviour. Tata – McGraw Hill Publishing Company Ltd. New Delhi.
4. Schein, E.M. (1990) 'Organizational Psychology 3rd edition; Prentice Hall of India Pvt. Ltd. New Delhi .

****

APIP: 532: Managerial Psychology

Learning Outcomes:

To enable the students to understand

- The importance of human being (Employee) as an asset
- The importance of human resource in any organization
- The operative functions dealt by Human Resource Managers
- Psychological aspects involved in various HR functions.

Unit I: Human resource management: Nature, Function, Personnel Management vs. HRM, HRD vs. HRM, Strategic Role, International human resource management.

Unit II: Human Resource Planning: Importance, process, Forecasting Demand, Estimating Supply, Effective HRP, Human resource accounting. Job Analysis**:** Uses, Process, Methods, job description & job specifications.

Unit III: Recruitment: Objectives & Constraints, Sources, Methods, Selection: Process, Tests for Selection (Cognitive Ability, Motor & Physical Ability, Personality, Achievement), Interview as selection Device.

Unit IV: Job Evaluation: Uses, Methods, job evaluation and Establishing pay structure. Performance Appraisal: Comparing with Performance Management, Methods, Challenges, Legal implications

Unit V: (i) Employee compensation: Incentive Plans: Individual Employee, Team/Group, organisation-wide. Employee Benefits: Pay for time not worked, Insurance benefits, Retirement benefit, Personal & Family friendly benefits.

(ii) Health & Safety: Legal Provisions, Measures, Accidents, Safety Management. Grievance & Discipline: Features & Forms, Model Grievance Procedure, Approaches to Discipline, Disciplinary Action, Essentials for a Good Disciplinary System.

References

1. Decenzo, D.A. & Robbins, S.P. (2004). Personnel and human resource management. New Delhi
2. Dessler, G. (2005). Human resource management. New Delhi: PearsonPrentice Hall.
3. Rao V.S.P. (2007). Human resources management: Text and cases. New Delhi: Excel Books .
4. Bermardin, H.J. (2007). Human resource management. New Delhi: Tata McGraw Hill.

****

APIP: 533: Training & Development in Organisations

Learning Outcomes:

To enable the students to

- Understand various concepts in Training and Development.
- Gain an in-depth understanding of various Training Methods
- Understand the principles of Organization Development and its Techniques

Unit I: Training and Assessment of Needs: Definition -Importance of training in organizational set up-Training as a profession-Training Needs Analysis- Types of Training-Training design-steps involved.

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

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

Unit III: Technical Training Systems: On- the- job and off- the- job technical training-Training approaches to improve Productivity and quality: TQM and TPM., 5-s concept; six sigma, Quality circles and KAIZEN.

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

Unit V: Organizational Change and Development: Organisational Change: Need to introduce change- Dimensions of change-Models of Change-Resistance to change-overcoming resistance. Organizational Development: Definition of OD-Nature of OD-Objectives of OD- Phases of an OD Programme; OD Interventions; OD in Indian Industry; Criticism of OD.

References

1. Camp, Blanchard & Huszczo (1986). Toward a more Organizationally Effective Training Strategy & Practice. New Jersey. Prentice Hall.
2. Goldstein (2001). Training in Organizations. 4th edition. Thomson & Wadsworth.
3. Landale (2006). Advanced Techniques for Training and Development. Infinity Books.
4. French & Bell (1989). Organization Development. Behavioral Science Interventions for Organization Improvement. 3rd edition. Prentice Hall.
5. Aswathappa (2005). Organizational Behavior. Text, cases, games. Mumbai. Himalaya Publishing House.
6. Tripathi (2003). Organizational Development & Human Resource Development. New Delhi. Sultan Chand & Sons.
7. Andreas & Faulkner (1996). NLP. The new technology of achievement. London. Nicholas Brealey Publishing.
8. Muchinsky (2006). Psychology Applied to Work. 8th edition. Thomson Wadsworth.
9. Davis, Keith (2002). Organizational Behavior: Human Behavior at Work. 11th edition. Mc Graw Hill.

****

APIP: 534: Industrial Relations & Welfare

Learning Objectives:

To enable the students to

- Understand the importance of Industrial relation and ways of promoting sound industrial relations in an organization.
- Have an insight into the various kinds of statutory and non statutory welfare measures for employees in different organizational set up
- Understand about the emerging issues in Industrial relations and Global HR practices.

Unit I: Industrial Relations and Industrial Disputes: Definition and Evolution of Industrial Relations,Need for sound Industrial Relations, Tripartite System; Role of ILO, Central and State Governments, Industrial Disputes: nature and causes, strikes and lockout, methods of settling disputes: conciliation, arbitration and adjudication- machinery for settlement

Unit II: Labour- management co-operation: Meaning and Goals- different degrees and forms of labour, management co-operation- Workers participation in management- Trade Union Movement, Types, structure and functioning of trade unions- Registration and Recognition of Trade Unions- collective bargaining: importance, factors involved and methods.

Unit III: Social Security and Welfare: Meaning of Social security-Major Social Security Provisions: Employees Provident Fund, Employees state insurance, Payment of Bonus, Gratuity. Welfare provisions under Factories Act and Maternity Benefits

Unit IV: Emerging Issues in Industrial Relations: Issues relating diverse and cross cultural workforce- New category of Labour; Knowledge workers, BPO workers, workers in service sectors- Effect of globalization on working class: need for a new outlook on industrial relations, labour welfare and legislations, Sexual harassment at workplace.

Unit V: Global HR Practices: Personnel Practices and Industrial Relations in Multi National Companies, working conditions, salary, Benefits and Pay adjustments -Lean and Mean organizations- Corporate Social Responsibilities, Quality of work life and work life balance.

References

1. Srivastava (2000). Industrial Relations and Labour Laws. New Delhi. Vikas Publishing House.
2. Sinha & Sinha, Shekar (2006). Industrial Relations, Trade Unions and Labour Legislations**.** 1st Edition. New Delhi. Pearson Publishers.
3. Mamoria (1999). Personnel Management. New Delhi. Himalayan Publishing House.
4. Rao, Subba (1997). Essentials of HRM and Industrial Relations. New Delhi. Himalayan Publishing House.
5. Cascio(1986). Managing Human Resources. Productivity, Quality of Worklife, Profits. Singapore. McGraw Hill.

****

APIP: 535: Practicum - Industrial/Organisational Psychology

Learning Outcomes

- Administration, Scoring & Interpretation of various test results

Any eight tests to be conducted

1. Fundamental interpersonal relations orientation (FIRO-B)
2. Revised Neuroticism-Extroversion-Openness Personality Inventory
3. Developing Job Evaluation Profile (Point Ranking/Factor Comparison)
4. Group Decision Making (Nominal Group/Delphi)
5. Organisational Climate
6. Dexterity Test (Minnesota Manipulation/ O'Conner's/Stromberg/Purdue)
7. Adult Intelligence (WAIS/Kaufmann/Slosson)
8. Developing a management game (Leadership/Motivation/Interpersonal Relationship)
9. Designing any OD intervention
10. Emotional Intelligence

Counselling Psychology Specialisation

APSC: 531: Theories of Counselling

Learning Objectives

To enable the students to understand

- The meaning, basic concepts, purpose and importance of counseling in every aspect of social life and sensitivity issues related to counselling.
- Different models of counselling and their utility.

Unit I: Psychodynamic theories. Origins of psychodynamic theories; Freud's psychoanalysis; structural theory; id, ego, superego; the topological theory; conscious, preconscious and unconscious economic theory; anxiety and defense mechanisms; theory of psychosexual development; instinct theory; Eros and thanatos, conflict and repression, symptoms, dreamwork, free association, working through resistances, development of insight.

Unit II: Behaviorists' theories. Application of behavioral ideas, ideas in counseling practice; Skinner - scientific behaviorism; Classical conditioning concepts; Operant conditioning concepts; behavior modification techniques.

Unit III: Cognitive theories of counseling. Aaron Beck cognitive theory; cognitive triad, schemas, cognitive errors, Cognitive restructuring; Albert Bandura social cognitive theory; human agency, reciprocal determinism, self system, dysfunctional behaviors. Alber Elllis REBT.

Unit IV: (i) Transactional analysis as a counseling theory: what is TA; the ego states; parent, adult, and child. Kinds of transactions; transactions and strokes; life positions; Games.

(ii) Interpersonal counseling; Harris Stack Sullivan interpersonal theory; tensions, dynamisms personifications, levels of cognitions, stages of development; Ericson psychosocial stages of development.

Unit V: Humanistic theory. Kelly psychology of personal construct; Carl Rogers person centered theory; Maslow holistic dynamic theory; motivation, self actualization and peak experience; Gestalt theory; Existential theories

References

1. Brammer L M. and Shostrom E.L. (1997). *Therapeutic Psychology: Fundamentals of Counseling and Psychotherapy.* Inglewood Cliffs, NJ: Printice House.
2. Corey, G. (2005). *Theory and Practice of Counseling and Psychotherapy* (7th Ed.). Belmont, CA: Thomson Learning (Brooks/Cole).
3. Corey, G. (2005). *Student Manual for theory and Practice of Counseling and Psychotherapy* (7th Ed.). Belmont, CA: Thomson Learning (Brooks/Cole).
4. Feist,J., and Feist, G. J. *Theories of Personality* (5th Ed.), Tata McGraw Hill Publishers. (2002)
5. Gibson, R. L., and Mithell, M. H. (2005). *Introduction to Counseling* (6th Ed.) (First Indian Reprint) Pearson Education New Delhi.
6. McLeod, J. (2008). *An Introduction to Counseling.* (3rd Ed.) (An Indian Reprint). Rawath Publication. Jaipur.
7. Richard Nelson-Jones (1995). *Theory and Practice of Counselling Psychology.* Sage Publications.

****

APSC: 532: Practice of Counselling (Case Based)

Learning Outcomes

To enable the students to

- Understand the basic principles of counselling
- Develop insight into different settings of counseling

Unit– I: Counseling as a helping profession; the Professional Counselor; counseling as a discipline; Traditional activities; Basic principles for schools and community agencies; Future Directions for the profession.

Unit – II: Goals of Counseling; The Counseling Process; Relationship establishment; Problem Identification and exploration; Counseling skills; Short term counseling or brief therapy; Special Counseling Populations.

Unit – III: Counselors in educational settings: role and function; training programs for counselor and relationships with other helping professions; patterns of Counseling Program Organization in educational settings; future directions for programs of Counseling; Community and mental health agencies; gerontology counseling; Guidance vs Counseling; Guidance – personal, academic and vocational.

Unit – IV: Theories of Career Development and Decision Making; Career Counseling and the Development of Human Potential; Career Planning and decision making in schools; Career Counseling in non school settings; Computerized Career Assistance Systems; Type of systems.

Unit – V: (i) Human Assessment for Counseling

(ii) Types of standardized tests Intelligence testing, Aptitude tests, Special aptitude tests, Vocation; Aptitude batteries, Scholastic Aptitude Tests, Academic Achievement tests, Interest inventories, personality tests; Observation instruments; self reporting; group assessment techniques.

(iii) Ethical issues; The Counselor and the Law; Legal concerns of Counselors

<div align="center">

References

</div>

1. Gibson & Mitchell (2003) Introduction to Counseling and Guidance. 6th edition pearson Education.
2. Nystul (1999). Introduction to Counseling. As art and science persective. Allyn & Bacon.
3. Narayana Rao (2003) Counseling and guidance. 2nd edition. New Delhi. Tata Mc graw Hill.

<div align="center">

****

</div>

APSC: 533: Group Counselling and Social Issues

Learning Outcomes

To enable the students to

- Understand the principles of Group Counseling
- Understand the different social issues addressed in counselling

Unit –I: Meaning of Group counselling: Difference from individual approaches; advantages and limitation; scope of Group intervention; applications in different settings.

Unit – II: Group techniques for counselors – Group guidance, Group Counseling, Group therapy, T-groups, sensitivity groups, encounter groups, task groups, Psychoeducation groups, mini-groups, group process and group dynamics, in-groups and out – groups, social networks; Group Counseling; Group guidance activities, Values and counseling.

Unit III: Application of group counselling in case of different social and health issues like carrier counselling, issues related to social stigma, myths and misconception, alcoholism and drug addiction, health and hygiene, healthy life style, stress management.

Unit IV: Sensitization of people for attending the group counselling sessions: Issues and challenges.

Unit V: Measuring efficacy of group counselling session and giving feedback to the community; taking appropriate measures based on outcome.

References

1. Gibson & Mitchell (2003). Introduction to Counseling and Guidance. 6th edition, Pearson Education.
2. Nystul (1999). Introduction to Counseling. As art and science perspective. Allyn & Bacon.

****

APSC: 534: Recent Social Trends in Asia

Learning Outcomes

To enable the students to

- Have clear understanding of social issues in the Asian countries.
- Get insight about appropriate counseling approaches for addressing different social issues.

Unit I: Socio-economic and cultural background of Asian Countries: similarities and differences; strengths and weakness.

Unit II: Major social problems in the Asian countries: Gender discrimination, class difference; substance dependence, HIV/AIDS; racial discrimination; terrorism; reasons for the same and consequences.

Unit III: Challenges in addressing different social issues through social and psychological measures. Issues related to migration, work family conflicts and their nature, poverty and counselling, school system and educational issues, socio political issues and their relevance for counselling for example the issues and responses on corruption and the learned helplessness and counselling for criminal in jail and other juvenile offenders.

Unit IV: Suitable counselling approaches for addressing different social issues at family level, institutional level and community level keeping the cultural background into account.

Unit V: Approaches for measuring efficacy of different counselling techniques in different geographical locations.

References

1. Gibson & Mitchell (2003). Introduction to Counseling and Guidance. 6th edition pearson Education.
2. Nystul (1999). Introduction to Counseling. As art and science perspective. Allyn & Bacon.
3. Narayana Rao (2003). Counseling and Guidance. 2nd edition. New Delhi. Tata Mc graw Hill.

****

APSC: 535: Practicum: Counselling Psychology

Learning Outcomes

- Administration, Scoring & Interpretation of various test results

Any eight, two from each group except first category to be conducted

Screening & Early Identification

1. Case History Taking
2. Observation
3. Clinical Interview

Intelligence

4. WISC
5. Wechsler Adult Intelligence Scale (Indian Adaptation)
6. Culture Fair Intelligence Scale for Children (Indian Adaptation)
7. Dyslexia Adult Screening Test (DAST)

Vocational Assessment

8. Davis Battery of Differential Abilities (Indian Adaptation)
9. Super Career Maturity Inventory
10. Entrepreneurial Talent Measure
11. Differential Abilities
12. Interest Measurement

Mental Disposition

13. Anxiety
14. Depression
15. Multidimensional Assessment of Personality

References

1. Bellack, A.S. & Hersen, M (1998). *Comprehensive Clinical Psychology: Assessment,* Vol. 4, Elsevier Science Ltd., Great Britain.
2. Murray H.A. (1971). *The Thematic Apperception Test Manual,* Harvard University Press.
3. Hersen, M, Segal, D.L, Hilsenroth, M.J. (2004). *Comprehensive Handbook of Psychological Assessment,* Vol. 1 & 2, John Wiley & Sons: USA.
4. Walsh (1999). *Neuropsychology. A Clinical Approach.* 4th Edition, Elsevier.
5. Lezak (2004). *Neuropsychological Assessment.* 4th Edition, Oxford University Press, London.

****

Soft Core Courses

APSY: 426: Environmental Psychology

Learning Outcomes:

To enable the students to

- Understand the relationship between environment and behavior
- Analyze person-environment processes
- Understand the psychological aspects behind societal issues of environment

Unit I: Nature and scope of Environmental Psychology, Environmental Perception, Spatial Cognition.

Unit II: Personal Space: Measurement, Influences, Theories; Territoriality: Factors, theories, and Measurement.

Unit III: Crowding: Factors, Theories, Crowding & Environmental Design, Environmental Psychology in Residence and Community.

Unit IV: Psychology in Relation to Physical Environment: Noise, Climate, Light and Colour, Environmental Psychology & Social Dilemmas: Pollution, Energy-Conservation, Recycling.

Unit V: Psychology and Work Environment; Emerging issues: Place Attachment, Pro-Environmental Behaviour, Ecological Consumerism.

References

1. Dolnicar, S. & Grun, B. (2009). Environmetally friendly behavior. *Environment & Behaviour*, 41(5), 693-714.
2. Easton, J., Ljungberg, M. K, & Cheng, J.C.H. (2009). Discourses on pro-environmental behaviour. *Applied Environmental Education and Education, 8,* 126-134.
3. Gifford, R. (2007). Environmental Psychology: principles and practice. Massachusetts: Allyn and Bacon, Inc.
4. Knussen, C. & Yule, F (2008). I am not in the habit of recycling. *Environment and Behaviour,40 (5),* 683-702.
5. Tanner, C., Kaiser, F. G., & Kast, S. W. (2004). Contextual Consideration of ecological consumerism. *Environment & Behaviour. 36 (1),* 94-111.

****

APSY: 427: Counseling at Workplace

Learning Outcomes:

To enable the students to

- Realize the importance of counseling in the work context
- Have a clear idea about theoretical and conceptual bases of workplace counseling
- Have a clear idea about applied aspects of workplace counseling in terms of specific programmes.

Unit I: Conceptual Framework, The Art of Counseling, Relationship in Workplace Counseling.

Unit II: Workplace Counseling: Target Clients, Readiness for Employee Counseling, Counseling & Employees Growth.

Unit III: Models of Workplace Counseling, Defense Mechanisms and Counseling, Relevance of Transaction Analysis.

Unit IV: Employee Assistance Programs and their Implications: An Organization Development Perspective. Advice for Managers: How to Communicate with Employees, Indicators of Occupational Stress.

Unit V: Cross Culture and Counseling, The Partner in Crisis: The Role of Counseling Psychology, Workplace Counseling for Overcoming Alcohol Addiction, Counseling for Violence at Workplace.

References

1. Carrol,M & Walton,M.(1997). Handbook of counseling in organizations. New York: Sage Publications.
2. Cartwright,S & Cooper,C.L.(1997).Managing Workplace Stress. New Delhi: Sage Publications.
3. Coles, A. (2003). Counselling in the workplace. Berkshire, England: Open University Press, McGraw Hill Education.
4. Kao,H.S.R; Sinha,D & Wilpert,B (2007).Management and Cultural Values. New Delhi: Sage Publications.

******

APSY: 428: Psychology of Interpersonal Relationship

Learning Outcomes

To enable the students to

1. Understand the various kinds of Interpersonal Relationships and related theories
2. Understand about interpersonal relationships in various social settings
3. Understand about the various interpersonal communication styles and techniques to improve relationship

Unit I: Concept and Types of Interpersonal Relationship: Interaction: the essence of a relationship – Theories of Social Interaction, Interpersonal Attraction, Transactional Analysis- types of relationship.

Unit II: Romantic and Marital Relationship: Taxonomies of love- Psychometric approaches to love- theories of Love- passionate and companionate Love- theoretical approaches to mating relationships- Mate preferences, relational sex- sexual attitudes – sexuality in established relationship.

Nature of marital relationships- distinction from romantic relationships- factors associated with satisfaction- happy and unhappy marriages- distress in marital relationships, therapeutic interventions for distressed paths to divorce and separation- bereavement.

Unit III: Relationship at Work: Nature, purpose and importance of human relations at work-forces influencing behavior at work- development of human relations movement- team work and team building- social loafing- leader-follower, formal and informal relationship at work.

Unit IV: Interpersonal Communication: Basic nature and forms of communication- verbal and nonverbal communication- communication channels, process and barriers- communication through body language- improving personal communication.

Unit V: Conflicts in Relationship and Strategies for Improving Human Relationship: Self disclosure: JOHARI window- SWOT Analysis- barriers to self disclosure- improving self perception- positive strokes and relationship building. Prosocial behavior- factors involved in co- operation- selfishness and altruism- Conflict: nature and major causes of conflict in relationships- individual level conflict- group conflict- conflict management techniques.

References

1. Berscheid, E., & Regan (2005). The Psychology of Interpersonal Relationships. Englewood Cliffs, NJ: Prentice Hall.
2. Reece & Brandt (2007). Effective Human Relations. Personal and Organizational Applications. 10th Edition. New York. Houghton Mifflin Company.
3. Duck (2007). Human Relationships. 4th Edition. Thousand Oaks, CA: Sage Publications.
4. Hendrick & Hendrick (Eds) (20000). Close Relationships: A Sourcebook 2nd ed. London: Sage Publications.
5. Greenberg & Baron (2008). Behavior in organizations. 9th edition. NJ. Prentice Hall.

****

APSY: 429: Introduction to Psychology

Learning Outcomes

To enable the students to understand

- The nature of Consciousness, perception, learning and their principles
- Theories of motivation and emotions
- Intelligence and its measurement, Personality and its assessment

Unit I: Behavioural science: Introduction and definitions of behavioural science and psychology; fields of psychology; methods of psychology.

Unit II: Sensation-Perception: Meaning and principles –Laws of organization– Extrasensory perception State of Consciousness: Biological Rhythms– Waking State of Consciousness – Altered States of Consciousness; Sleep, Dream and Hypnosis

Unit III: Learning **-** Classical Conditioning– Operant Conditioning-Observational learning. Memory and Forgetting**:** Types of memory- STM – LTM- Improving memory- Forgetting –Nature and Causes. Motivation: Basic concepts – Theories of Motivation – Types of motives. Emotion: Nature and Expression — Theories of Emotion – Emotions and Cognitions

Unit IV: Intelligence: Definition, Nature and Meaning- Theories of Intelligence- Role of Heredity and Environment –Measurement of Intelligence: Tools and Techniques – Emotional Intelligence. Personality: Meaning and Definition – Theories: Psychoanalytic, Humanistic and Trait approaches: Measuring Personality

Unit V: Areas of counseling: Child counselling, adolescent counselling, carrier counselling, pre-marital counselling, counselling in case of family conflict, counselling of sexually abused children, HIV/AIDS counselling and counselling of victims of natural disaster.

References

1. Baron.A. Robert (2001). Psychology. New Delhi, Prentice Hall of India.
2. Hilgard, E.R. (1999). Introduction to Psychology (6th Edition), New Delhi; Oxford and IBH Publishing Co, Pvt Ltd.
3. Morgan, C.T. King, R.A., Weisy, J.R. Scooper, J. (1993). Introduction to Psychology, New Delhi, Tata McGraw Hill Publishing Company.

****

APSY: 441: Psychology of Social Problems

Learning Objectives:

To enable the students to

- Have a clear idea about nature and application of Applied Psychology
- Understand the psychological processes mediating various Social Problems

Unit I: Media Influences on Social Behaviour: Depiction of violence and aggression; nudity and pornography; surrogate advertisements; pro-social behaviour – role of persuasion and cognitive dissonance.

Unit II: Gender and Sexuality: Theories of gender identity development; cultural construction of feminine and masculine identity in India; gender differences and discrimination; socio-legal issues of transgender and homosexuals.

Unit III: Group Conflicts: Psychological underpinnings - stereotypes, prejudices and discrimination; racism, communalism and terrorism; socio – economic and personality dynamics; primary and secondary victims.

Unit IV: Suicides: Psychological perspectives on suicidal behaviour; neurobiological basis of suicidal ideation; risk factor assessment and prediction; suicide in India; suicide in Pondicherry – A case study.

Unit V: Psychology and Sustainable Future: Earth's carrying capacity and sustainable lifestyle; materialism and consumerism; post-materialist attitudes and behaviour; globalisation and its impact on human behaviour.

References

1. Anthony Gale and Antony J. Chapman (1987). *Psychology and Social Problems : An Introduction to Applied Psychology*, John Wiley and Sons
2. John W. Berry., Mishra R.C. and Tripathi,. R.C. (2003). *Psychology in Human and Social development*, Sage Publications
3. Baron,R.A.,Branscombe.N.R,Byrne.D. and Bhardwaj.G. (2009). *Social Psychology* (12th Edition). Pearson Publications.
4. Saundra K. Ciccarelli and Glen E. Meyer. (2008). *Psychology,* Sage Publications
5. David G. Myers (2007). *Social Psychology* (8th edition). New Delhi: Tata-McGraw Hill
6. Alexander. R. (2010). *Human Behaviour in the Social Environment: A macro, National and International Perspective,* Sage Publications
7. Mayer.P., Bradley.C.,Steen.D.,Ziaian.T.(2011). *Suicide and Society in India*, Routledge/ASAA South Asian Publications Series
8. Kumar.U andMandal.M.K. (2010). *Suicidal Behaviour: Assessment of people at Risk,* Sage Publications India Pvt. Ltd.

******

About Internship and Dissertation Pertaining to Two Year Master Course in Applied Psychology, Pondicherry University

(1) Internship:

The objective of the Internship is to enable the students to have firsthand experience in their chosen field of specialisation namely Clinical Psychology, Counselling Psychology, Industrialisation/Organisational Psychology. Depending upon their area of specialisation, students will be placed in different hospitals, rehabilitation centres, and reputed NGOs and industries for one month. During one month period they will work in the particular organisation during the usual work hour of the same organisation. After completion of one month internship in an organisation students' will submit a report to the Department in the suggested format and also bring a certificate from the respective in-charge of the person in an organisation. The students' internship performance will be assessed by one internal Faculty Member and a designated person from the organisation under whose supervision they will work in the organisation. In addition to gaining experience through participatory and non-participatory approaches during internship, students will also assist the respective organisation in different forms as desired by the authority of the organisation like collection of information for case study, diagnosis of the problem with the help of psychological study tools, designing training program, developing educational materials and so on. The work will be evaluated for 150 marks. Out of 150 marks, 50 marks will be the internal component to be given by the supervisor (Faculty of the Dept.) and remaining 100 marks will be awarded though a double evaluation procedure involving internal and external examiners.

Suggested Format for Writing Internship Report
(within 10 pages)

- Name of the Student:
- Area of specialisation:
- Name of the organisation visited:
- Objective of the organization and manpower structure in terms of position:
- Activities of the organisation:
- Strength and weaknesses of the organisation as perceived:
- Learning experience:
- Problems experienced, if any, provide detailed information:
- Do you recommend the same organisation for internship of future students':
  Yes…………..1: No…………….2, If not, why?..

(2) Dissertation: The broad objective of dissertation work is to orient the students with application of research methods. They will complete their dissertation work within four months. Students will be allocated to a particular Faculty Member based on their choice and availability of the Faculty Member for guidance for dissertation work. Students will select their topic of research problem in consultation with the supervisor after thorough literature review, finalise the outline plan within first two weeks. Thereafter they will carry out field data collection, data analysis and dissertation report writing following a suggested format. Except the internal component, all the other evaluation should be done by both the internal and external examiners.

Assessment of Dissertation Work

Distribution of Marks		Marks
(i) Dissertation Report		100
• Introduction	40	
• Literature Review		
• Method	20	
• Results	20	
• Discussion, conclusion and recommendations	20	
(ii) Internal		75
(iii) Viva voice		75
Total Marks		250

Suggested Format for Writing Dissertation

- Executive Summary
- Introduction
- Literature Review
- Objective/s
- Hypothesis/Research Problems
- Methods
- Interpretation of Results
- Discussion, conclusion and recommendations
- References
- Appendix