


ADIKAVI NANNAYA UNIVERSITY
UNIVERSITY COLLEGE OF ARTS & COMMERCE
RAJAMAHENDRAVARAM - 533296



DEPARTMENT OF PSYCHOLOGY
M.A PSYCHOLOGY SYLLABUS

(w.e.f 2019-2020 A.B)


Chairman
Board of Studies in Psychology
Adikavi Nannaya University
Rajamahendravaram - 533296

PROGRAM STRUCTURE - (w.e.f. 2019-20 A.B)

S.No	COURSE Code	Course Title	Total Marks	Internal Exam Marks	Sem End Exam Marks	Teaching Hours/ week	Credits
SEMESTER-I							
1		Principles of Psychology	100	25	75	5	5
2		Physiological Psychology	100	25	75	5	5
3		Research Methodology	100	25	75	5	5
4		Cognitive Psychology	100	25	75	5	5
5		Experimental Psychology Practical's	100	25	75	8*	5
* Requirement in view of the subject availability							
SEMESTER-II							
1		Developmental Psychology	100	25	75	5	5
2		Psychopathology	100	25	75	5	5
3		Social Psychology	100	25	75	5	5
4		Psychological Testing	100	25	75	5	5
5		Psychological Testing Practical's	100	25	75	8*	5
* Requirement in view of the subject availability							
SEMESTER-III							
1		Educational Psychology	100	25	75	5	5
2		Organizational Behaviour	100	25	75	5	5
3		Fundamentals of Counselling Psychology	100	25	75	5	5
4		Health Psychology	100	25	75	5	5
5		Psycho-Diagnostic Practical's	100	25	75	8*	5
* Requirement in view of the subject availability							
SEMESTER-IV							
1		Clinical Psychology (Compulsory)	100	25	75	5	5
2		Advanced Counselling Psychology (Compulsory)	100	25	75	5	5
3		Case Studies (Compulsory)	100	25	75	8*	5
4		Project Work(Compulsory)	100	25	75	8*	5
5		Criminal Psychology (Elective)	100	25	75	5	5
6		Rehabilitation Psychology (Elective)	100	25	75	5	5
7		Life Skills Education(Elective)	100	25	75	5	5
8		Environmental Psychology(Elective)	100	25	75	5	5
9		Positive Psychology(Elective)	100	25	75	5	5
* Requirement in view of the subject availability							
GRAND TOTAL							


M.A PSYCHOLOGY

PROGRAMME OUTCOME

This program aims to provide specialized training for individuals who intend to work as clinical psychologists in hospitals and also as counselors in schools, industries, and other settings where they might be engaged in health promotion and the diagnosis, assessment, and treatment of people with a range of psychological problems or disabilities. It would also provide students with opportunities to do internships and research that will enable them to integrate theory, research and work. This program offers rigorous training through the content of the courses to the students, so that they will be benefited in taking up research (India and abroad) and also set up their clinics for treatment and counseling. Further, the programme aims to provide a high-quality education in the diverse disciplines of Psychology, and enables the students to acquire the skills in communication and critical thinking expected of an individual with a postgraduate-level scientific training.

After completing this program, the student will be able:

- To adopt a scientific orientation in evaluating the information presented to them, and conduct and disseminate methodologically sound research relevant to the practice of psychology.
- To critically evaluate scientific information relevant to the field of clinical and counseling psychology and to use appropriate research methodology to test scientific hypotheses relevant to their area.
- To have competence in applying ethical principles relevant to their research, considering individual differences and diversity.
- To apply theoretical and empirical approaches for the assessment and intervention.
- To gain knowledge about mental disorders/psychosocial impairments and skills to diagnose the same.
- To understand the theories of different assessment methods and develop competence in assessment and report writing.
- To develop the knowledge and skills required for the application of current approaches of psychological intervention, including empirically supported techniques, relevant to the respective areas.


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**Mapping of Courses having focus on Employability/ Skill Development/
Course Possess Entrepreneurship**

S.No	Course Title	Does the Course Provides Employability	Does the Course Provides Skill Development	Does the Course Provides Entrepreneurship
1	Principles of Psychology	.....	.....	.....
2	Physiological Psychology	.....	.....	.....
3	Research Methodology	.....	.....	.....
4	Cognitive Psychology	.....	.....	.....
5	Experimental Psychology Practical's	.....	.....	.....
6	Developmental Psychology	√	.....	.....
7	Psychopathology	.....	.....	.....
8	Social Psychology	√	.....	.....
9	Psychological Testing	.....	.....	.....
10	Psychological Testing Practical's	----	√	.....
11	Educational Psychology	√	.....	.....
12	Organizational Behaviour	√	.....	.....
13	Fundamentals of Counselling Psychology	.....	.....	.....
14	Health Psychology	√	.....	.....
15	Psycho-Diagnostic Practical's	.....	.....	.....
16	Clinical Psychology	√	.....	.....
17	Advanced Counselling Psychology	√	.....	.....
18	Case Studies	.....	.....	.....
19	Project Work	.....	.....	.....
20	Criminal Psychology (Optional)	√	.....	.....
21	Rehabilitation Psychology (Optional)	√	.....	.....
22	Life Skills Education(Optional)	√	.....	.....
23	Environmental Psychology(Optional)
24	Positive Psychology(Optional)	√



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SEMESTER – I
COURSE- I
PRINCIPLES OF PSYCHOLOGY

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
5	5	25	75	100

Course outcome:

The course aims to impart to students the knowledge and understanding of the following:

- Historical origin and schools of psychology.
- Details on beginning of experimental tradition in psychology
- To know about emotion and theories of emotion.
- To learn about theories and applications of motivation.
- To explain nature, history, measurement and theories of intelligence.
- To understand the concept, measures and theories of creativity.
- To be acquainted with the knowledge of nature and scope of personality.
- To be familiar with the different theories and approaches of personality.

Unit – I Introduction:

- A. Historical origins of psychology as a science, Philosophical antecedents: classical Greek thought (Democritus, Plato, Aristotle), Continental Renaissance (Descartes);
- B. British empiricism (John Locke, James Mill and John S. Mill); Nativism (Kant)
- C. Beginnings of experimental tradition: Psychophysics (Weber, Fechner, Helmholtz, Wundt)
- D. Emergence of schools of Psychology I: Structuralism, Functionalism, Psychoanalysis, Behaviourism and Gestalt.

Unit – II Emotion and Motivation:

- A. Emotion: Theories of emotion; James-Lange, Cannon-Bard,
- B. Cognitive theories of emotions; Indian perspective on emotions- Rasa theories
- C. Motivation: Theories of motivation: Instinct theory, Incentive theory, Drive reduction theory, Arousal theory, Humanistic theory and Expectancy theory.
- D. Freud's unconscious motivation theory, Maslow's need hierarchy theory, McClelland's achievement motivation theory

Unit – III Intelligence and Creativity:

- A. Intelligence: Definition, Nature and history.
- B. Measurement of Intelligence- Concept of IQ, Types of Intelligence Tests, Variations in Intellectual Ability- Intellectually Gifted and Retarded, factors influencing Individual differences in Intelligence (Heredity and Environment)
- C. Intelligence Theories: Spearman's Two Factor, Thurston's Group Factor, Multiple Factor Theory (Thorndike and Guilford), Cattell's Theory, Theory of Multiple Intelligence (Gardner). Triarchic (Sternberg)
- D. Creativity, Types of Creativity and measurement of Creativity

Unit – IV Personality:

- A. Personality: Nature and Scope, Biological and Social Factors in Personality
- B. Psychoanalytic theories : Freud, Jung, Adler
- C. Type and trait approaches : Eysenck and Cattell
- D. Developmental approach : Erik Erikson, Big Five Factor Theory

Suggested Reading:

1. Baron, R.A. (2007). Psychology (Fifth edition) New Delhi: Pearson Prentice-Hall of India.
2. Chaplin, P., & Kraweic, T.S. (1974). System and Theories in Psychology. New York: Holt, Rinehart & Winston.
3. Marx, M.H. & Hillix, W.A. (1987). Systems and Theories in Psychology. New York: McGraw Hill.
4. Schultz, D. (1985). A History of Modern Psychology. New York: Academic Press.
5. Wolman, B.H. (1973). Handbook of Psychology. New Jersey: Prentice Hall.
6. Woodworth, R., & Schlosberg, (1976). Experimental Psychology. New York: Holt and Rinehart.


SEMESTER – I COURSE - II PHYSIOLOGICAL PSYCHOLOGY

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
5	5	25	75	100

Course outcome:

The Course is about Human physiology, its functioning and its affects on the human behaviour. It enables the students to:

- Acquire the knowledge of functioning of neurons, types of neurons at different locations and activities, Organization of nervous system, hemispheres and functional differences.
- Understand the role of the central and peripheral nervous systems.
- Understand the role of hormones in the body influencing different voluntary and involuntary actions. The student will be in a position to know about hormones of stress, Hormones of growth, sexual behaviour and reproduction in humans.
- Differentiate different sensations of the human body and cognitive reactions that take place and their influences on human behaviour.
- Know the vision and audition of human perception. The student learns the function of eye and ear, the pattern vision, color vision, the structure of the ear, and processing of auditory information.
- Understand different emotions and their influence on body and mind.
- Understand the role played by different brain parts that influence human learning and emotions.


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Unit – I

- A. Introduction to physiological psychology; Neuron: Anatomy, Excitatory postsynaptic influences, Inhibitory post synaptic influences, Chemical basis – neurotransmitters and Pre synaptic influences
- B. Organization of Nervous system: Structure of Nervous system; Peripheral nervous system.
- C. Spinal cord and Brain; Cerebral Hemispheres
- D. Capabilities of Right and Left hemispheres.

Unit – II

- A. Hormones and Behaviour: Major endocrine glands and their functions
- B. Hormones of stress
- C. Hormones of growth
- D. Sexual behaviour and reproduction.

Unit – III


- A. Physiological basis of perception
- B. Vision: Structure of the eye (retina, rods and cones)
- C. Mechanisms for Pattern vision and colour vision.
- D. Audition: Structure of the ear, processing auditory information.

Unit – IV

- A. Physiological basis of Emotions and Learning and Amygdala
- B. Role of hypothalamus, limbic system in emotionality
- C. Physiological changes during learning.
- D. Role of hippocampus and cerebellum in learning.

Suggested Reading:

1. Levinthal, C.F.(1996). Introduction to Physiological Psychology, 3rd edition, New Delhi, Prentice Hall.
2. Pinel, J.P.J. (2006). Biopsychology, 6th edition. Pearson Education. New Delhi,
3. Morgan, T.C & Stella, E . (1950). Physiological Psychology, Prentice Hall Publication, New Jersey.
4. Schwartz, M. (1978). Physiological Psychology, New Jersey, Prentice Hall.
5. Bridgeman, (1994) The Biology of the Behaviour and mind, Prentice Hall. New York,


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SEMESTER – I
COURSE - III
RESEARCH METHODOLOGY

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
5	5	25	75	100

Course outcome:

The course aims at instilling in students the knowledge and understanding of the following:

- Basic concepts of psychological research and types of research.
- Uses of research in psychology in present era.
- Formulation of hypothesis and research designs.
- Different types of sampling techniques for the different population
- Methods of data collection according to research design.
- Data analysis and interpretation

Unit - I: Basic concepts of experimental method:

- A. Research: Meaning, Purpose, and Dimensions
- B. Variable; Qualitative and quantitative variables, Independent variables, Dependent variables, extraneous variables: Experimental control
- C. Sampling; Probability sampling methods, Non probability sampling methods
- D. Research Problem and Hypothesis

Unit - II: Methods of data collection:

- A. Qualitative methods:
 - Observation, Purpose of observation, Types of observation,
 - Interview: Types of interview, Major functions of interview, Factors affecting the uses of interviews, Advantages and disadvantages of interview, Important sources of errors in interview;
 - Content analysis: Purposes of content analysis, Methods of content analysis, Evaluation of content analysis
- B. Quantitative methods:
 - Questionnaires, Types of questionnaires, Functions and applicability of questionnaires;
 - Rating scales: Types of rating scales (Numerical, graphical, standard, Q sort, Semantic differential, sociometry), Errors in ratings, Methods of improving effectiveness of rating scales.
- C. Types of research: Experimental research - Laboratory experiments, Field experiments
- D. Non-experimental research - Ex-post facto research, Field study, Survey research, Case studies, Ethnographic studies, Grounded theory, Focus groups

Unit – III: Statistics:

- A. Types of scales (Ordinal, Nominal, Interval and ratio scales);
Graphic representation of data; Measures of central tendency and variability;
Normal Probability Curve: Characteristics, deviations and applications; Power
analysis. Effect size.
- B. Correlations - Pearson Product moment correlation, Rank order correlation, Biserial
correlation, Point biserial correlation, Tetra choric correlation, Phi coefficient, Partial
correlation, multiple correlations. Regression - Concept and uses; Simple Linear
Regression, Regression analysis.
- C. Multivariate statistics: Factor analysis - Basic terms, overview of extraction methods
Overview of rotation methods, higher order factor analysis; Exploratory and
Confirmatory factor analysis.
- D. Non parametric statistics - Chi-square, Sign test, Median test, Sign rank test, u test,
Kruskal-Wallis H test, Friedman test

IV. Designs:

- A. Between subject designs:
 - Two randomized group designs,
 - More than two randomized group designs;
 - Factorial design,
 - Matched group designs,
 - Statistical analysis – t test, F test.
- B. Within subject designs:
 - Two conditions,
 - Several conditions,
 - Evaluation,
 - Statistical analysis – t test, F test
- C. Single subject designs:
 - With draw designs,
 - Reversal design,
 - Multiple base line designs,
 - Changing criterion designs,
 - Data analysis, Evaluation;
 - Quasi-experimental designs
- D. Writing a research report:
 - Structure and format,
 - Style of writing
 - Evaluating a research report

Suggested Reading:

1. D.Amto, M.R. (1979). Experimental Psychology, Methodology
Psychophysics and Learning. New Delhi: Tata Mc-Graw Hill.
2. Garrett, H.E. (1966) Statistics in Psychology and Education. Bombay:
Vakils Feefer & Simon Pvt. Ltd.
3. Guilford J.P. (1965). Fundamental Statistics in Psychology and Education
(4th Edn.). New Delhi: Subject Publications.
4. Kurtz, A.K. & Mayo, S.T. (1980). Statistical methods in Education and
Psychology. New Delhi: Narosa Publishing House.

SEMESTER – I
COURSE - IV
COGNITIVE PSYCHOLOGY

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
5	5	25	75	100

Course outcome:

The course aims to impart the knowledge and understanding of the following concepts:

- How we receive and process information.
- Basic building blocks of Psychology.
- How we learn and unlearn verbal and motor skills
- The intangible factors like thinking, motivation etc that guides our behaviour.
- Applying the cognitive concepts to understand the situations and our own cognitive process effectively.
- How individuals process same information differently.

By the end of this course the students:

- Will possess the ability to take charge of their thinking, feeling and behaviour.
- Will understand themselves and others in a better manner than in the past.
- Will have better idea regarding the diagnosis and treatment aspects of psychological disorders.
- Will be able to understand and appreciate their strengths and weaknesses.

Unit – 1: Introduction:

- A. Definition and Domain of Cognitive Psychology
- B. Mental Representations; Stages of Processing; Serial Processing and Parallel Processing
- C. Attention: Selective Attention and its theories; Divided and Sustained Attention; Bottleneck theories
- D. Knowledge Representation: Rule-Governed Concepts, Object concepts, Meta-representations; Propositions and Images

Unit - 2 Sensations and Perception:

- A. Definition and differentiation between sensation and perception. Sensory thresholds, subliminal perception and signal detection theory
- B. Principles of perceptual organization: figure and ground, Isomorphism, grouping, closure, proximity, similarity, contrast, pregnanz. Perceptual constancies
- C. Perceptual processes: Pattern Recognition- Agnosia, Bottom-Up and Top-Down Approaches, Object representation. Plasticity of perception: Innate or learned; Extra Sensory Perception.



- D. Modularity: Holistic and Analytical Processing, Face perception and speech perception; Subliminal Perception

Unit - 3 Learning and Memory:

- A. Learning: Work of Ebbinghaus, Pavlov, Hull, Tolman & Skinner; Verbal learning – Meaningfulness of material distribution of practice, Whole vs Part method, active recitation and transfer of training
- B. Memory: Short-Term versus Long-Term memory, Types of Long-term Memory; Encoding and Retrieval Processes; Working memory
- C. Memory Distortions: Encoding Distortions; Eyewitness Testimony.
- D. Methods of measurement

Unit - 4 Thinking and Language:

- A. Problem solving: Well-Defined and Ill-Defined Problems; Productive and Reproductive Problem Solving, General Model of Problem Solving; Decision making: Subjective Utility and Heuristics.
- B. Reasoning: Syllogistic Reasoning, Conditional Reasoning; Creativity: Stages and Sources.
- C. Language: Origins, Structure and Use; Representations of Language.
- D. Comprehension of Language- Word, Sentence, Discourse and Reading speed.

Suggested Reading:

1. Edward, E. S., & Stephen, M.K. (2007). Cognitive Psychology: Mind and Brain. New Jersey: Prentice Hall India.
2. Baron, R.A. (2007). Psychology (Fifth edition) New Delhi: Pearson Prentice-Hall of India.
3. Chaplin, P., & Kraweic, T.S. (1974). System and Theories in Psychology. New York: Holt, Rinehart & Winston.
4. Marx, M.H. & Hillix, W.A. (1987). Systems and Theories in Psychology. New York: McGraw Hill.
5. Morgan, C.T. (1965). Physiological Psychology (3rd edition) Tokyo: McGraw Hill Kogakusha.
6. Schultz, D. (1985). A History of Modern Psychology. New York: Academic Press.
7. Woodworth, R., & Schlosberg, (1976). Experimental Psychology. New York: Holt and Rinehart.
8. Ronald T. Kellogg. (2012). Fundamentals of Cognitive Psychology: 2nd Edition. Sage Publications. India.



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SEMESTER – I
COURSE - V
EXPERIMENTAL PSYCHOLOGY PRACTICALS

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
8	5	25	75	100

Course outcome:

Experimental Psychology offers thorough introduction to the basic principles of research in psychology, covering all key principles of research design. It equips the students with:

- The competency required to apply these principles within the context of concrete examples, and develops their skill to design and conduct an experiment, analyze and interpret the results, and structure the research report.
- The critical reflections on classical and recent psychological studies.
- The basic principles required in identifying and explaining experimental and non-experimental research design
- Understanding of internal and external validity of a particular research
- The explanations and critical analyzes of different experimental designs
- The ability to create research proposal layouts in accordance with research principles and ethical guidelines.

PART-A: Experimental Psychology Practical's:

At least 8 experiments have to be conducted and detailed reports of the same have to be written.

1. Perceptual constancy of size as a function of distance cues using the method of average error.
2. Effect of practice on space perception using Wiggly Blocks.
3. Assessment of extrasensory perception by telepathic, clairvoyant and precognition tests.
4. Comparison of speed for discriminative and choice reaction time.
5. Effect of muscular tension on mental work.
6. Fluctuation in efficiency of continuous work.
7. Transfer of learning and interference effects (P1 & R1) in verbal paired associated material.
8. Span of attention for unconnected letters and words vs connected letters and words
9. Retention for completed and interrupted tasks
10. Types of errors identifiable in learning tests using Peterson's Tests of Rational learning
11. Assessment of memory using recall, recognition and relearning tests, serial position effects in free immediate and delayed recall.
12. Verbal concept formation using geometrical designs.
13. Assessment of abstract concept formation using Hanfmann-Kasanin Blocks.
14. Effect of set in solving verbal and numerical problems
15. Trial and error vs insightful learning

* Experiment 3 is compulsory



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PART B: CASE REPORTS

The student has to choose at least three cases with different psychological problems, study them and write a comprehensive report of the same.

- Case – study includes
- Collecting personal information.
- Conducting interviews
- Gathering the background factors leading to the present problem
- Making valid observations with respect to grooming, speech, non-verbal communication etc.
- Inference based on the verbal reports and behavioural manifestation.

The above information is integrated and written in the form of a report.

PART – C: WORK FILE

The student has to choose a topic which is part of their curriculum and prepare a detailed note on the selected topic. It should have introduction, body, summary and references.

Scheme of Evaluation: Marks

Mid Semester examination (Internal)	25 Marks
Record (Experimental Psychology Practicals)	20 Marks
Case Reports	15 Marks
Work file	10 Marks
Practical conduction and writing the report (Experimental Psychology)	10 Marks
Viva voce on Experimental Psychology/ Record and case reports	20 Marks

Total:	100 Marks



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SEMESTER – II
COURSE- I
DEVELOPMENTAL PSYCHOLOGY

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
5	5	25	75	100

Course outcome:

This course aims to present a comprehensive overview of contemporary developmental psychology.

- This course involves the study of constancy and change throughout the entire lifespan, from conception to death.
- This course will cover the relevant history, theories, research, and methods of developmental psychology as well as examine the areas of physical-motor, cognitive, social, and personality development.
- Topics covered will include conception, genetics, prenatal development, and physical, motor, perceptual and social development from infancy to early adolescence.
- Theories of social and cognitive development will also be covered.

After completion of this course student can able to work as a Child Psychologist:

Unit – I

- Definition, nature and evolution of the field
- Research Methods : Experimental and Non-experimental (Case Studies, Observation, Interviews)
- Factors influencing development : Heredity, Environment,
- Importance of critical periods in development

Unit – II

- Beginnings of Life** : Important aspects of development in the pre-natal and post-natal period; Development in Infancy and Toddlerhood; Physical and motor skills Learning and Maturation, Cognitive development, Piaget's theory of Language development, Learning and nativism theories (Chomsky), Personality and social development, Contributions of Freud, Erikson, Bowlby
- Development in Early Childhood**: Physical and motor skills; Cognitive development: Piagets' theory; Language development: Development of social speech; Personality and Social Development: Contributions of Freud, Erikson, Bandura; Role of rearing practices: Gender roles and gender stereotyping; Gender schema theory of Bem.
- Development in middle childhood**: Physical and motor skills development; Cognitive development: Piaget's theory; Moral development: Piaget and Kohlberg; Personality and social development: Freud, Erikson and Bandura; Development of self-concept Influence of peer relationships
- Development in Adolescence: Physical development and maturation; Cognitive development: Piaget; Adolescent Ego-centricism; Moral development: Kohlberg;


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Personality and social development: Contribution of Hall, Mead, Freud and Erikson; Identity formation

Unit – III

- A. Development in young adulthood: Physical development. Sensory and psychomotor functioning; Cognitive development: Schaie's stages of cognitive development; Sternberg's triarchic theory of intelligence; Moral development : Kohlberg's theory;
- B. Gilligan's levels of moral development in women; Personality and social development: Normative crisis model and timing-of-events Model; Intimate relationships of Marriage, Parenthood; Vocational development
- C. Development in middle adulthood: Physical changes of Middle age; Aspects of intellectual development; Personality and social development: Jung, Erikson, Peck;
- D. Psychological developments critical to adjustment; Issues related to occupation

Unit-IV

- A. Late Adulthood: Old Age: Physical changes; Issues related to intellectual functioning;
- B. Personality and social development: Erikson, Peck's three adjustments of late adulthood;
- C. Vaillant's factors in emotional health; Personal relationships in late life
- D. Attitudes towards death, dying and bereavement

Suggested Reading:

1. Hurlock, E.B. (1980). Developmental Psychology: A life span Approach. New Delhi: Tata McGraw-Hill.
2. Papalia, D.E. & Olds, S.W. (1992). Human Development. New Delhi: Tata McGraw-Hill
3. Beck, L. (2003). Child Development. Pearson. New Delhi


**SEMESTER – II
COURSE- II
PSYCHOPATHOLOGY**

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
5	5	25	75	100

Course outcome:

After completing this course the student:

- Will be in a position to know the historical views on abnormal behavior, current trends, the theoretical perspectives of Psychodynamic, Humanistic, behavioural and Cognitive points of on abnormal behaviour. The classification system helps the learner in diagnosis process for case studies.
- Will understand well, the causes of psychopathology and there by abnormal behaviour, as he acquires knowledge of different aspects involved, like genetic,


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hormonal, neurotransmitter imbalances, deprivation in physical, environmental, social, cultural aspects.

- Will get exposure to understanding different forms of disorders and the underlying symptoms, disorders at different phases of human development.
- Will be in a position to few severe mental disorders, and also the Indian perspective of mental disorders, in the past, present and future perspectives in comparison with western countries and the approaches towards them.

Unit – 1: Definition and criteria of psychological abnormality:

- A. Historical views of abnormal behaviour and current trends
- B. Theoretical perspectives I: Psychodynamic and Humanistic
- C. Theoretical perspectives II: Behavioural and Cognitive
- D. Classification systems: DSM and ICD

Unit - 2 Causes of abnormal behaviour:

- A. Biogenic: genetic defects, constitutional liabilities, hormonal and neurotransmitter imbalances,
- B. Physical deprivation and brain pathology
- C. Psychosocial: parental deprivation, pathogenic family patterns, early trauma, pathogenic interpersonal relations, severe stress
- D. Socio-cultural: War and violence, group prejudice and discrimination, poverty and unemployment

Unit - 3 Clinical Picture of disorders:

- A. Disorders of childhood and adolescence: Hyperkinetic, conduct, anxiety, elimination disorders, learning, communication and co-ordination disorders, Autism, mental retardation
- B. Common mental disorders: Generalized anxiety, phobias, obsessive-Compulsive, panic, depression, post-traumatic stress disorder, eating disorders, dissociative disorders, somatoform, psycho-physiological disorders, personality disorders, nonorganic sleep disorders, impulse control disorders.
- C. Disorders related to substance use: Depressants, stimulants, hallucinogens, cannabis
- D. Sexual and Gender Identity disorders

Unit – 4 Severe mental disorders and Mental Health in India:

- A. Schizophrenia, Delusional disorders and Mood disorders
- B. Organic mental disorders of dementia, delirium and due to brain damage
- C. Growth of mental hospitals in India and Culture-bound syndromes in India
- D. Eastern and Western perspectives on mental health

Suggested Reading:

1. Altrocchi, J. (1980) Abnormal Behaviour. New York: Hartcount brace Jovanovich
2. American Psychiatric Association (1994). Diagnostic and Statistical Manual of Mental Disorders (DSM IV). Washington, D.C. APA.


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3. Bootzin, R.R. & Acocella, J.R. (1994). *Abnormal Psychology: Current Perspectives*. New York: McGraw Hill Publishing Company.
4. Carson, R.C., Butcher, J.N. & Mineka, S. (1996). *Abnormal Psychology and Modern Life*. New York: Harper Collins College Publishers.
5. Cokerham, W.C. (1996). *Sociology of Mental Disorders*. New York: McGraw Hill International.
6. Davison, G.C. & Neale, J.M. (1990). *Abnormal Psychology*. New York: John Wiley & Sons.
7. Duke, M.P. & Nowicki, S. (1986). *Abnormal Psychology: A New Look*. Tokyo: CES Publishing Japan Limited.
8. Kapoor, M.(1994). *Mental Health of Indian Children*. New Delhi: Sage.
9. Sharma, S. (1990) *Mental Hospitals in India*, New Delhi: Directorate General of Health Services.

SEMESTER – II
COURSE- III
SOCIAL PSYCHOLOGY

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
5	5	25	75	100

Course outcome:

The study of this course aims the following:

- Introducing of major theories, concepts, perspectives and empirical findings in social psychology.
- Explaining how psychological theory and empirical research are used to help explain human behavior in individuals and groups.
- To show how researchers utilize methods and techniques to investigate empirical questions in social psychology.
- To help students acquire and hone critical thinking skills to dissect and integrate scientific information.
- Compare and contrast the major theories, concepts, empirical findings, methods and techniques used in social psychology.
- Critique the major theories, concepts, perspectives, and empirical findings in social psychology.
- Implement major theories, concepts, perspectives, and empirical findings in social psychology to explain human behavior.
- Integrate different perspectives discussed in class to explain human behavior in everyday life.



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After completion of this course the student will be eligible to work as a Psychologist in NGO's

Unit- I:

- A. Definition and focus of Social Psychology.
- B. History of Social Psychology in India.
- C. Research Methods in Social Psychology: Systematic observation,
- D. Correlation Method and Experimental Method.

Unit- II:

- A. Social Perception – Non verbal communication; Attribution Theories – Heider, Jones, Kelley & Davis; Impression formation – Asch's experiments
- B. Social cognition – Effect of schemas and stereotypes
- C. Interpersonal attraction – Friendship, Love and relationships
- D. Social learning theories – Bandura & Rotter; Social Reinforcement theory

Unit –III:

- A. Attitudes – Definition, formation and change; Theories of Attitude change
- B. Prejudice, discrimination and deprivation; Discrimination against women and other social groups with specific reference to India
- C. Social Influence – Conformity, Influence, Compliance, Ingratiation, Multiple requests and Obedience
- D. Pro-social Behaviour – Helping and Intervening; Aggression – Nature, causes and control; Groups – Effect on individual performance and decision making

Unit –IV:

- A. Social Psychology in action: Leadership, job satisfaction and achievement orientation in world of work
- B. Population Psychology – personal space, crowding and territoriality
- C. Environmental Psychology – poverty, violence and environmental health hazards
- D. Ethnic diversity and gender diversity

Suggested Reading:

1. Baron, R.A., & Byrne, D. (1980). Social Psychology. Pearson Prentice Hall. India.
2. Berkowitz, L. (1986). A Survey of Social Psychology (3rd Edition).: Holt, Rinehart and Winston. New York
3. Brown, R. (1965). Social Psychology. New York. The Free Press.
4. Desai, N. & Krishnaraj, M. (1987). Women and Society in India. Ajantha Publications. Delhi
5. Lindgren, H.C. (1973). An Introduction to Social Psychology. Wiley Eastern Limited. New Delhi
6. Mishra, G.(1982). Applied Social Psychology in India. Ajanta Publications, Delhi
7. Sinha, D. (1981). Socialization of the Indian Child. Concept Publishers, New Delhi.
8. Sinha, D. (1986). Psychology in a Third World Country. Sage Publishers, New Delhi.


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SEMESTER – II
COURSE- IV
PSYCHOLOGICAL TESTING

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
5	5	25	75	100

Course outcome:

This course aims to impart to the students the knowledge and understanding of the following concepts:

- Nature, scope and concepts of human assessment and testing
- Psycho-physiological and psychological scaling methods
- Different methods of assessment including self-monitoring in psychology
- Constructing a test and standardization procedure including norms preparation.
- Different psychological tests and measurements available in the field of psychology
- The measurements of Intelligence, aptitude, interest, and personality
- The facts about ethical and social considerations in psychological testing

UNIT I -Introduction to Psychological Assessment:

- A. Nature and scope of human assessment. Concepts of assessment and testing
- B. Psycho-physiological scaling methods – method of average error, method of limits, method of constant stimuli and Steven's power law;
- C. Psychological scaling methods – method of pair comparison, method of rank order and method of successive categories
- D. Attitude scales – method of equal intervals, method of summated ratings and method of cumulative scaling

UNIT II- Methods of Assessment:

- A. Behavioral observation. Assumptions underlying behavioral observation in pre-intervention assessment
- B. Behavioral observation process – sampling in behavioral observation (time sampling, event sampling, subject sampling and situation sampling), Methods of recording observation data
- C. Behavioral interview. Functions and characteristics of behavioral interview. The interview structure. Common errors and tactics of behavioral interview
- D. Self-monitoring – meaning and methods of recording self monitored data. Applicability of self-monitoring; Psycho-physiological measurement – applicability and measurement procedures


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UNIT III- Test Construction and Test Standardization:


- A. Theory of test scores – true score, error score and test score; Item writing, response sets
- B. Item analysis – Meaning and purpose of item analysis; Speed and power tests
- C. Test Properties: Reliability – Meaning and Types of reliability; Validity – Meaning and Types of Validity
- D. Norms – Meaning of Norm; Steps in developing norms and Types of Norms

UNIT IV- Introduction to Psychological Testing and Measurements:

- A. Meaning and nature of a psychological test. Examiner and situational variables. Test-takers perspective; Applications of Testing (Educational, Occupational and clinical); Testing diverse populations
- B. Measurement of Intelligence (Definition, types and theories of intelligence), Measurement of Aptitude and Interest
- C. Measurement of Personality -Meaning and purpose of personality measurement; Projective techniques and Evaluation of personality inventories and projective techniques
- D. Ethical and social consideration in testing – User qualifications, Protection of privacy, Confidentiality, Communicating tests results

Suggested Reading:

1. Anastasi, A & Urbina S. (1997) *Psychological Testing*. Prentice Hall International. New Jersey.
2. Freeman, F.B. (1971) *Theory and Practice of Psychological Testing*, Oxford and IBH publishing Company. New Delhi
3. Guilford J.P. (1954). *Psychometric methods*. Tata McGraw-Hill Publishing company Ltd. New Delhi
4. Kaplan, R.M & Saccuzzo, D.P (2007). *Psychological Testing*. Cengage Learning India. Delhi.
5. Singh A.K. (2004) *Tests measurements and Research Methods in Behavioural science*. Bharati Bhavan Publishers and Distributors. Patna.


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SEMESTER – II
COURSE- V
PSYCHOLOGICAL TESTING PRACTICALS

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
8	5	25	75	100

Course outcome:

It aims to magnify the knowledge and provides hands on training to the students to understand the following concepts:

- Ability testing and train the students with real-time experience
- Aptitude and Interest tests and providing hands on experience
- Personality and Adjustment Scales
- Conducting and writing reports.
- Providing training to the students on Projective techniques to understand personality.
- Conducting educational guidance, and comprehensive assessment using different tests on single subject to understand the client which helps in counseling process.

After completion of this course the student can able to work with DRDO and Other Institutes as a Psychometrician.

Part-A: At least 10 tests have to be conducted and written with a minimum of two from each unit.

I. Ability tests :


1. Ravens progressive matrices tests
2. Weschler's Adult Intelligence test
3. Weschler's Intelligence scale for children
4. Seguire Form Board

II. Aptitude and Interest tests :

1. Differential Aptitude tests
2. Thurstone Interest schedule
3. David's Battery of Differential aptitude test

III. Personality and adjustment scales :

1. MBTI
2. Cattell's 16 Personality Factor Questionnaire (16PF)
3. Bell's Adjustment Inventory.
4. State and Trait Anxiety Inventory
5. Minnesota Multiphase Personality Inventory (MMPI).
6. ASEBA Problem checklist.


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IV. Projective tests :

1. Thematic Apperception Test (TAT).
2. Rorschach Ink Blot test.
3. Rosenweig Picture Frustration test.
4. Rotter incomplete sentence blank.

Part-B: At least one practical has to be conducted and a report should be written.

1. Educational guidance.

On the basis of scores obtained on an intelligence test, an interest test, an aptitude test, school marks and socio economic status assess the educational options of student.

2. Estimation of Deterioration Quotient.

Using WAIS determine the deterioration quotient of a person above 60 years of age. Administer PGI or Weschler memory scale on the same person and compare the results.

3. Assessing abilities of a child.

Assess abilities of a child by administering the WISC, CFIT and SPM and compare the results of the three tests.

4. Assessing the personality of a child.

Assess the personality of a child by administering a personality inventory and CAT. Compare the results of the two tests.

5. Assessing the personality of an adult.

Evaluate the personality of an adult by administering a personality inventory and TAT. Compare the results of the two tests.

6. Assessing the adjustment and problems of an adolescent.

Identify the adjustment problems of an adolescent by administering ASEBA's Youth Self Report (11-18) and Bell's adjustment inventory.

Part-C - Review of articles

The students are required to critically review two articles; one from a national journal and the other from an international journal. The review should include

- Title of article and names of author(s)
- Identification of variables (independent, dependent and extraneous)
- Method of control of extraneous variables
- Sampling procedure
- Measuring instruments
- Design
- Statistical analysis
- Summary of findings
- Observations

Xerox copies of the articles should be appended to the review



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- In the teaching ability.
- To assess their own learning styles and cognitive styles that influences their learning.
- To impart the ability to assess the IQ
- In learning styles and frame teachings instructions that suits the students learning style
- To diagnose the common psychological, behavioural and adjustmental problems students and help them to overcome their problems by counselling them.
- To have a better idea about how teaching strategies and teachers' beliefs influence their performance.
- As a good teacher for the future generations.

After completion of this course the student can able to work as School Psychologist in various Educational Institutes.

Unit - 1 Nature and scope of Educational Psychology:

- Contributions of Psychology to education.
- Cognitive development - Piaget's theory of Cognitive development. Vygotsky's socio-cultural Perspective.
- Language development in the school years. Dialects, bilingualism.
- Intelligence tests (WISC and WPPSI)

Unit - 2 Personal, social and emotional development:


- Erikson's theory. Understanding ourselves and others.
- Self-concept and Self-esteem.
- Kohlberg's stages of moral development. Moral behaviour.
- Socialization. Family, peers and teachers

Unit - 3 Learner differences, learning needs and disorders:

- Cognitive and learning styles. Mild and severe learning disabilities.
- Students with health impairments. Deaf and hard of hearing, Low vision and blindness.
- Hyperactive and Attention disorders. Gifted and talented children. Communication disorders Speech and language disorders. Oppositional-Defiant and Conduct disorders. School phobia.
- Culture and community - Socioeconomic status. Low expectations. Low self-esteem. Learned helplessness. Peer and home environment influences. Gender-role identity. Gender differences in the classroom

Unit – 4 Interventions:

- Academic problems: Academic productivity, Homework completion, Reading performance
- Mathematics performance, written language, Social studies and science, performance
- Interventions to modify behaviour and enhance social competence: Inappropriate behaviour in classroom, Special classes and less structured situations


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D. Verbal and physical aggression, Cooperative behaviour.

Suggested Reading:

1. Woolfolk, A. (2004). Educational Psychology (9th Ed.). Pearson Education, Delhi.
2. Boucher, R. (1999). Students in Discord. Greenwood Press, Connecticut.
3. Rathvon, N. (1999). Effective School Interventions, The Guilford Press. New York.
4. Kaufman, A.S. and Lichtenberger, E.O. (2000) Essentials of WISC III and WPPSI-R
5. Assessment. John Wiley and Sons, New York.

**SEMESTER – III
COURSE- II
ORGANIZATIONAL BEHAVIOUR**

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
5	5	25	75	100


Course outcome:

This course aims to provide the foundation for understanding human behaviour in organisations, and attempts to provide a comprehensive exposure to organisational behaviour theories, research and workplace issues illustrated through case studies and examples. Further it provides the opportunity:

- To discuss the development of the field of organizational behaviour and explain the micro and macro approaches.
- To analyze and compare different models that are used to explain individual behaviour related to motivation and rewards.
- To identify the processes used in developing communication and resolving conflicts.
- To explain group dynamics and demonstrate skills required for working in groups (team building)
- To identify the various leadership styles and the role of leaders in a decision making process.
- To explain organizational culture and describe its dimensions and to examine various organizational designs.
- To discuss the implementation of organizational change.

After completion of this course the students can be placed as Industrial Psychologists in various Organizations

Unit I Description and History of I/O Psychology:


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- A. Definition, Nature and scope of Organisational behaviour. The role and functions of an Organisational psychologist.
- B. Perspectives on the nature of human work. Historical observations. Hawthorne Studies.
- C. Indian concept of work. Emerging perspectives on human work.
- D. Group Dynamics: Nature and importance of groups. Group structure (Norms, roles, status, size, composition and cohesiveness). Group decision making.

Unit II Selection, Training and Performance Appraisal:

- A. Selection: Principles and methods of selection. PIE model.
- B. Training: Nature and significance of training. Training methods and techniques. Testing in industries.
- C. Job analysis: Nature and Purpose; Concept, Uses and Process of Job Analysis
- D. Performance appraisal: Concept, purpose, Process and Methods of performance appraisal.

Unit III Leadership and Motivation:


- A. Theories of leadership (Trait, Behavioural or Style, Contingency theories, Functional Approach).
- B. Recent perspectives. Leadership in the Indian context.
- C. Content theories of motivation (Maslow, Adlerfer, Herzberg and McClelland)
- D. Process theories of motivation (Equity, Experience and Goal theory).

Unit IV Job Satisfaction, Organizational Change and Effectiveness:

- A. Job Satisfaction: Definition, Importance, Components of Job satisfaction. Theories of Job satisfaction; Measuring Job satisfaction; Factors affecting job satisfaction.
- B. Significance of change. Resistance to change: individual and organizational resistance.
- C. Overcoming resistance to change. Approaches to managing organizational change. Contemporary change issues for today's managers.
- D. Personnel Effectiveness: Interpersonal and Organizational Communications, Coping with conflict and stress, Alcoholism and Absenteeism, Time Management, Leadership Training, Decision making and Team building; Employee Counselling.

Suggested Reading:

1. Berry, L.M. (1998). Psychology at Work. (2nd ed.), McGraw Hill, Boston.
2. Saal, F.E., Knight, P.A. (1999). Industrial and Organizational Psychology-Sciences and Practices. Brooks Publishing Company, California.
3. Luthans, F. (1992). Organizational Behaviour.. Mcgraw-Hill Inc. New York.
4. Tiffin, J., and McCormick, E.J. (1965). Industrial Psychology. Prentice Hall India Pvt. Ltd. New Delhi.
5. Robbins, S.P. (2004). Organizational Behaviour-Concepts, Controversies and Applications. Prentice Hall of India, New Delhi.
6. Lewis, J.A., and Lewis, M.D. (1986). Counselling Programmes for Employees in the Workplace. Brooks/Cole Publishing Company, California.


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SEMESTER – III
COURSE- III
FUNDAMENTALS OF COUNSELLING PSYCHOLOGY

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
5	5	25	75	100

Course outcome:


The course enables the students to get a comprehensive view of: the counseling techniques, development, nature, scope, various viewpoints, legal aspects, values and ethics, needs/problems of counselor, types of counselors, skills required for the counselor, and ability to terminate the process of counseling. It provides students with an understanding of the counselor's roles within evolving practice environments and across the spectrum of the field of counseling psychology.

Unit I: Introduction to Counselling:

- A. Definition, Nature and Scope of Counselling Psychology, Roots of Counselling Psychology, Differences between Counseling, Guidance and Psychotherapy
- B. Factors contributing to the emergence of counselling- Counselling movements in modern times – History of counselling movement- Present status of counselling in India
- C. Goals and Expectations of Counselling, Psychological and Social Foundation of Counseling
- D. Theoretical perspectives: Psychodynamic, Cognitive-Behavioral and Humanistic

Unit II: Role and functions of the Counsellor:

- A. Personality Characteristics of a Counselor: Self-Awareness and Needs of the Counsellor, Roles and Functions of Counselor, Values and Characteristics of Effective Counsellor, Difference between effective and ineffective Counsellors
- B. Counsellor Competence – Beyond Micro skills (Allen E Ivey), Concerns and Challenges faced by a Counsellor, Importance of Personal therapy during Training , Experience of Stress and Burn out, Ways of Coping
- C. Values in Counseling - Legal and Ethical Considerations in Counseling, Conflicting responsibility, Confidentiality, Competence and representation and ethics in research, legal considerations, the legal recognition of counselors, Expert Testimony and liability for negligence or malpractice
- D. Criticisms to Counselling.


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Unit III: Counseling Process:


- A. Methods of securing client information; Case History, Psycho diagnosis Use of Tests
- B. Process of Counselling; Nature and Characteristics of the Counselling Process; Steps in Counselling , Phases of Counselling Process
- C. Relationship techniques: Rapport building, Reflection of feeling, Acceptance, Silence, Reassurance, Listening, Empathy
- D. Special Relationship problems: Transference, Counter transference, Resistance; Interpretation Techniques: Nature and Types of Interpretation

Unit VI: Counselling Skills and Functions:

- A. Counselling Skills - Attending Behavior, Opening Communication, Observation Skills, Paraphrasing and summarizing – Skills in Three tire model of counseling, Noting and reflecting feelings - Confrontation (supporting while challenging).
- B. Communication Skills - Non – Verbal communication, Verbal Communication, Listening Barriers, Tips to Enhance Listening- counsellor's qualities, Skills in Relating Stage - Understanding internal frame of reference, showing attention and interest, reflecting feelings, managing resistance.
- C. Skills in understanding - Assessing feelings, thinking and physical reactions, Assessing communication, challenges feedback and self-disclosure, monitoring, summarizing and identifying.
- D. Termination of Counselling Process – Definition of Termination, Types of Termination, Function, timing and related issues, Resistance to closing, follow-up, Referral and feedback.

Suggested Reading:

1. Brammer, L.M., Abrego, P.J. & Shostrom, E.L. (1993). Therapeutic Counselling and Psychotherapy. London: Prentice Hall.
2. Geldard, K. & Geldard, D. (1997) Counselling Children: A Practical Introduction. London: SAGE.
3. Bergin, A.E. & Garfield, S.L. (Eds.) (1994). Handbook of Psychotherapy and Behaviour Change. New York: John Wiley & Sons.
4. Bhatnagar, A. & Gupta, N. (1999). Guidance and Counselling: A Theoretical Perspective. New Delhi: Vikas Publishing House.
5. Gilbert, P. (1992). Counselling for Depression. London: SAGE.
6. Hallam, R. (1992). Counselling for Anxiety Problems. London: SAGE.
7. Krumboltz, J.D. & Thorensen, C.E. (Eds.) (1969). Behavioural Counselling: Cases and Techniques. New York: Holt, Rinehart and Winston.
8. Lee, C. (1998). Women's Health. London: Sage.


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SEMESTER – III
COURSE- IV
HEALTH PSYCHOLOGY

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
5	5	25	75	100

Course outcome:

The course aims to impart the knowledge and understanding of the following concepts:

- Mind-body and historical concepts of health and illness
- Nature and scope of health psychology
- Stress and illness and ways to control stress
- Different psycho physiological disorders and other problems
- Pain and its management techniques
- Complementary Health-Care systems in India.

After completion of this course the student can procure placement as Health care counselor in Hospitals.

Unit I The Mind-Body Relationship:


- A. A historical review; Concept of Psychological health in India. The development of changed outlook in nature of health and illness.
- B. Methodological Developments.
- C. Emergence of Behavioural Medicine
- D. Scope of Health Psychology.

Unit II Stress Management:

- A. The modern concept; Stressors: Environmental, social, Psychosocial, Developmental and extreme stressors.
- B. Mediating variables: Physiological, Psychological responses.
- C. Stress and illness; Learned Helplessness.
- D. Control and Stress.

Unit III Psycho physiological Disorders major forms:

- A. Asthma, Headaches, Neurodermititis, Peptic Ulcer, Insomnia.
- B. Cardio-vascular Disorders, Coronary Heart disease, Hypertension.
- C. Immune System defective disorders: Cancer, Aids; Appetitive Behaviours: Obesity; Orthorexia Nervosa; Alcoholism; Smoking; Behavioural explanations. Other stress related disorders:
- D. Diabetes; Arthritis; Sexual dysfunctions; Infertility. Speech disorders. Neuro degenerative disorders.


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Unit IV Pain and Pain Management Techniques:

- A. Physiology of Pain. Gate – control theory. Psychological influences on pain perception. Difference between physical and emotional pain.
- B. Specific pain treatment methods. Medical Settings and Patient Behaviour: Compliance with medical treatments. Hospitalization
- C. Coping with chronic illness
- D. Complementary Health-Care systems in India.

Suggested Reading:

1. Bakhtaveer, M.S., Rajyadaksha, M.S. (1999). New Biology and Genetic Diseases. Oxford: Oxford University Press.
2. Dimatteo, M. R. & Martin, L.R. (2007). Health Psychology. New Delhi, Pearson Education Inc., & Dorling Kindersley Publishing, Inc.
3. Davidson, P.O. & Davidson, S.M. (1980). Behavioral Medicine: Changing Health Lifestyles. New York. Brunner/Mazel.
4. Gatchel, R.J., Baun, A. & Krantz, D.S. (1989). An Introduction to Health Psychology. Singapore: McGraw Hill.
5. Goleman, D. & Gurin, j. (1993). Mind-Body Medicine. New York: Consumer Reports Books.
6. Pomerlau, O.V. & Brady, J.P. (1994) Behavioral Medicine Theory and Practice. Baltimore: Williams & Wilkin's Company.

SEMESTER – III COURSE- V PSYCHODIAGNOSTICS PRACTICALS


Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
8	5	25	75	100

Course outcome:

This course aims to enlighten students regarding the assessment of personality using self report measures and cognitive functions such as intelligence and memory. Further, it provides students with skills of administering, scoring, interpreting and conveying report in clinical settings using simulated labs and field exposure. It also aims to provide community service course in which they will conduct free assessment camps in community settings such as schools, catering to the poor students; NGO's working with children etc.

After completing the course the students will be able to:

- Understand the psychometric structure of psychological tests.
- Administer psychological assessments relevant to client needs.
- Interpret the scores obtained on the assessments.


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- Develop a rapport and convey the findings to clients.

Issues in psycho diagnosis:

Approach - Nomothetic vs. idiographic, clinical vs. statistical prediction
Methodology - Standardization procedures, reliability and validity sensitivity and specificity of tests.
Ethics & Biases- faking, social desirability, acquiescence, halo, leniency errors etc.
Other factors – Attention, concentration, motivation, anxiety, impulsivity etc.

Behavioural observation:

Sampling in behavioural observation
Time sampling
Event sampling
Methods of recording observation data
Reliability and inter-observer agreement in behavioral observation
Validity and statistical, analysis of observation data
Threats to validity-reactivity

Behavioral interview:

Functions and characteristics of behavioural interview
Interview structure
Tactics of behavioural interviewing
Handling obstructionist client behavior
Common errors in interviewing
Validity of the interview

Self- monitoring:

Applicability
Methods of recording self-monitored data
Reactive effects of self-monitoring
Validity of self-monitoring

Psycho physiological measurement:

Applicability and functions of psycho physiological measurement
Measurement procedures
Variables affecting the validity of psycho physiological measures

Psychological testing:

I. Cognitive functions:

Raven's Progressive Matrices – Standard and Children



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Cattell's culture fair intelligence tests – Scales 1, 2 and 3.
Weschler's Adult Intelligence scale
Weschler's Intelligence scale for children
Weschler's Pre and Primary scale for children
Weschler memory scale
PGI memory scale
Bhatia's battery of performance test of intelligence
P.G.I. Battery of brain dysfunction tests
Bender Visual – Motor Gestalt test
Goldstein – Scheerer test of concrete thinking

II. Developmental, Adjustment and Clinical:

Vineland social maturity scale
Seguin form board
General Health Questionnaire
Bell Adjustment Inventory – College and Adult Forms
Mooney Problem – Checklist
Bharatraj's Developmental Screening Test
Beck Depression Inventory
State-Trait Anxiety Inventories STAI
The Minnesota Multiphasic Personality inventory

III. Personality – Self-report and projective methods:


The 16 PF, HSPQ, CPQ
The Eysenck Personality Questionnaire- Revised
The CAT and TAT
Rotter's Incomplete Sentence Blank
House-Tree-Person test
Rosenzweig Picture Frustration test
Rorschach Ink Blot test

The student has to identify five cases from mental health, school, family, organizational and health settings. Of these at least 3 cases should be from the school setting and one from the mental health setting. The student should use appropriate techniques from the above to diagnose the problem with reference to DSM-V or ICD-10. A detailed report of each case has to be written describing elaborately the techniques used for diagnosis.

Case conference on all the cases will be held at various stages and the suggestions given in the case conference have to be incorporated in the report.

Scheme of evaluation:

Mid Semester	25 marks
Case record	35 marks


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Case presentation	20 marks
Viva voce on techniques	20 marks
Total	100 marks

**SEMESTER – IV
COURSE- I
CLINICAL PSYCHOLOGY**

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
5	5	25	75	100

Course outcome:

Students acquire the knowledge to understand body and mind relationships, Immunology, clinical psychology, Psychopathology and application of counselling skills. Further, the course helps the students to get acquainted with various treatment methods in clinical set up for children, adolescents and other mentally ill and enables them to work with clients in clinical set up as a team. By the end of this course student will be able to evaluate scientific research in the selection and implementation of clinical interventions and utilize clinical data to inform diagnostic formulations and treatment plans.


After completion of this course the student can work as Psychologist in various Mental health clinical settings.

UNIT 1: Basic Concepts:

- A. Nature and scope of clinical psychology, Body-mind relationship, Psycho-neuro-immunology, New directions in clinical psychology – spirituality etc.
- B. Research strategies, Diagnostic Process, Cultural and social aspects of mental illness, Differential diagnosis using decision trees.
- C. Problem identification, definition and analysis of the problem, specification of change of goals, relationship establishment, implementing techniques and procedures for change, recording and termination.
- D. Behavioural assessment, analysis and formulations.

UNIT 2: Intervention Techniques:

- A. Behaviour therapy – systematic desensitization, modelling, assertiveness training, contingency management, operant methods in self-control, extinction procedure, aversive conditioning.
- B. Cognitive methods, novel uses and applications. Client-centred therapy, Rational-emotive therapy.
- C. Other Techniques: Hypnosis- clinical behaviour and hypnotisability, hypnotisability as related to physical symptoms, as unrelated to physical symptoms, therapeutic failures.


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- D. Family therapy – conceptual frame, the clinical home visit, space and action in family therapy, the family crisis, Marriage therapy for couples. Social skills training, Occupational therapy, Group therapy and Psychodrama

UNIT – 3 Treatment Methods for Childhood and Adolescent disorders:

- A. Play therapy, graphic and plastic material: Essential conditions, process symbolism and evaluation. Mental retardation – behavioural and emotional problems
- B. Communication disorders – articulation, phonation, language, prosodic
- C. Pervasive developmental disorder – Autism, Attention deficit and disruptive disorders – hyperkinetic children.
- D. Elimination disorders – enuresis and encopresis
Conduct disorders – noncompliant, coercive behaviour, aggression and violence, non-attendance. Psychopathic behaviour.

UNIT – 4 Stress-related Disorders and Treatment Methods:

- A. Cardiovascular, gastrointestinal and urino-genital, Somatoform disorders – conversion, pain and hypochondriasis, Sexual and gender identity disorders.
- B. Eating disorders – anorexia nervosa, bulimia nervosa, obesity, Substance use related disorder.
- C. Ethical Issues: Perspectives, decision making, incompetent and unethical behaviour, marketing therapeutic services, ethics in group work, issues in deviance, diagnosis and assessment, value problems, individual conduct.
- D. Problems in psychotherapy – the suspicious patient, the suicidal patient, the patient with somatic symptoms, the patient not ready for behaviour therapy, the distressed parent of the disabled child, the silent patient in the group.

Suggested Reading:

1. Carkhuff, R.R. & Berenson, B.G. (1967). Beyond counseling and psychotherapy. New York: Holt, Rinehart and Winston.
2. Davidson, P.O. & Davidson, S.N. (1980). Behavioural medicine: Changing health lifestyles.
3. Goleman, D. & Gurin, J. (1993). Mind-body medicine. New York: Consumer Reports Books.
4. Klopfer, W.G & Reed, M.R. (1974) Problems in psychotherapy. New York: John Wiley
5. Korchin, S.J. (1986). Clinical psychology. New York: Basic Books.
6. Phillips, E.L. (1977) Counseling and psychotherapy: A behavioural approach. New York: John Wiley and Sons.
7. Pommerlau, O.V and Brady, J.P. (1990) Behavioural medicine: Theory and practice. Baltimore: Williams & Wilkins Co.
8. Rimm, D.C & Masters, J.C. (1963) Behaviour therapy: Techniques and empirical findings. New York: Academic Press.
9. Van Hoose, W.H. & Kottler, J.A. (1977) Ethical and legal issues in counselling and psychotherapy. San Francisco: Jossey-Bass.

SEMESTER – IV
COURSE- II
ADVANCED COUNSELLING PSYCHOLOGY

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
5	5	25	75	100

Course outcome:

The course aims to impart the knowledge and understanding of the following concepts:

- Counseling through different therapeutic approaches
- Different counseling strategies, techniques and spheres
- Strategies and techniques of educational, vocational and career counseling
- Counseling for specific problems like drug abuse, chronic mental disorders and work place issues.
- Different relaxation techniques and other techniques like systematic desensitization
- Assertiveness training and cognitive behavior modification techniques.

After completion of this course the student can work as a Counselor in any organization/ Institute. They can also establish their own Counselling Centers.

Unit I: Counselling: Therapeutic Approaches

- A. Freud's Psychoanalytic Approach
- B. Behavioristic Approach
- C. Cognitive-Behavioral Approach
- D. Humanistic and Existential Approaches

Unit-II: Counselling Strategies, Techniques and Spheres

- A. Individual and Group Counselling Strategies
- B. Counselling for Marital, Sexual, Family, Gender issues, Women and Elderly
- C. Counseling for Children with Behaviour Problems
- D. Educational, Vocational and Career Counselling

Unit III: Counselling for Specific Problems

- A. Counselling for Anxiety problems; Counselling for Depression
- B. Counselling the alcoholic and drug abuse groups
- C. Counselling those with chronic mental disorders; Counselling patients with chronic medical illness: (terminally ill and HIV/AIDS)
- D. Counseling for Work Place, Issues related to process and outcome

Unit IV: Counselling Techniques

- A. Relaxation Techniques: Jacobson's Progressive Muscular Relaxation-Autogenic training- yoga, meditation and guided imagery

**SEMESTER – IV
COURSE- III
CASE STUDIES**

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
8	5	25	75	100

Course outcome:


Case studies have expanded extensively and it has shown that this methodology is a very good manner for the learner to maintain the given knowledge and challenge themselves in more than one way.

- Teaching with cases opens up the walls of curiosity of decision-making, problem-solving, discussions and more. The case methodology is rich in detail which allows the apprentices learn not only theoretical concepts but practical concepts in different case situations.
- Cases are advantageous in manners such as to improve analysis skills with the help of using one's senses. An additional advantage is the doctrine of decision-making and being able to solve problems.
- Other beneficial factors are the process to be able to implement theory to practice and the knowledge that arises through this. Consequently it involves participant's senses, which in turn makes it easier to analyze through cases.
- Advantage of using case studies in teaching is that it generates into discussions which are mostly started with a seminar. This in turn leads to yet more knowledge as the participants learn from each other.
- Using cases in teaching also increases critical thinking, which is advantageous in an investigation process where participants will come to a conclusion.

Individual case studies. Five clients with problems (children, adolescents or adults) have to be diagnosed and the necessary counseling should be provided. The case report should include a description of the diagnosis and the intervention. Observation reports, verbatim and psychological test results are also to be included in the report.

Scheme of evaluation

Internal Assessment	: 25 marks
Record	: 50 Marks
Viva voce	: 25 Marks
Total	: 100 Marks


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**SEMESTER – IV
COURSE- IV
PROJECT**

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
8	5	25	75	100

Course outcome:

This is an empirical-based research project on a topic relevant to clinical psychology, to be pursued under the guidance of one or more supervisors. The project should be structured so that the students participate in all of the steps involved in the research, including the formulation of the research question(s), the design of the study including the selection of appropriate methodology, the collection and analysis of data, the interpretation of the findings, and the preparation of the report.


At the successful completion of this course students will be able to:

- To review and analyse critically research in a specific area of clinical psychology.
- Acquire knowledge and competency in the design and completion of research studies in clinical psychology
- Acquire and apply skills of critical analysis.

The student shall have to undertake a research project with a sample of at least 100 subjects. The project report should include an introduction to the topic, review of related literature, the methodology adopted (sample, tools, design and analysis of data) and the results of the project.

Scheme of evaluation:

Internal assessment (Presentation)	25 marks
Project report	50 marks
Viva-voce	25 marks
Total	100 marks


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SEMESTER – IV
COURSE- V
CRIMINAL PSYCHOLOGY

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
5	5	25	75	100

Course outcome:

This course will survey the major areas of criminal psychology, including (but not limited to) mental health law, forensic assessment, criminal behaviour and theories thereof, and psychology of specific types of offenders.

- Psychologists who work within the legal system can assume and number of roles that include, but are not limited to, social scientists, consultants, and expert witnesses.
- This course will provide the student with a broad understanding of the impact that psychology can have on any one individual within the criminal justice system, as well as the impact that psychology can have on the legal system itself.

After completion of this course the student can work as a Criminal Psychologist in Central Jails and Sub Jails.

Unit I. Introduction:


- Nature and Historical Perspective of Criminal behaviour
- Techniques of studying criminal behaviour
- Biological and sociological analysis of crime
- Psychological perspectives on crime analysis

Unit II. Special Offender Groups and Special Offences:

- Juvenile delinquency, Mentally ill offenders and substance abusers
- Serial killers, Rampage killers and Terrorism
- Crime against women; Suicide and Homicide
- Drugs and Crime

Unit III. Violent Criminal Behaviour:

- Psychology of aggression and violence
- Bullying, Harassment and Stalking
- Cyber crimes- defined governed and cyber terrorism
- Sex offenders and Psychopaths


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Unit IV. Prevention and Assessment:

- A. Psychological precursors to crime
- B. Diagnostic Psychological tests: 16PF, MMPI, Projective tests and FIRO-B
- C. Mental health and law
- D. Rehabilitation in Family and Society

Suggested Reading:

1. Chockalingam, K. (1991). Reading in Victim.: R.R. Publications Madras
2. Curra, J. (1999). The Relativity of Deviance.: Sage New Delhi
3. Feldman, M.P. (1977). Criminal Behaviour: A psycho-social analysis.: Wiley London
4. Kushner, W.W. (1998) The Future of Terrorism. Sage. New Delhi
5. Masters, R.E. (1994). Counselling criminal justice offenders.. Sage New Delhi

SEMESTER – IV COURSE- VI REHABILITATION PSYCHOLOGY

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
5	5	25	75	100

Course outcome:

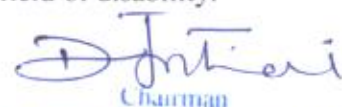
This course will cater to the knowledge and skills in rehabilitation psychology

- To create a cadre of Rehabilitation Psychologist.
- To strengthen the professionals already in the field to qualify as Rehabilitation Psychologist.

After completion of this course the student can able to work as a Rehabilitation Psychologist in Mental Health Care Centres and Special Education Schools.

Upon successful completion, students will have the knowledge and skills to:

- To understand the concept of impairment, activity, participation and the characteristics of various disabilities. Learn about different government schemes, policies and legislations for persons with disabilities.
- To understand the relevance of psychological assessment and various approaches in the field of disability rehabilitation and understand how to make diagnosis and differential diagnosis based on psychological assessment and clinical casework.
- To learn the different approaches to rehabilitation. Understand the application and importance of psychological intervention in the field of disability. Understand the basic principles of psychotherapy and its application in the field of disability.


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- To understand the importance of vocational rehabilitation of persons with disability. The need for counselling and apply psychological counselling skills with persons with disability and family members.

Unit I. Nature and Scope of Rehabilitation psychology:

- Definition, historical perspective, scope and methods; Functions of Rehabilitation Psychology: General functions and special functions
- History and Philosophy of Disability Rehabilitation
- Goals and objectives of rehabilitation
- Multi-disciplinary approach to rehabilitation: Biological, medical, psychological, educational and social aspects

Unit II. Disabilities:

- Disability - Concept and definitions; Classification of various disabilities, Incidence and prevalence
- Types of disabilities: Visual impairment, Hearing and speech impairment, Locomotor disability, Mental retardation, Cerebral palsy, Autism, Mental illness Learning disabilities, Multiple handicaps; Etiological factors; pre-natal, natal and post-natal, chromosomal aberrations and genetic errors; Prevention of disabilities
- Personality Development of Disabled Persons; Factors influencing personality development of disabled individuals
- Life span development of people with disabilities; Assessment of personality of disabled individuals

Unit III. Intervention:

- Screening and early identification of people with developmental disabilities. Social, Psychological Perspective in Rehabilitation Psychology.
- Early intervention: definition, assessment and strategies for intervention. Intervention packages for various disabilities.
- Services and programmes for disabled individuals and their families in India
- Special education: – aims, objectives and functions, Emerging trends in special education; Educational assessment and evaluation for persons with disabilities; Educational technology for disabled

Unit IV. Psychological Intervention

- Planning Intervention: Psychoanalytic Approach, Learning Theories and Strategies, Planning and Designing, Learning Situations, Counselling Strategies.
- Therapeutic services and Restorative techniques. Designing Training Programmes for Professionals: Training Need Analysis, Implementation of Training Programmes. Monitory and Impact Studies.
- Organization & Management: Evolution of Non-Government Organizations, Background Characteristics of Organization
- Capacity Building of Non-Government Organizations

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Suggested Reading:

Bolton B., (1987). Handbook of Measurement and Evaluation in Rehabilitation, Second Edition. Paul H. Brookes, Baltimore, London.

Brown Roy I., & E. Anne Hughson, (1987). Behavioural and Social Rehabilitation and Training. John Wiley & Sons Ltd.

Chadha N.K. & Nath S., (1993). Issue and Trends in Rehabilitation Research. Friends Publication, Delhi.

Gokhale S.D., (1987). Rehabilitation: Attitude and Reality. Rehabilitation Coordination India. Tata McGraw-Hill Publishing Company Limited, New Delhi.

Golden C.J., (1984). Current Topics in Rehabilitation Psychology. Grune & Stratton, London.

SEMESTER – IV COURSE- VII LIFE SKILLS EDUCATION

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
5	5	25	75	100

Course outcome:

The course aims to impart the knowledge and understanding of the following concepts:

- Life, survival, livelihood skills and life skills training
- Life skills development programs
- Life skills for specific situations like education, specific problems and suicide and other problems
- Life skills and social inclusion
- To understand life skills required for women with respect to Domestic Violence, Sexual harassment and Violence against Women
- To know about life skills for specific problems like adolescent reproductive health and children's problems
- To know about life skills for elderly and life skills for corporate sector

After completion of this course the student can get placed as a Motivator and Personality Development Trainer.

Unit I - Introduction to Life Skills:

- A. Definition, Livelihood Skills, Survival Skills, Life Skills Education, Life Skills Approach, Life Skills Training
- B. Pillars of Education and Life Skills- Learning
- C. Evaluation of the concept of Life Skills – Genesis of the concept


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- D. Life Skills Development Programmes – Role of Multilateral Organizations, Role of Various Ministries

Unit II - Life Skills for Specific Situation:

- A. Life Skills and Career – Education, Career or Work
- B. Life Skills in Social Context – Media Influence, Social Harmony and National Unity, Vulnerable and Marginalized Group
- C. Life Skills for Specific Problems – Peer Pressure, Substance Abuse and Alcoholism
- D. Life Skills to deal with Suicide and Abuse – Physical and Sexual Abuse of Children, Depression and Suicide

Unit III – Life Skills and Social Inclusion:

- A. Concept, Perspectives and Strategies of Social Inclusion
- B. Scheduled Tribes and Social Inclusion
- C. Schedule Caste and Social Inclusion
- D. Women and Social Inclusion-Domestic Violence, Sexual harassment and Violence against Women

Unit IV – Life Skills for Specific Groups:

- A. Life Skills for Adolescents - Reproductive Health
- B. Life Skills for Children
- C. Life Skills for Elderly – Concept of Aging, Role and Status in the Family, Handling Aging
- D. Life Skills for Corporate Sector – Process of Team Work, Managing Key Issues in Teams, Creativity and Diversity, Team Building

Suggested Reading:

1. Du Brin (1998). Leadership: Research Findings & Skills, All India Publishers and Distributors, Chennai
2. Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
3. UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris.
4. WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting, WHO, Geneva.
5. Carrigan, (2007). The ABC's of Teaching Life Skills, Infinity Publisher, London.
6. Usha Rao, (2014). Life skills education, Himalaya Publishing House, Mumbai.

**SEMESTER – IV
COURSE- VIII
ENVIRONMENTAL PSYCHOLOGY**

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
5	5	25	75	100

Course outcome:

This course aims to provide the students, an introduction to theory, research and methods in the study of human perception and behaviour in the field of environmental psychology. It also focuses on approaches within psychology that study information processing, judgment and appraisal processes, behaviour and communication.

Unit I. Nature and Scope of Environmental Psychology:

- A. Earth as living system: the Gaia Hypothesis; Deep ecology
- B. Eco-cultural psychology (Berry). Bio Social Psychology (Dawson)
- C. Ecological psychology (Barker); Person Environment Transactions (Sokol; Ittelson)
- D. Research Methods in Environmental Psychology: Naturalistic observation and field surveys

Unit II. Concepts in Environmental Psychology:

- A. Environmental deprivation: Nature and consequences.
- B. Environmental Cognition
- C. Environmental Attitudes, Appraisals, and Assessments
- D. Managing Limited Resources: Common property resources. Sustainable development.

Unit III. Environment and Behaviour:

- A. Effects of behaviour on Environment: Perception, preferences and awareness of environment
- B. Effects of Environment on Behaviour: Noise pollution, chemical pollution, crowding and personal space
- C. Human Nature and Environmental Problems: Pro-social and Pro-environment behaviours.
- D. Acculturation and Psychological adaptation

Unit IV. Practice in Environmental Psychology:

- A. Socio-psychological dimensions of environment impact.
- B. Creating environmental awareness: Social movements (Chipko, Tehri, Narmada)
- C. Introduction to Environment Impact Assessment
- D. Introduction to socio-economic impact assessment; Social Impact Assessment (SIA): methods and reporting of SIA

Suggested Reading:

1. Gifford, R. (2007). Environmental psychology: Principles and practice (4th ed.). Colville, WA: Optimal Books.
2. Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (2001). Environmental Psychology (5th edition). Toronto: Harcourt Brace College Publishers.
3. Environmental Movements in India P. P. Karan Geographical Review Vol. 84, No. 1 (Jan., 1994), pp. 32-41 Published by: American Geographical Society
4. Gadgil, M. and Guha, R. (1994), Ecological Conflicts and the Environmental Movement in India. Development and Change, 25: 101-136. doi: 10.1111/j.1467-7660.1994.tb00511.x
5. Environmental Impact Assessment Notification-2006
<http://moef.nic.in/divisions/iass/notif/notif.htm>
- 6.

SEMESTER – IV COURSE- IX POSITIVE PSYCHOLOGY

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
8	5	25	75	100

Course outcome:

The course aims to provide the students:

- An understanding of Positive and Negative Psychology
- The ways in which it influences the body and mind.
- It's Western and eastern perspectives.
- It's Research approaches.
- Knowledge of Positive emotional states of mind and the ways to recognise them.
- The techniques to understand the positive cognitive states and retain self in that state.
- The application of positive cognitive emotions in different areas of life - work, education, ageing and health.
- The required life skills for a happy life.

After completion of this course the student can able to work as Freelancing Psychologist to motivate people who are vulnerable.

UNIT 1: Introduction:

- A. Positive Psychology: Definition, Nature and Scope, History of Positive Psychology
- B. Perspectives on Positive Psychology: Western and Eastern views on Positive psychology and its application; Positive Psychology in India
- C. Basic areas of positive psychology, Character Strengths and virtues
- D. Research approaches to study positive psychology

UNIT 2: Positive Emotional States and Processes:

- A. Happiness and Well being: Definition, Determinants, Gender difference in happiness; Love and happiness; Antecedents and Consequences of Happiness. Measuring happiness. Happiness across Cultures.
- B. Understanding Positive Affect and Positive Emotions
- C. Emotional Intelligence: Origin and theories
- D. Resilience, Trauma and Subjective well-being, Resiliency applications, Resiliency skills, Resiliency factors, Positive parenting and resiliency factors.

UNIT 3: Positive Cognitive States and Processes:

- A. Self-efficacy and Self acceptance
- B. Optimism,
- C. Hope, Wisdom, Flow, Mindfulness.
- D. Pro-social Orientation: Altruism, Gratitude and Forgiveness.


UNIT 4: Applications:

- A. Work
- B. Education
- C. Ageing
- D. Health

Practicum: Any one practicum can be designed from the syllabus so as to enhance the understanding of the concepts and applications of positive psychology.

Suggested Reading:

1. Baumgardner, S.R. Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall.
2. Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.
3. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.
4. Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster.
5. Snyder, C.R., & Lopez, S. J. (2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.
6. Snyder, C. R., & Lopez, S. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press.


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