

# **S.V.U. COLLEGE OF SCIENCES**

*M.Sc. PSYCHOLOGY*

*SYLLABUS & REGULATIONS  
WITH EFFECT FROM 2018-2019*



**SRI VENKATESWARA UNIVERSITY  
TIRUPATI**

## SYLLABUS

### Choice Based Credit System (CBCS)

#### M.Sc. Psychology programme CBCS pattern (with effect from 2018-2019)

##### VISION:

To develop skillful and qualified psychologists by providing theoretical and experimental learning in all applied areas of Psychology to disseminate the knowledge to the community for a healthy society.

##### MISSION:

- To help the students' masters and keep abreast the knowledge in all fields of psychology.
- To equip the students with different techniques to apply in the field essentially and develop their career accordingly
- To support research and areas of research necessary for the advancement of knowledge in all discipline
- To analyze their strength and promote self-esteem confidence and well-being through education and support services.

##### Programme Objectives

- Students will gain necessary knowledge and develop specialized skills in the different areas of psychology.
- Students will think, predict, evaluate critically and analyse the human behaviour with the help of psychological applications to cater the needs of Local al and global problems.
- Students will be able to implement the scientific skills for development of educational, vocational , adolescent , family , different organisations etc.,

##### Programme Outcomes and Course Outcomes

##### Programme Outcomes

Upon completion of the M.Sc. Psychology programme, the candidate should be able to:

No.	Programme Outcomes
PO1	<b>Scientific knowledge:</b> To apply the knowledge of Psychology, management , education sociology social work and linguistics.
PO2	<b>Problem analysis:</b> To identify, formulate, review literature, and analyze scientific problems in reaching conclusions using first principles of behavioral sciences and related other sciences
PO3	<b>Investigation:</b> To apply the knowledge based on research and related methods, including design of experiments, data collection, analysis and interpretation to provide valid conclusions
PO4	<b>Design &amp; Development:</b> To plan, design and develop experiments to measure the experimental/survey/ observation data taking the safety and environmental considerations

PO5	<b>Modern tool usage:</b> To select standardized/ updated psychological testing material for investigating the identified problem with an understanding of its limitations.
PO6	<b>Psychologist &amp; Society:</b> To assess and solve the problems related to societal, health and safety issues using the professional skills learned.
PO7	<b>Environment and sustainability:</b> To demonstrate the knowledge acquired for understanding the environmental issues and evolve methods for sustainable development.
PO8	<b>Ethics:</b> To understand ethical principles, professional ethics and responsibilities, and apply to solve Psychological/societal problems.
PO9	<b>Individual &amp; Team work:</b> To function effectively as an individual / member of a team / team leader to solving different issues,
PO10	<b>Communication:</b> To effectively communicate on various issues particularly with psychosocial problems /community problems with in society, writing of reports and design of presentations.
PO11	<b>Project Management and Finance:</b> Acquire basic and advanced skills in various fields of psychology for self-employment and entrepreneurship
PO12	<b>Lifelong learning:</b> To recognize the importance of learning process throughout the life in view of psychological changes that occur from time-to-time.

## SRI VENKATESWARA UNIVERSITY :: TIRUPATI

### SVU COLLEGE OF SCIENCES CHOICE BASED CREDIT SYSTEM (CBCS) Scheme of Instruction and Examination

(For Regular students those who study in S.V.U. College (Campus), Tirupati and Affiliated P.G  
College Centers  
(from the batch of students admitted during the academic year 2018-2019)

**M.Sc. (Psychology) Degree Course**

#### FIRST SEMESTER

**First and Second Semester are Common for M.Sc. Psychology and  
M.Sc. Counseling Psychology**

#### FIRST SEMESTER

Course Code	Title of the Course	Core / Foundation / Elective	Hours of Teaching	No. of Credits	Marks		Total
			Theory Practical		IA	SEE	
PSY 101	General Psychology-I	Compulsory Foundation	06	04	20	80	100
PSY 102	Social Psychology	Core	06	04	20	80	100
PSY 103	Psychopathology-I	Core	06	04	20	80	100
PSY 104	Psychological Measurements-I	Core	06	04	20	80	100
PSY 105	Practical -I & II	Core	08	04	-	-	100
PSY 106	Human values and Professional Ethics – I	Elective Foundation	04	04	-	-	100
<b>Total</b>			<b>36</b>	<b>24</b>	<b>-</b>	<b>-</b>	<b>600</b>
<b>SECOND SEMESTER</b>							
PSY 201	General Psychology- II	Compulsory Foundation	06	04	20	80	100

PSY 202	Applied Social Psychology	Core	06	04	20	80	100
PSY 203	Psychopathology-II	Core	06	04	20	80	100
PSY 204	a. Psychological Measurements & Statistics b. Research Methodology c. Computer Applications in Psychological Research	Core	06	04	20	80	100
PSY 205	Practical - I & II	Core	08	04			100
PSY 206	Human values and Professional Ethics-II	Elective Foundation	04	04			100
<b>Total</b>			<b>36</b>	<b>24</b>			<b>600</b>
<b>THIRD SEMESTER</b>							
PSY 301	Lifespan Developmental Psychology - Infancy to Adolescence	Compulsory Foundation	06	04	20	80	100
PSY 302	Personality	Core	06	04	20	80	100
PSY 303	Counseling Psychology-I	Core	06	04	20	80	100
PSY 304	a. School Psychology b. Organizational Behaviour and HRM c. Health Psychology d. Psychology of Disability	Generic Elective	06	04	20	80	100
PSY 305	Practical - I & II	Core	08	04			100
PSY 306	a. Personality Development b. Inter Personal Communication Skills	Elective Foundation	04	04			100
<b>Total</b>			<b>36</b>	<b>24</b>			<b>600</b>

<b>FOURTH SEMESTER</b>							
PSY 401	Lifespan Developmental Psychology – Adulthood and Later Maturity	Compulsory Foundations	06	04	20	80	100
PSY 402	Theories of Personality	Core	06	04	20	80	100
PSY 403	Counseling Psychology - II	Core	06	04	20	80	100
PSY 404	a. Psychology of Aging – Applied Aspects b. Consumer Behaviour and Marketing c. Rehabilitation Psychology	Generic Elective	06	04	20	80	100
PSY 405	Practical I & II	Core	08	04	20		100
PSY 406	a. Behaviour Change b. Life Skills	Elective Foundation	04 -	04	20		100
<b>Total</b>			<b>36</b>	<b>24</b>			<b>600</b>

**SEMESTER – I**

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-101	GENERAL PSYCHOLOGY-I	04	4

**Objectives:**

- a. To understand the concepts and scope of psychology
- b. To comprehend the biological basis of behavior
- c. To study the perception and sensation
- d. To understand the concepts and learning theories

**Unit – I: Psychology as Science**

- a. Definition, Nature, Scope and Aims of Psychology  
Basic and Applied Fields of Psychology.
- b. Historical Origins -The rise of Experimental Psychology. The Emergence, development and decline of the Schools of Psychology

Methods of Study – Observation method, Experimental method, Survey and case study method.

**Unit – II: Biological Basis of Behaviour**

- a. Genetic perspective – Chromosomes, DNA, Genes Dominant – Recessive Genes Principle

The Evolutionary Perspective – Natural Selection

The Environmental perspective – Principle of learning - Nature and Nurture controversy.

- b. Nervous System: Basic unit and divisions of Nervous system – Localization of brain functions.

Endocrine System: Pituitary, Adrenaline, Thyroid, Parathyroid, Gonads and Pancreas.

Receptors, Connectors, Effects and Adjuster mechanisms.

Sensory process – Senses and sensory organs, general characteristics of Senses and Sensory thresholds, Subliminal Perception, Signal Detection Theory.

**Unit – III: Perceptual Process**

- a. Relationship between sensation and perception, Approaches to perception – Gestalt, information Processing approach, the Cognitive approach, Integrative approach.
- b.

Attention as perceptual sampling process, Phenomena of Attention.

Types and Factors influencing Attention.

Principles of perceptual organization and Figure and Ground Relationship.

- c. Perceptual experiences – Visual space perception, Perceptual constancies; Perceptual movement. Errors in perception, Perceptual Defence and Vigilance,

Factors influencing perception – Learning, motivation, values and socio economic status, culture and perception.

**Unit – IV: Learning:**

- a. Nature and definition of Learning

Experimental approaches to learning – Connectionist and Cognitive

- b. Brief discussion of learning theories, Pavlov, Thorndike, Skinner, Hull, Tolman and Miller.

Measurement in learning and learning curves

Transfer of training of education and transfer, experimental analysis of transfer of training, stimulus and response similarly.

Motor and verbal learning - Motor skills, distribution of practice, warm up, patterns of movement & knowledge of results.

Verbal learning – process in verbal learning.

Organization, practice, individual differences.

Experimental analysis of behaviour – behaviour modification, shaping, discrimination learning, Neurophysiology of learning.

**References:**

Boring, E.G (1950). History of Experimental Psychology. New York: Appleton-Century – Crofts ,

Carlson, N.R. (1977). Physiology of Behaviour, Boston: Allyn and Bacon.

Chaplin, J.P. & Crawice T.S. (1974). Systems and Theories of Psychology (3<sup>rd</sup> edition), New York: Holt Reinhert and Winston, INC

Dennis Coon, (2006). Psychology: A Modular approach to Mind and Behaviour, USA: Thomson Higher Education.

Hilgard, E.R, Atkinson, R.C. & Atkison, R.R., (1976). Introduction to Psychology (6<sup>th</sup> edition), New Delhi: Oxford and IBM Publishing Company Private Limited.

Hilgard, E.R. & Bower, G.H. (1975). Theories of Learning (4<sup>th</sup> edition), Prentice Hall, New Delhi.

Kendler, H.H. (1975). Basic Psychology, (3<sup>rd</sup> edition), London: *Addision* – Wesley Publishing, Company.

Nolen-Hoeksema, Fredrickson, Loftus & Wagenaar (2009). Atkinson and Hilgard’s Psychology – An Introduction. New Delhi: Cengage Learning India Pvt. Ltd.

Parameswaram, E.G. & Beena, C. (1988). An Invitation to Psychology (First edition), New Delhi: Tata Mc Graw Hill Publishing Company Limited.

Philip Banyord, Mark N.O. Davies Christine Norman & Belinda Winder (2010). Essential Psychology – A Concise Introduction. New Delhi: Sage Publications India Pvt. Ltd.,

Ralph Norman Haber (1968). Contemporary Theory and Research Visual Perception, New York: University of Rochester.

Ralph Norman Haberr & Maurice Herbanson (1973). The Psychology of Visual Perception. The University of Rochester, New York: Holt Rinehart and Winston.

Robert S. Feldman (2011). Understanding Psychology (10<sup>th</sup> Edition). New Delhi: Tata – McGraw Hill Education Pvt. Ltd.,

Ruch, F.L. (1970). Psychology and Life, Bombay: D.B. Taraporevala Sons and Company Pvt. Ltd.,

Sdorow Laster (2012). Psychology. Iowa: Brown Publishers Dubugne.

**Outcomes:**

1. Understood the concepts and scope of psychology
2. Comprehended the biological basis of behavior
3. Studied the perception and sensation
4. Understood the concepts and learning theories

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>	PO <sub>11</sub>	PO <sub>12</sub>
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CO <sub>1</sub>	3	3	2	1	2	3	-	3	3	2	-	2
CO <sub>2</sub>	3	3	2	1	1	3	-	2	3	2	-	2
CO <sub>3</sub>	3	3	3	1	2	3	-	3	3	2	-	3
CO <sub>4</sub>	3	2	3	2	1	2	-	2	3	3	-	2

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-102	SOCIAL PSYCHOLOGY	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)			

**Objectives:**

- a. To understand the concepts of social psychology
- b. To comprehend the social perception and cognition.
- c. To study the socialization
- d. To understand the meaning and theories of attitudes

**Unit – I: Introduction**

- a. Definition, understanding social behaviour  
Historical origins; relationship with other social sciences
- b. Research methods in social psychology: Field, Observation, Experimental, Survey.

**Unit – II: Social Perception and Social Cognition**

- a. Person perception and object perception; Bem's theory of self perception. Social perception; communication; social interaction.
- b. The process of attribution; Kelley's theory of causal attribution: Major sources of bias; practical applications of attribution theory.  
  
Social Cognition – Major cognitive strategies: affect and cognition, self awareness, applications of self awareness.

**Unit – III: Socialization**

- a. Definition and goals of socialization, socialization process; the context of socialization
- b. Social motives: Sex role identity, agencies of socialization, the development of self concept, self evaluation.  
  
Theories of Moral development (Piaget & Kohlberg).

**Unit – IV: Attitudes**

- a. Formation of attitudes, Components of attitudes, functions of attitudes, the link between attitudes and behaviour.
- b. Attitude scales: Likert, Thurstone, Bogardas scales; Measurement: Self report and other techniques.

Theories of Attitude formation and change: Balance theory, congruity theory, cognitive dissonance theory.

**References:**

Akbar, Hussain (2012). Social Psychology, New Delhi: Dorling Kindersley Pvt. Ltd.

Baron, R.A., & Byrne, D. (1988). Social Psychology; Understanding Human Interaction, New Delhi: Prentice – Hall of India Pvt. Ltd.,.

Lipp, R.A. (). Introduction to Social Psychology. California: Wordsworth Publishing Company,

Robert, A. Baron, Nyla, R. Branscome, Donn Byrne & Gopabharadwaj (2009). Social Psychology, New Delhi, Pearson Publication

Seidenberg, B., & Sandowsku, A. (1976). Social Psychology, An Introduction. Stuttgart: The Free Press, Macmillan Publishing Co. Inc.,

**Outcomes:**

- 1. Understood the concepts of social psychology
- 2. Comprehended the social perception and cognition.
- 3. Studied the Socialization
- 4. Understood the meaning and theories attitudes

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>	PO <sub>11</sub>	PO <sub>12</sub>
CO <sub>1</sub>	3	3	2	1	2	3	1	3	3	3	-	3
CO <sub>2</sub>	3	3	2	1	1	3	-	2	3	3	-	3
CO <sub>3</sub>	2	3	3	1	2	3	1	3	3	3	-	3
CO <sub>4</sub>	3	2	2	2	1	3	-	3	3	3	-	3

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-103a	<u>PSYCHOPATHOLOGY-I</u>	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
<b>(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)</b>			

**Objectives:**

- a. To understand the meaning abnormal behavior and historical and current trends
- b. To comprehend the models of abnormal behaviour and approaches to therapies
- c. To know the classification and assessment of abnormal behaviour
- d. To evaluated different approaches to therapies for abnormal behaviour

**Unit – I: Abnormal Psychology**



- a. Meaning and Definitions of Psychological abnormality.  
Criteria of normality and abnormality.
- b. Historical - How abnormality viewed and treated in the past: Current trends.

**Unit – II: Models of Abnormality**

- a. Biological model; Psychodynamic model
- b. Behaviouristic model; Cognitive model  
Humanistic – Existential and Socio-cultural model

**Unit – III: Classification and Assessment**

- a. Clinical Assessment and Diagnosis  
Classification of Psychological Disorders – DSM V; ICD.10.
- b. Causes of abnormal behaviour; Biological, Psych-social and Socio Cultural factors.

**Unit – IV: Approaches to Therapies**

- a. Biological therapy: Chemo therapy, Electro therapy, Brain –wave therapy
- b. Psychosocial Approaches to therapy; Psychoanalytic therapy, Behaviour therapy, Humanistic – Existential therapies, Interpersonal therapy, Transactional Analysis and Group Therapy, Socio-cultural approaches to therapy; Current issues and trends in Treatment.

**References:**

Arun Kumar (2006). Abnormal Psychology. New Delhi: ANMOL Publications Pvt. Ltd.

Carson. Butcher Mineka (2003). Abnormal Psychology and Modern life, (XI edition). Singapore: Pearson Education Pvt. Ltd.,

Irwin G. Sarason & Barbara R. Sarason (2009). Abnormal Psychology, (XI Edition), New Delhi: PHI Learning Pvt., Ltd.,

James, N. Butcher, Susan Mineka & Jil M. Hooley (2011). Abnormal Psychology – Core Concepts (Second edition). New York: Allyn & Bacon Pearson Education, Inc.

Lauren B. Alloy, John, H. Riskind & Margaret J. Manos (2005). Abnormal Psychology, (IX edition) New Delhi: Tata McGraw Hill Publishing Co. Ltd.,

William J. Ray (2015). Abnormal Psychology – Neuroscience Perspectives on Human Behaviour and Experience. New Delhi: Sage Publications.

**Outcomes:**

1. Understood the meaning abnormal behavior and historical and current trends
2. Comprehended the models of abnormal behaviour and approaches to therapies
3. Learned about classification and assessment of abnormal behaviour
4. Able to evaluate different approaches to therapies for abnormal behaviour

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>	PO <sub>11</sub>	PO <sub>12</sub>
CO <sub>1</sub>	3	3	2	-	2	2	-	2	-	-	-	2
CO <sub>2</sub>	3	3	2	-	-	2	-	2	-	-	-	1
CO <sub>3</sub>	3	3	3	-	-	3	-	1	-	-	-	2
CO <sub>4</sub>	3	2	3	-	-	3	-	-	-	1	-	-

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-104	<b><u>PSYCHOLOGICAL MEASUREMENT-I</u></b>	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
<b>(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)</b>			

### Objectives:

- a. To understand the assessment and psychological measurements
- b. To comprehend the development of psychological tests and principles of test construction.
- c. To know the Principles of Test Construction
- d. To understand the test Development and test Standardization Procedures

### Unit – I: Psychological Measurement

- a. Introduction – Psychological Assessment and Psychometrics - Nature.  
Psychophysical Measurements – Psychophysical Theory-Psychophysics and Sensory limens, Psychophysical laws.
- b. Modern Psychophysics – Psychological Scaling methods – Rating scales – Attitude Scales

### Unit –II: Developments in Psychological Measurement

- a. Early History of Psychological Measurement – Psychophysics – Mental Testing – Contributions of Galton and Binet; Interest in the mentally deficiency; Later Developments; Contemporary Status of Psychological Measurement.
- b. The Psychological Test: Definition, Types – Factors influencing test performance – Test administrative procedures – Testing conditions – rapport, examiner effects, situational variables – test anxiety.  
  
Ethical and Professional Concerns in Testing – Control in the use of Psychological tests; Sources of Psychological tests.

### Unit – III: Principles of Test Construction

- a. Test Formulation – Content selection - Item writing – Item analysis – Objectives and use of Item analysis; Item Difficulty; Item validity, Item discrimination – Item reliability – Internal consistency.
- b. Reliability – basic concepts, methods of test reliability – reliability of speed & power tests – Special problems in reliability.  
  
Validity – basic concepts, methods of test validity – general problems.

### Unit – IV: Test Development and Test Standardization Procedures

- a. Basic steps in Test development: Instructions in Test Administration
- b. Development of Norms – Types of norms – Interpretation of Test scores – Statistical Indices – Computers usage in Testing.

**References:**

- Anastasi, A. (2005). Psychological Testing, New Delhi: Pearson Education Pvt. Ltd.,
- Cronbach, L.J. (1970). Essentials of Psychological Testing. New York: Harper & Row.
- Freeman R.S. (1966). Psychological Testing, 3<sup>rd</sup> Edition, New Delhi: Oxford IBH Co. Pvt. Ltd.,
- Guilford, J.P. (1989). Psychometric Methods, New Delhi: Tata McGraw Hill Publishing Co. Ltd.
- Keith Coaley (2014). An Introduction to Psychological Assessment & Psychometrics, Singapore: Sage Publications Asia Pacific Pvt. Ltd.,
- Leslie A. Miller, Robert L. Lovler & Sandra A. McIntire (2013). Psychological Testing. New Delhi: Sage Publications.
- Milner, L.A., Lovler, R.L., & McIntire, S.A. (2013). Psychological Testing – A Practical Approach, New Delhi: Sage Publications Pvt. Ltd.,
- Ramamurti, P.V. (2014). An Introduction to Psychological Measurements, New Delhi: PHI Learning Pvt. Ltd.,
- The Mental Measurement Year Book, Baros (Latest).
- Thomas A. Stetz, Leslie A. Miller & Robert L. Lovler (2016). Student Study Guide for Foundations of Psychological Testing. New Delhi: Sage Publications.

**Outcomes:**

1. Understood the assessment and psychological measurements
2. Comprehended the development of psychological tests and principles of test construction.
3. Learned the Principles of Test Construction
4. Understood the test Development and test Standardization Procedures

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>	PO <sub>11</sub>	PO <sub>12</sub>
CO <sub>1</sub>	3	1	1	3	3	3	1	3	2	2	-	2
CO <sub>2</sub>	3	3	3	2	3	1	2	2	-	3	-	2
CO <sub>3</sub>	3	3	3	3	3	3	1	1	-	3	-	2
CO <sub>4</sub>	3	3	3	3	2	2	2	-	-	2	-	1

**PSY 105: PRACTICAL I & II PRACTICUM IN THE CF & CC****Semester - II**

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-201	GENERAL PSYCHOLOGY – II	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
<b>(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)</b>			

**Objectives:**

1. To understand fundamentals of motivation and emotion
2. To understand basic concepts of memory and forgetting
3. To comprehend the thinking and intelligence
4. To evaluate the personality of individuals

## **Unit – I: Motivation and Emotion**

- a. Historical antecedents of motivation from mechanism to cognition. Motivation sequence and motivational concepts – instinct, drive, motive and incentive.

Physical and Psycho - social motives – A brief study of motivational theories – Freud, Mc Dougall, Maslow, S-R and Cognitive.

Measurement of Motivation – Issues and techniques – cross cultural perspective of motivation.

- b. Emotions – nature, development, differentiation and expression of emotions, physiological basis of emotion.

Brief review of theories of emotion – Physiological – James – Lange theory, Cannon Bard theory, Behavioural facial feedback theory and Schachter two factory theory and cognitive appraisal theory of emotion.

Measurement of emotions – Physiological, expressive and cognitive measures.

## **Unit – II: Memory and Forgetting**

- a. Models of memory – information processing model – sensory memory, short – term memory, long –term memory, encoding, storage and retrieval.
- b. Factors influencing memory – Repetition, meaningful learning, whole Vs part learning, massed and spaced practising, Motivation, feed back and passage time

Measurement of Memory – study habits, mnemonic devices, Nature of forgetting, theories of forgetting: Interference theory, motivation theory, Decay theory, Trace-change theory.

## **Unit – III: Thinking**

- a. Nature and tools of thinking

Tools of thinking – images and types of image

Concepts – development and process of concept formation and types of concepts. Language – Structure of language, acquisition of language and the relationship between language and thinking.

- b. Varieties of thinking: Reasoning – inductive and deductive reasoning. Problem solving – types of problem solving – trial and error, insight, algorithms. Heuristics steps and impediments in problem solving. Critical thinking, Inference and pittals.

Piaget model of cognitive development.

## **Unit – IV: Intelligence**

- a. Nature and distribution of intelligence  
Differences in intelligence – individual, gender and racial factors, Influence of heredity and environment.
- b. Theories of Intelligence – Spearman, Thurstone, Guilford, Cattell, Stenberg and Gardner

## **References:**

- Bernard Weiner, (1972). Theories of motivation from mechanism to cognition. Los Angeles; Noida: Rand McNally
- Eva Dreikurs Ferguson (1975). Motivation an experimental approach. Edwerdsville: Southern Illinois University
- Goleman, Daniel (1998). Working with Emotional intelligence. New York: Banatain books.
- Hilgard, E.G. Atkinson R.C., & Atkinson R.R. (1976). Introduction to Psychology, (6<sup>th</sup> edition). New Delhi: Oxford & IBM Publishing Company Private Limited,

Kendler. H.H (1975). Basic Psychology (3<sup>rd</sup> Edition). London: Addison – Wesley Publishing Company.

Parameswaram, E.G. & Beena, C. (1988), Invitation to Psychology, (First edition) – New Delhi : Tata Mc Graw Hill Publishing Company Ltd.,

Robert Plutchik, (2010) Emotion: A Psycho Evolutionary Synthesis, New York: Harper & Row Publishers.

Ruch, F.L (1970). Psychology and life. Bombay: D.B: Taraporevala sons and Company Pvt. Ltd.,

Sdorow, Lester (2012). Psychology. Iowa Brown Publishers Dubuque.

**Outcomes:**

1. The students understood the fundamentals of motivation and emotion
2. They understood the basic concepts of memory and forgetting
3. Comprehended the thinking and intelligence
4. Able to evaluated the personality of individuals

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>	PO <sub>11</sub>	PO <sub>12</sub>
CO <sub>1</sub>	3	1	1	-	-	3	3	2	-	3	-	3
CO <sub>2</sub>	3	3	2	-	-	2	-	2	-	2	-	3
CO <sub>3</sub>	3	3	2	2	2	2	2	3	2	2	-	3
CO <sub>4</sub>	3	3	2	2	2	3	2	3	2	2	-	3

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-202	APPLIED SOCIAL PSYCHOLOGY	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
<b>(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)</b>			

**Objectives:**

- a. To understand the Social Influence
- b. To acquaint with social exchange process in social behaviour.
- c. To comprehend the prejudice and discrimination
- d. To understand what is psychological groups and individuals.

**Unit – I: Social Influence**

- a. Forms of Social influence: Conformity, compliance and obedience Asch’s experiments on conformity; factors affecting conformity; the bases of conformity.
- b. Compliance: Tactics used in compliance; Ingratiation, reciprocity and multiple requests, guilt and compliance.

Obedience: Milgram’s Studies on destructive obedience, resisting the effects of destructive obedience, modeling as a basis for unintentional social influence.

**Unit – II: Social Exchange Process**

- a. The nature of co-operation and competition, bargaining and negotiation, resolving interpersonal conflicts through bargaining; perceived fairness in social exchange; equity and inequity, factors for restoring fairness in social exchange.
- b. Prosocial behaviour: altruism: Characteristics influencing altruism, theories of altruism: reinforcement theory, cognitive theory:  
Bystander effect, explanations, the characteristics of the helper and the helpee; Interpersonal attraction and love: Types of love. Determinants of attraction: physical attractiveness, attitude, similarity and reciprocity.

**Unit – III: Prejudice and Discrimination:**

- a. Sources of prejudice. Combating prejudice, sex & gender prejudice: nature and origin, discrimination against women.
- b. Aggression and Violence. Theoretical perspectives, social and cultural determinants of aggression; individual determinants, prevention and control of human aggression.

**Unit –IV: Groups and Individuals**

- a. Groups: Nature and functions: group formation, how groups function: roles, Status, norms and cohesiveness; groups and task performance: Social Facilitation, Theories of Social Facilitation; Social Loafing, Decision making by groups.
- b. Leadership: Definition, types of leaders, characteristics of a leader, functions of a leader, theories of leadership.

**References:**

Baron, R.A., & Byrne, D. (1988). Social Psychology; Understanding Human Interaction, New Delhi: Prentice Hall of India Pvt. Ltd.

Kulkarni, P.D. (1979). Social Policy and Social Development in India. Madras: Association of Schools of Social work in India.

Madison, B. (1980). The Meaning of Social Policy: Comparative Dimension in Social Welfare, London: Groom Hoim.

Misra, G. (1990). Applied Social Psychology in India. Sage publications India Pvt. Ltd.,

Pandey, J. (1980). (Ed.) Perspectives on Experimental Social Psychology in India, New Delhi: Concept Publishers.

Seidenberr, B. & Sandowky, A. (1978). Social Psychology: An Introduction. Stuttgart: The Free press, Macmillan Publishing Co. Inc.,

Sharma, P.N & Shastri, C. (1984). Social Planning: Concepts and Techniques, Lucknow: Print House.

Sinha, D., & Rao, H.S.R. (1988). Social values and Development, New Delhi, Sage Publications.

**Outcomes:**

- 1. Students understood about Social Influence
- 2. Acquainted with social exchange process in social behaviour.
- 3. Comprehended the prejudice and discrimination
- 4. To understand what is psychological groups and individuals.

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>	PO <sub>11</sub>	PO <sub>12</sub>
CO <sub>1</sub>	3	1	1	-	-	3	3	2	-	3	-	3
CO <sub>2</sub>	3	3	2	-	-	2	-	2	-	2	-	3
CO <sub>3</sub>	3	3	2	2	2	2	2	3	2	2	-	3

CO <sub>4</sub>	3	3	2	2	2	3	2	3	2	2	-	3
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Course Code	Course Title	No of Hours Per week	No of Credits
Psy-203	PSYCHOPATHOLOGY-II	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
<b>(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)</b>			

**Objectives :**

- a. To understand anxiety and mood disorders
- b. To acquaint with somatic disorders.
- c. To study Psychosis and Cognitive Disorders
- d. To understand Psychological Disorders Across the Life Span

**Unit – I: Anxiety and Mood Disorders**

- a. Generalised Anxiety disorders and phobias - Panic, Obsessive - compulsive disorders
- b. Mood disorders – Suicide - Etiology and treatment

**Unit – II: Psycho - Somatic Disorders**

- a. Stress-Coping and maladaptive behaviour, psychosomatic disorders, Eating disorders
- b. Substance - related disorders, sexual disorders, Etiology and treatment

**Unit – III: Psychosis and Cognitive Disorders**

- a. Schizophrenia and sub types, Cognitive disorders : Amnesic disorders
- b. Dementia: Delirium, etiology and treatment

**Unit – IV: Psychological Disorders Across the Life Span**

- a. Personality disorders
- b. Disorders of childhood, adulthood and old age, etiology and treatment

**References:**

- Carson. Butcher Mineka (2003). Abnormal Psychology and Modern life (11<sup>th</sup> Edition). New Delhi: Pearson Education Pvt. Ltd.,
- Irwin G.Sarason & Barbara R.Sarason (2009). Abnormal Psychology (XI edition). New Delhi: PHI Learning Pvt. Ltd.,
- Lauren B. Alloy, John, H. Riskind & Margaret J. Manos (2005). Abnormal Psychology, (IX edition) New Delhi: Tata McGraw Hill Publishing Co. Ltd.,
- William J. Ray (2015). Abnormal Psychology – Neuroscience Perspectives on Human Behaviour and Experience. New Delhi: Sage Publications.

**Outcomes:**

- a. Understood anxiety and mood disorders
- b. Acquainted with somatic disorders.
- c. Studied Psychosis and Cognitive Disorders
- d. Understood Psychological Disorders Across the Life Span

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>	PO <sub>11</sub>	PO <sub>12</sub>
CO <sub>1</sub>	3	3	2	-	2	2	-	2	-	-	-	2

CO <sub>2</sub>	3	3	2	-	-	2	-	2	-	-	-	1
CO <sub>3</sub>	3	3	3	-	-	3	-	1	-	-	-	2
CO <sub>4</sub>	3	2	3	-	-	3	-	-	-	1	-	-

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-204a	PSYCHOLOGICAL MEASUREMENTS AND STATISTICS	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)			

**Objectives :**

- a. To become acquaint with intelligence and achievement tests
- b. To learn the measurement of personality tests
- c. To understand the Statistics for Psychological Measurement
- d. To know the Distribution of Scores on Variables

**Unit- I: Intelligence and Achievement Tests**

- a. Intelligence Tests – Definition, Binet’s Scales; Wechsler Scales (WISC, WAIS); Individual Vs. Group tests; Verbal Vs. performance Scales of intelligence; Intelligence tests as clinical instruments; Multifactor Test Batteries  
 Tests of Intellectual Impairment  
 Achievement Test – Definition; Characteristics of Achievement Tests; Achievement Tests for Special Areas.
- b. Special Abilities – Definition of Aptitude, Motor and Manual tests; DAT Battrey, Multiple Aptitude Test Battery, Special Aptitude tests; Evaluation of Aptitude test.  
 Tests of interests, Values and Attitudes.

**Unit – II: Personality Tests**

- a. Self Report Measures - Personality Inventories - 16 PF, MMPI, CPI; EPI (Eysenck).
- b. Projective Tests – Thematic Apperception test, Children Apperception test, Rorschach Ink Blot test, Picture Arrangement test, Rosenzweig Picture Frustration test, CAT.  
 Situation Tests: Semantic Differential, Socio-metric methods, Psychodrama.  
 Neuropsychological Tests as diagnostic tools.

**Unit – III: Statistics for Psychological Measurement**

- a. Introduction to statistics – Importance in Psychological Measurement.
- b. Measures of Central Tendency of scores, Measures of Variation of scores, Measures of Associations, Multi Variate statistical methods .

**Unit – IV: Distribution of Scores on Variables**

- a. Graphic Representation of test data
- b. Frequency distribution – Normal Probability Curve (NPC)  
 Tests of significance of Some Statistics  
 Use of Statistical Packages – SPSS in psychological research.

**References:**



Anastasi, A. (2005). Psychological Testing, New Delhi: Pearson Education Pvt. Ltd.,  
 Cronbach, L.J. (1970). Essentials of Psychological Testing. New York: Harper & Row.  
 Freeman R.S. (1966). Psychological Testing, 3<sup>rd</sup> Edition, New Delhi: Oxford IBH Co. Pvt. Ltd.,  
 Guilford, J.P. (1989). Psychometric Methods. New Delhi: Tata McGraw Hill Publishing Co. Ltd.  
 Keith Coaley (2014). An Introduction to Psychological Assessment & Psychometrics, Singapore: Sage Publications Asia Pacific Pvt. Ltd.,  
 Leslie A. Miller, Robert L. Lovler & Sandra A. McIntire (2013). Psychological Testing. New Delhi: Sage Publications.  
 Milner, L.A., Lovler, R.L., & McIntire, S.A. (2013). Psychological Testing – A Practical Approach, New Delhi: Sage Publications Pvt. Ltd.,  
 Ramamurti, P.V. (2014). An Introduction to Psychological Measurements, New Delhi: PHI Learning Pvt. Ltd.,  
 The Mental Measurement Year Book, Baros.(Latest).  
 Thomas A. Stetz, Leslie A. Miller & Robert L. Lovler (2016). Student Study Guide for Foundations of Psychological Testing. New Delhi: Sage Publications.

**Outcomes :**

1. The students acquainted with intelligence and achievement tests
2. The students learned the measurement of personality tests
3. They are clear in understanding the Statistics for Psychological Measurement
4. They have knowledge on Distribution of Scores on Variables

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>	PO <sub>11</sub>	PO <sub>12</sub>
CO <sub>1</sub>	3	3	3	2	3	2	1	3	-	2	-	2
CO <sub>2</sub>	3	3	3	2	2	3	2	3	2	-	-	2
CO <sub>3</sub>	3	3	3	2	2	2	2	2	-	2	-	2
CO <sub>4</sub>	3	3	3	2	2	1	1	1	1	2	-	2

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-204b	RESEARCH METHODOLOGY	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objectives :**

- a. To understand basic research and applied research including experimental research.
- b. To comprehend the problem & hypothesis
- c. To know Sampling & Data Collection
- d. To understand about research designs.

**Unit – I: Introduction to Research Methodology**

- a. Types of Research: Basic Research, Expost facto, Applied Research and other Researches: Formation of Experimental Research.
- b. Research Variables and their Control: Independent variables – dependent variables and extraneous variables, and experimental control.

**Unit – II: Problem & Hypothesis**

- a. Problem : Selection of problem – statement of the problem and ways in which a problem is manifested, Types of Problems.

- b. Hypothesis : The nature of hypothesis, the manner of stating a hypothesis, Criteria of hypothesis and formulation of hypothesis

### **Unit – III: Sampling & Data Collection**

- a. Sampling: Procedures of sampling – randomization – purposive sampling – Stratified and Random sampling, Probabilistic and Non – Probabilistic Methods.
- b. Methods of Data collection: Interview method, survey method, questionnaires and rating scales.

### **Unit – IV: Research Designs**

- a. Research Designs: Two Randomized group design, two matched group design, more than two group design, Factorial Design –  $2 \times 2$ ,  $2 \times 2 \times 2$  design – Concept of ANOVA, MANOVA AND MANCOVA.  
Role of Computers in the analysis of data – Statistical Packages – Ethics in Human Research
- b. Presenting research results: Writing a research project report: Publishing an article and making an oral presentation.

### **References:**

- Edwards, A.L. (1968). *Experimental Design in Psychological Research*. New Delhi: Amerind Publishing Company Pvt Ltd.,
- Kerlinger, F.N. (1973). *Foundations of Behavioural Research*, New Delhi: Surjeet Publications.
- Henry, E. Garrett, (1981). *Statistics in Psychology and Education (Tenth Edition)*, Bombay.
- Rosenthal, R. & Rosnow, R.L. (1991). *Essentials of Behavioural research: Methods and Data Analysis (2<sup>nd</sup> edition)*. New York: McGrawHill.
- Elmes D.G. Kantowitz B.H & Roediger H.L. (1995). *Research Methods in Psychology*. New York: West Publishing Company.
- Howell, D.C. (2002). *Statistical Methods for Psychology (5<sup>th</sup> edition)*. Belmont, CA: Wadsworth.
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques (second revised Edition)*, New Delhi: New Age International Pvt. Ltd.
- John, J. Shaughnessy, Gugene B. Zechmeister & Jeanne S. Zechmeister (2008). *Research Methods in Psychology (Eighth Edition)*, New Delhi: McGrawHill,
- Mangal, S.K. (2010). *Statistics in Psychology and Education*, New Delhi: Pretice – Hall of India.
- Gerard Guthrie (2010). *Basic Research Methods (First Edition)*. New Delhi: Sage Publications.
- George Argyrous (2011). *Statistics for Research (Third Edition)*. New Delhi: Sage Publications.
- Bridget Somekh & Cathy Lewin (2011). *Theory and Methods in Social Research (2<sup>nd</sup> Edition)*. New Delhi: Sage Publications.
- Colin Dyer (2013). *Research in Psychology – A practical guide to Methods and Statistics*. New Delhi: John Wiley & Sons. Inc.
- Mark Israel (2015). *Research Ethics and Integrity for Social Scientists (2<sup>nd</sup> Edition)*. New Delhi: Sage Publications.
- Amit Kumar (2011). *Methods in Psychological Research (First Edition)*. New Delhi: Anmol Publications Pvt. Ltd.,
- Krishnaswami, O.R. & Ranganatham (2006). *Methodology of Research in Social Sciences (First Edition)*. New Delhi: Himalaya Publishing House.
- Wilson Prabhakaram (2012). *Methods in Behavioural Research (First Edition)*. New Delhi: Anmol Publications Pvt. Ltd.,

### **Outcomes:**

1. Understood basic research and applied research including experimental research.
2. The students comprehended the problem & hypothesis
3. Gained knowledge on Sampling & Data Collection
4. Understood the application of research designs

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>	PO <sub>11</sub>	PO <sub>12</sub>
CO <sub>1</sub>	3	3	3	2	3	2	1	3	-	2	-	2
CO <sub>2</sub>	3	3	3	2	2	3	2	3	2	-	-	2
CO <sub>3</sub>	3	3	3	2	2	2	2	2	-	2	-	2
CO <sub>4</sub>	3	3	3	2	2	1	1	1	1	2	-	2

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-204c	<b>COMPUTER APPLICATIONS IN PSYCHOLOGICAL RESEARCH</b>	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
<b>(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)</b>			

### Objectives

- a. To understand the basic components of computer
- b. To know and working in Ms Office, power point and internet services.
- c. To comprehend the application of computer knowledge through creating emails, scientific journals and data scoring
- d. To be able to understand **Statistical Packages**

#### Unit – I: Introduction to Computers

- a. Definitions – Basic components of computer –block diagram – Input / Output devices – Key board- Mouse and scanner – directories and sub-directories.
- b. Evolution of Computer generations – Fundamentals in Computers

#### Unit – II: MS Office-I

- a. MS word: Creating, Opening and saving files- Editing and formatting text- spell and grammar check- auto correct- creating of tables and columns- mail merge- word art- concept of a macro print preview.
- b. MS PowerPoint: Creating power point slide- editing and formatting the presentation etc.,

#### Unit – III: MS Office-II & Internet Services

- a. MS Excel: Work sheet- entering data and creating work sheets and work books- opening and saving workbooks- editing and formatting-sorting, filtering and pivot tables- creating graphs and charts- mathematical and statistical functions. MS accesses; opening and saving, features and data entry and usage.
- b. Use of Internet Services – Creating e-mail- sending mails- browsing websites of Psychology, browsing scientific journals- search engines- data storing

#### Unit – IV: Statistical Packages

- a. Use of Statistical Packages in Psychological Researches - Introduction to SPSS - What is SPSS – Purposes – Using the Windows in SPSS

- b. SPSS Windows – SPSS file types – Creating and modifying Data Files – Data Modification – Descriptive Statistics – Inferential Statistics.

**References:**

Linda Hobbs Collier (2010). Essential Skills - Have You Used Yours Today? Skill Book - Practical Computer (Training Package) Use. Newfoundland and Labrador Laubach Literacy Council Inc.

Manfred T., Grotenhuis & Anneke Matthijssen (2016). Basic SPSS Tutorial. New Delhi: Sage Publications.

Manfred T., Grotenhuis & Chris Visscher (2014). How to use SPSS Syntax. New Delhi: Sage Publications.

Vinod Babu Bandari. (2012). Fundamentals of Information Technology including lab work.. New Delhi: Pearson. IITL-Educational Solutions Limited.

**Outcomes:**

1. Understood the basic components of computer
2. Acquainted with Ms Office, power point and internet services.
3. Comprehended the application of computer knowledge through creating emails, scientific journals and data scoring
4. Able to understand Statistical Packages and its application

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>	PO <sub>11</sub>	PO <sub>12</sub>
CO <sub>1</sub>	3	3	3	2	3	2	1	3	-	2	-	2
CO <sub>2</sub>	3	3	3	2	2	3	2	3	2	-	-	2
CO <sub>3</sub>	3	3	3	2	2	2	2	2	-	2	-	2
CO <sub>4</sub>	3	3	3	2	2	1	1	1	1	2	-	2

**PSY 205: PRACTICAL I & II PRACTICUM IN THE CF & CC**

**THIRD SEMESTER**

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-301	LIFE SPAN DEVELOPMENTAL PSYCHOLOGY: INFANCY TO ADOLESCENCE	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives:

- a. To understand human development
- b. To become aware of infancy and babyhood
- c. To comprehend the Early and Late Childhood and Adolescence.
- d. To know the development of Adolescence

**Unit – I: Human Development**

- a. Principles and factors of development; scope of life span development; periods of the human life span, Perspectives on human development; the mechanistic perspective, the organismic perspective, the psychoanalytic perspective and the humanistic perspective.
- b. Fertilization; the mechanisms of heredity; heredity and environment; chromosomal abnormalities; prenatal diagnosis of birth defects; Prenatal influences, maternal nutrition, maternal drug intake and other maternal-factors; prenatal stages and characteristics.

**Unit – II: Infancy and Babyhood**

- a. Infancy and babyhood: The birth process, birth complications, infancy; sub divisions, physical characteristics; major adjustments; physical and psychological development of infants, growth and motor development, environmental influences on motor development, mortality in infancy; early learning, classical conditioning, operant conditioning, habituation.
- b. Intellectual development: The psychometric approach, Piagetian approach, Information processing approach, language and speech development.

Social and Personality Development: the psychosexual (Freud) and psychosocial (Erikson) theories, emotions, the family's role in personality and social development; socialization developmental tasks; physical and psychological hazards

**Unit – III: - Early and Late Childhood**

- a. Early childhood: Physical growth and motor development; childhood health and illness; sleep pattern and problems. Intellectual development: Piaget's pre-operational stage; language' early childhood; the development of social speech; schooling: preschool, benefits.

Social and personality development: Theoretical perspectives on personality: Sigmund Freud, Erikson, effect of child-rearing practices on personality development. Play: social play and cognitive play, implications, Hazards of early childhood.

- b. Late childhood:

Physical development, growth, motor development, intellectual development, Piaget's stage of concrete operations, moral development, Piaget's theory, Kohlberg's studies. Language development: Communication ability, measuring intelligence in school children, creativity in children.

Children in School: the teachers influence, educating handicapped children, learning disability. Social and personality development, theoretical perspectives; Freud, Erikson; social groups, influences, self-concept in school children; the child in the family; emotional disturbances; Hazards of late childhood.

**Unit – IV: - Adolescence**

- a. Physical development: physiological changes of adolescence, psychological impact of physical changes; health problems.

Intellectual development: Piaget's stages of concept development, moral development: Kohlberg's stage of normal development;

- b. Social and personality development: theoretical perspectives on personality development: Hall, Freud, Erikson; the search for identity; Relationship with parents, peers, friends, sexual identity.

**References:**

- Hurlock, E.B. (1980). *Developmental Psychology - A Life span. Approach*, New Delhi: McGraw Hill Inc.
- Olds S.W. & Paplia, D.E. (1986). *Human Development*, New Delhi: Tata McGraw Hill Inc.
- Goulet, L.R. & Baltes, P.B. (1970). *Life span Developmental Psychology*, New York: Academic Press Inc.
- Bakes, P.B. & Brim, O.G. (1978). *Life span development*, New York: Academic Press, (Vol-I & Vol-II).
- Baltes, P.B & Schaie, K.W. (1973). *Life span developmental psychology: Life Span Personality and Socialization*. New York: Academic Press.
- Lerner, R.M & Hultsch, D.P. (1983). *Human Development. A life span perspective*, New York: McGraw Hill Publications.

**Outcomes:**

1. To understand human development
2. The students became aware of infancy and babyhood
3. To comprehend the Early and Late Childhood and Adolescence.
4. The students are aware of the development of Adolescence

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>	PO <sub>11</sub>	PO <sub>12</sub>
CO <sub>1</sub>	3	-	3	-	-	3	1	2	-	-	-	2
CO <sub>2</sub>	3	3	3	2	2	3	2	3	2	-	-	2
CO <sub>3</sub>	3	2	2	1	2	3	2	2	2	1	-	2
CO <sub>4</sub>	3	3	2	2	2	3	2	2	-	2	-	2

Course Code	Course Title	No of Hours Per week	No of Credits
CPsy-302	PERSONALITY	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objectives:**

- a. To study biological, psychological determinants
- b. To know socio cultural determinants & Soft Skills
- c. To acquaint with soft skills
- d. To learn more on Soft skills

**Unit – I: Definitions and Nature of Personality**

- a. Issues and approaches to personality - Personality Vs. Character, Personality Vs Individuality,
- b. How Personality consciousness show itself, Is personality consistent?

**Unit – II: Determinants**

- a. Determinants of Personality - Hereditary potentials, environmental factors, heredity Vs. social determinants - family, educational determinants;

- b. Physical, intellectual, emotional, gender determinants

**Unit – III: Development**

- a. Development of personality, early personality development, socialization – toilet training, sex typing
- b. Mechanisms of socialization – identification

**Unit – IV: Assessment**

- a. Assessment of personality, principles of assessment – standardization - reliability, validity, norms;
- b. Techniques of assessment - direct and indirect case study method, personality tests psychometric test, projective tests.

**References:**

Guilford J.P. (1959). Personality. New Delhi: Mc Graw Hill Book Company Inc.  
 Hurlock E.B. (1976). Personality Development. New Delhi: Tata McGraw Hill Publishing Company.  
 Lazarus R.S. (1971). Personality (Second edition) New Delhi: Prentice – Hall Inc.  
 Stranger R. (1974). Psychology of Personality (Fourth edition), New Delhi: Tata McGraw Hill Publishing Company.

**Outcomes:**

1. Studied biological, psychological determinants
2. The students aware of socio cultural determinants & Soft Skills
3. The students acquainted with soft skills
4. They learned more on Soft skills

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>	PO <sub>11</sub>	PO <sub>12</sub>
CO <sub>1</sub>	3	3	2	-	-	3	3	2	2	3	-	3
CO <sub>2</sub>	3	3	2	-	-	2	3	1	2	3	-	3
CO <sub>3</sub>	3	3	2	-	-	3	3	2	2	3	-	3
CO <sub>4</sub>	3	3	-	-	-	1	3	1	1	3	-	3

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-303	COUNSELLING PSYCHOLOGY-I	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objectives :**

- a. To understand the meaning of counseling and ethics in counseling
- b. To comprehend the process of counseling and techniques
- c. To understand the counseling process
- d. To be acquainted with the counseling techniques

**Unit- I: Introduction**

- a. Definition and Nature of Counseling. Historical development, goals and expectations of counseling - past and current status of counseling.
- b. Counseling and guidance – its relation with psychotherapy, Social Work and Clinical Psychology - Limitations.

**Unit –II: Counselee Characteristics - Ethics in Counselling**

- a. Characteristics of Counselee - Characteristics of an effective counselor, selection and training of counselors - The role and functions of counselors.
- b. Legal and ethical considerations in counseling

**Unit – III: Counselling Process**

- a. Counseling process - the Counseling set up - Structure and Influence of external conditions - phase of counseling.
- b. Termination and follow up. Handling transference and resistance - Group counseling.

**Unit-IV: Techniques**

- a. Counseling techniques – verbal and non-verbal techniques - tools of counseling, the psychological tests used in counseling.
- b. Evaluation of counseling – Value orientations in counseling

**References**

- Hansen. J.C. Stevis, R.R. & Warker. J.R. (1982). Counseling theory and process. New York: Allyn & Bacon.
- Jacobs, Masson & Harvill (1998). Group Counselling Strategies & Skills. New York: Books / Cole Publishing Company.
- Lewis & Lewis E.C. (1974). The Psychology of Counseling. New Delhi: Harper & Row.
- Linda Seligman & Lourie W. Reichenberg (2011). Theories of Counselling and Psychotherapy - Systems, Strategies and Skills (Third Edition). New Delhi: PHI Learning Pvt. Ltd.
- Mick Cooper & John McLeod (2011). Pluralist Counselling and Psychotherapy. New Delhi: Sage Publications
- Narayana Rao, S. (1991). Counseling and Guidance (Second Edition) New Delhi: Tata McGraw Hill Publishing Company Ltd.,
- Richard Nelson – Jones (2005). Introduction to Counseling skills, Texts & Activities, New Delhi: Sage Publications.
- Richard Nelson-Jones (2011). Theory and Practice of Counselling & Therapy (5<sup>th</sup> Edition). New Delhi: Sage Publications Ltd.
- Shertzer, B.S. Stone (1968). Fundamental of Counseling. CA: Houghton MifflinCo.,
- Steffles & Grant, W.H. (1972). Theories of Counseling, New Delhi: Tata McGraw Hill.



**Outcomes:**

1. Understood the meaning of counseling and ethics in counseling
2. Comprehended the process of counseling and techniques
3. Understood the counseling process
4. Acquainted with the counseling techniques

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>	PO <sub>11</sub>	PO <sub>12</sub>
CO <sub>1</sub>	3	3	3	2	2	2	2	3	2	3	-	3
CO <sub>2</sub>	3	3	3	3	3	2	3	3	3	3	-	3
CO <sub>3</sub>	3	3	3	2	2	3	1	2	2	3	-	3
CO <sub>4</sub>	3	3	2	3	3	3	3	2	3	3	-	3

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-304a	SCHOOL PSYCHOLOGY	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objectives**

- a. To understand the role of school on psychological development
- b. Legal and ethical guidelines for school services.
- c. Acquire the relation with other applied sciences
- d. To understand assessment and remedial techniques

**Unit – I: Emergence of School Psychology as a Profession**

- a. Defining School Psychology: and objectives

Major influences in the development: Early need of psychological services in schools – influence of testing movement - influence of developments in psychology and other behavioural sciences influence of mental health and child centered educational movements - influence of professional associations and organizations. Emerging viewpoints in school psychological services.

- b. Conceptual models for its development and future trends – Legal and ethical guidelines for services.

**b. School Psychology as a Special Branch of Psychology**

- a. School psychology in relation to developmental psychology, Differential Psychology, Experimental Psychology, Social Psychology, Cognitive Psychology, Developmental Psychology, Biological Psychology, Educational Psychology and Guidance and Counseling.
- b. Limiting factors of School psychologist’s role: The community, the school, training programs, certification requirements, professional self- image and special problems of the job itself.

**Unit – II: Position of School Psychologist in School**

- a. Administration of organization - superintendents role - administrative relationship - defining functions - communication with administrative staff - job perspective - administrative attitudes towards mental health - legal responsibilities - developing an appropriate administrative role. Working with school personnel: School executive and teachers.

- b. Position of School Psychologist in Educational process: Curriculum development - group testing - attendance policies - special classes - promotion and retention policies - class placement - class grouping - transition from elementary to high school - remedial classes — appraisal of teachers pupils records - faculty morale.

School & society - as a member of school faculty - as seen by students - as viewed by parents and community.

**Unit – III: Educational Psychological Assessment Services**

- a. Principles & Concepts: Methods, procedures & techniques, appraisal of Intelligence, aptitude, interest, social & perceptual competence of school children.
- b. Referrals: Dynamics & types; case study, case conference; Records and Reports and making recommendation.

**Unit – IV: Remedial Services:**

- a. Principles and concepts of Remedial Services – Identification of mental health needs of school children – Special needs of exceptional learners with learning disabilities, mental retardation, neuro-psychological impairment, emotional & social handicap, cultural handicap, attention deficit disorders, multiple disabilities
- b. Techniques for detecting maladjustment among pupils: screening guides and interviews – contrast between screening techniques and psycho-diagnosis.

**Reference Books:**

White M.A. & Harris, M.W. (1961). The School Psychologist. New York: Harper & Brothers.  
 Eiserer P.E. (1965). The School Psychologist: New Delhi: Prentice Hall  
 Magary, J.R. (1967). School Psychological Services In Theory and Practice, A Hard Book. New Jersey: Prentice Hall.  
 Tanner, L.N. & Lindgren, H.C.(1971). A Mental Health Approach - Classroom Teaching & Learning. New York: Holt. Rinehart & Winston.  
 Hummel, D.L. & Humes, C.W. (1984). Pupil Services: Development, Coordination, Administration, New York: Macmillan Publishing Company.  
 Reynolds C.R. & Gutkin, T.B. (1998). Handbook of School Psychology. New York: John Wiley & sons,

**Outcomes**

1. Learned the importance of psychological services at school.
2. Aware of legal and ethical guidelines.
3. Known the relation of school psychology with other sciences.
4. Expertise in assessment and intervention programmes

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>	PO <sub>11</sub>	PO <sub>12</sub>
CO <sub>1</sub>	3	3	3	2	-	2	2	3	3	2	-	2
CO <sub>2</sub>	3	2	2	2	2	2	2	2	3	3	-	2
CO <sub>3</sub>	3	2	2	-	-	2	2	2	-	2	-	2
CO <sub>4</sub>	3	2	1	2	2	2	2	2	2	3	1	1

Course Code	Course Title	No of Hours Per	No of Credits
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		<b>week</b>	
<b>Psy-304b</b>	<b>ORGANIZATIONAL BEHAVIOUR &amp; HRM</b>	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

## Objectives

- To understand organization and the Individual differences
- To comprehend the motivation and leadership
- To study the decision making and organizational effectiveness.
- To know the organizational change due to development

### Unit - I: Introduction

- What is an Organization? Individual differences in organizations, learning organizations, Organisational culture Psychological process in organization - personality.
- Learning principles, perception, Social perception, learning contact, psychological contact and commitment.

### Unit- II: Motivation – Leadership

- Motivation:** Concept; motivation process; theories of motivation. psychological groups: definition; types of groups; functions fulfilled by groups, group process, dynamic of groups, structure of groups, why people join groups?
- Leadership:** Who is a leader? leadership, characteristics of an effective and ineffective leaders; leadership styles; theories of leadership.

### Unit - III: Decision Making Conflicts

- Decision making:** Individual decision making and group decision making: Decision making Techniques; conflict - Nature and sources of conflict - consequences of conflict.
- Types of conflict:** Management of conflicts. Power - Bases of power; Sources of power, Impression Management. -

### Unit - IV: Organisational Effectiveness & Change

- Organisational effectiveness and management of change – what is effectiveness, concept, nature, models: values bases effectiveness an social constraints - methods of improving organizational effectiveness, management of change and development.
- Meaning of organization change, cultural process; structured change; models of change; stress management - meaning of stress, sources of stress, consequences of organization stress and coping strategies.

## References:

- Fred Luthans (2001). Organisational Behaviour, New Delhi: McGraw Hill Irwin.
- Porter, L.W. Lawler, E.E. & Hackman, J.R. (1975). Behaviour in Organization” New Delhi: McGraw Hill Irwin.

## Outcomes :

- The students understood organization and the Individual differences
- Comprehended the motivation and leadership
- They realized how to take decision making and organizational effectiveness.
- The students are aware of organizational change due to development

	<b>PO<sub>1</sub></b>	<b>PO<sub>2</sub></b>	<b>PO<sub>3</sub></b>	<b>PO<sub>4</sub></b>	<b>PO<sub>5</sub></b>	<b>PO<sub>6</sub></b>	<b>PO<sub>7</sub></b>	<b>PO<sub>8</sub></b>	<b>PO<sub>9</sub></b>	<b>PO<sub>10</sub></b>	<b>PO<sub>11</sub></b>	<b>PO<sub>12</sub></b>
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CO <sub>1</sub>	3	3	3	2	-	2	2	3	3	2	-	2
CO <sub>2</sub>	3	2	2	2	2	2	2	2	3	3	-	2
CO <sub>3</sub>	3	2	2	-	-	2	2	2	-	2	-	2
CO <sub>4</sub>	3	2	1	2	2	2	2	2	2	3	1	1

Course Code	Course Title	No of Hours Per week	No of Credits
CPsy-304c	HEALTH PSYCHOLOGY	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

### Objectives :

- To understand the concept of the Health psychology
- To acquaint with and health behaviour.
- To comprehend the health behaviour enhancement and management.
- To know the future of the health psychology

### Unit – I: Introduction

- Introduction, definition - need for health psychology - relating health psychology to other fields - maintaining a healthy state and coping with illness – Biomedical and Biomedicosocial model.
- Environmental psychology - environmental effects on Human Behaviour - the effect of human behaviour environment, urban life - health care, Socio-cultural perspective - cross cultural studies - epidemiological studies - social pathology - divorce - communal violence.

### Unit –II: Health Behaviour - Enhancement

- Health Behaviour and Primary prevention Health behaviours - changing health habits through cognitive behavioural approaches - Transheoretical model and Social engineering – Health enhancing behaviours - Health compromising behaviours.
- Stress and Coping – Sources of stress and moderators of stress experience - coping resources and coping styles - Social support - Management of stress.

### Unit-III: Management

- Management of chronic illness - quality of life - emotional responses to chronic illness - personal issues - coping and rehabilitation - psychological intervention - heart disease, Hypertension, Stroke and diabetes.
- Psychological issues in advancing to hospital care - problems of survivors. Psychomenuro immunology, AIDS, Cancer and Arthritis.

**Unit – IV: Future**

- a. Challenges for the future Health promotion - Stress and Management - Health services - Management of serious illness - Trends for the future - Becoming a health Psychologist.
- b. Organized efforts to mental health - governmental and voluntary organisations; international efforts for mental health - limitations in mental health efforts.

**References:**

Baron, R.A & Byrne, D. (1999). Social Psychology. New Delhi: Prentice Hall of India Pvt. Ltd.

Coleman, J.C. (1975). Abnormal Psychology and Modern Life. Bombay: Taraporeval Sons & Co.,

David F. Marks, Michael Murray, Brian Evans & Emeé Vida Estacio (2011). Health Psychology (Third Edition). New Delhi: Sage Publications India Pvt. Ltd.,

Hans Selye (1980). Selyes Guide to stress research, Van Nostrand, New Delhi: Reinhold Company,

Sarason, I.G & Sarason, B.R. (2000). Abnormal Psychology. New Delhi: Prentice of Hall of India, N.D.

Taylor, S.E (2006). Health Psychology (6<sup>th</sup> edition) New Delhi: Tata McGraw Hill.

Teisi Thou (2011). Health Psychology. New Delhi: ABD Publications.

**Outcomes:**

- 1. Understood the concept of the Health psychology
- 2. Acquainted with and health behaviour.
- 3. Comprehended the health behaviour enhancement and management
- 4. Realized the future of the health psychology.

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>	PO <sub>11</sub>	PO <sub>12</sub>
CO <sub>1</sub>	3	3	2	2	-	3	2	2	3	3	-	3
CO <sub>2</sub>	3	1	1	1	1	3	3	3	1	3	-	3
CO <sub>3</sub>	3	1	-	-	-	3	3	3	2	3	-	3
CO <sub>4</sub>	3	-	3	1	-	3	3	3	2	3	-	3

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-304d	PSYCHOLOGY OF DISABILITY	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objectives:**

- a. To understand historical development – Models of disabilities in the past and present scenario
- b. To comprehend Assessment of Disability, Psychological Aspects
- c. To know Behavioral Management
- d. To acquaint with Organizational services

**Unit – I: Introduction**

- a. Definition of Disability, impairment, handicap – disability across cultural contexts, disability in the Indian setting – the past, the present and a continued challenge.
- b. The Psycho-social effects of disability; minority and underprivileged social status – stereotype effects – Assessment of disabilities.

### **Unit – II: Types of Disabilities**

- a. Sensory disabilities – the visually impaired – incidence, causes, the hearing impaired – incidence, causes. The speech impaired – incidence, causes.
- b. Management of the handicapped – Institutional and Home management – General principles – the visually impaired – the learning impaired – the speech impaired – the crippled.

Disabilities old age – Diseases – rehabilitation, life Style Management

### **Unit – III: Mental Retardation & Learning Disabilities**

- a. Mental Retardation – Definition and categorization of MR, Educational and vocational training.
- b. Learning Disabilities – slow learners, mentally retarded child in class room; intervention related issues: Emergent needs and skills. Making ordinary schools as special.

### **Unit – IV: Disability Services**

- a. Disability and Services – Institutionalized Services – Rehabilitation – Homes and Day care Centres – outdoor programmes.
- b. Community – Based Rehabilitation – Camps Approach to rehabilitation.

### **References:**

- Hussain, M.G. (1984). Problems and potential of the Handicapped. New Delhi: Atlantic Publishers
- Gajendra Gadkar, S.N. (1983). Disabled in India – New Delhi: Somaiya Publications. Private Ltd. ND, Physical disability: A Psychological Approach.
- Loright, B.A. (1960). Disability – A Continuing Challenge. New York: Harper & Row
- Narasihmam, A.K. & Mukherjee. (1987). The Disabled School Child.. New Delhi: Willey Eastern Ltd.
- Erickson, M.J. (1973). The Mentally Retarded Child in the Classroom. New Noida: The Mac Millan Company
- Kolstoe, OP. (1972). Mental Retardation. New York: Holt Rinehart & Winston, INC
- Wortis, J. (2012). Mental Retardation – An Annual Review. New Delhi: Grune and Stratton, Inc.
- Karna, G.N (2010). Disability Studies in India – Retrospects and Prospects (SDRS), New Delhi: Gyan Publishing House.
- Karna, G.N. (2000) Disability Studies in India; Issues and Challenges, International Journal of Disability Studies, 1(1)20-40.
- Loright B.A (1960), Physical Disability: A Psychological Approach. New York: Harper & Row.
- Verma V.P. (2002). Social Rehabilitation of the Blind. International Jr. of Disability studies, 1, (1) pp 72-80.

### **Outcomes:**

1. Understood history of disability and models of disabilities; past and present status
2. Comprehended the assessment of disability and psychological aspects
3. Aware of Behavioral Management
4. Acquainted with Organizational services

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>	PO <sub>11</sub>	PO <sub>12</sub>
CO <sub>1</sub>	3	3	3	2	-	2	2	3	3	2	-	2
CO <sub>2</sub>	3	2	2	2	2	2	2	2	3	3	-	2
CO <sub>3</sub>	3	2	2	-	-	2	2	2	-	2	-	2
CO <sub>4</sub>	3	2	1	2	2	2	2	2	2	3	1	1

**PSY 305 : PRACTICAL I & II PRACTICUM IN THE CF, CC & GF**

Course Code	Course Title	No of Hours Per week	No of Credits
CPsy-306	PERSONALITY DEVELOPMENT	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objectives:**

- a. To study biological, psychological determinants
- b. To know socio cultural determinants & Soft Skills
- c. To acquaint with soft skills
- d. To learn more on Soft skills

**Unit – I: Introduction**

- a. Personality – definition – nature –
- b. biological, psychological and socio cultural determinants

**Unit – II: Theories & Assessment**

- a. Theoretical Perspectives – Psychoanalytical, behavioural, humanistic, factor analytical (trait) and cognitive.
- b. Assessment of Personality.

**Unit – III: Soft Skills - I**

- a. Soft skills Development 1: Communication Skills; Interpersonal Skills
- a. Planning – decision making – Competence development – perceptual, social and academic

**Unit – IV: Soft Skills - II**

- a. Soft skills Development – II: Promoting healthy personality –
- b. Positive thinking, developing self confidence and self efficiency, stress management, time management and leadership development

Practicals for 50 marks.

**References:**

- Baron, R.A. & Byrne, D. (2001). *Social Psychology: Understanding Human Interaction*. New Delhi: Prentice – Half India Pvt. Ltd.,
- Berko, Roy, M. Wolvin, A.D. & Curtis Hall Ray (1990). *The Business of Communicating* (4<sup>th</sup> edition), Dubuque, IA: Brown.
- Gelb, M. (2002). *Present yourself*. London: Aurum Press.
- Guirdham, M. (2001). *Interpersonal skills at work*. London: Prentice – Hall.
- Hardingham, Alison (1990). *How to get things done*, London: Sheldon Press.
- Haris, T.A. (1993). *I m OK-you're OK* London: Pan Books
- Hind. T.A. (1993). *Transferable personal skills: A students guide*. Sunderiand: Business Education Publishers.
- Proctor, R.W. & Dutta, A. (1995). *Skill acquisition and human performance*. Thousand Oaks: Sage.
- Ram. U. (1998). *Suffering and stress management: West versus East*: Pune: Deep Publications.
- Smith. Robert, M . (1990). *Learning how to learn: Applied theory for adults*. Buckingham: Open university Press.
- Townsend, A. (1996). *Assertion training*, Oxford: FPA Education Unit.

**Outcomes:**

1. Studied biological, psychological determinants
2. The students aware of socio cultural determinants & Soft Skills
3. The students acquainted with soft skills
4. They learned more on Soft skills

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>	PO <sub>11</sub>	PO <sub>12</sub>
CO <sub>1</sub>	3	3	2	-	-	3	3	2	2	3	-	3
CO <sub>2</sub>	3	3	2	-	-	2	3	1	2	3	-	3
CO <sub>3</sub>	3	3	2	-	-	3	3	2	2	3	-	3
CO <sub>4</sub>	3	3	-	-	-	1	3	1	1	3	-	3

Course Code	Course Title	No of Hours Per week	No of Credits
CPsy-306b	INTER PERSONAL COMMUNICATION SKILLS (EF)	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objectives:**

- a. To learn the concept of inter personal skills and its importance in relation to personality development of an individual.
- b. To know the different types of inter personal skills relevance to individual and social situations.
- c. To adapt the good interpersonal and communicative skills.
- d. To become aware of the components of inter personal skills and the method of imparting knowledge of life skills.

**Unit – I: Introduction:**



- a. Interpersonal Relations – Need for affiliation, basic role of affect and attraction.
- b. Interpersonal determinants of attraction. Attraction theory.  
External determinants of Attraction – proximity – Similarity – Reciprocal liking or Disliking. Ideal Interaction patterns.

**Unit – II: Self and Social Perception**

- a. Concept of self in relationships – Person Perception – Self perception of self, Social penetration theory and Johari Window.
- b. Social Perception and factors, influencing social perception, Attribution theory, Social Identity Theory.

**Unit – III: Social Influence - Exchange**

- a. Culture and Intercultural issues. Theory of Uncertainty Reduction
- b. Social Influence – Social Exchange – Interaction as the outcome of Rewards – Socio-cultural Context – Reciprocity – Strategies of Exchange, General Principles of Social Exchange, Equity theory and Reciprocity of Social exchange

**Unit – IV: Communication**

- a. Communication: Basic Principles of Communication, Nonverbal Communication, Non-verbal expectancy, Violation theory – Verbal communication
- b. The affect and control dimensions – Negotiation and bargaining, rewards and costs of communication.

**References:**

Baron, R.A., & Byrne, D. (1988). Social Psychology; Understanding Human Interaction, New Delhi: Prentice – Hall of India Pvt. Ltd.,

Lipp, R.A. (2008). Introduction to Social Psychology. Balmont, California: Wordsworth Publishing Company.

Seidenberg, B., Sandowsku, A. (1976). Social Psychology, An Introduction. New Delhi: The Free Press, Macmillan Publishing Co. Inc.,

**Outcomes:**

1. Learned the concept of inter personal skills and its importance in relation to personality development of an individual.
2. They became aware of the components of inter personal skills and the method of imparting knowledge of life skills.
3. The students have learned more on inter personal skills in Specific
4. They acquainted with Self management skills

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>	PO <sub>11</sub>	PO <sub>12</sub>
CO <sub>1</sub>	3	3	2	-	-	3	3	2	2	3	-	3
CO <sub>2</sub>	3	3	2	-	-	2	3	1	2	3	-	3
CO <sub>3</sub>	3	3	2	-	-	3	3	2	2	3	-	3
CO <sub>4</sub>	3	3	-	-	-	1	3	1	1	3	-	3

## FOURTH SEMESTER

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-401	<b>LIFE SPAN DEVELOPMENTAL PSYCHOLOGY: ADULTHOOD TO LATER MATURITY</b>	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

### Objectives:

- a. To understand about adult hood
- b. To become aware late adult hood problems
- c. To comprehend the early and late old age issues.
- d. To know the developmental tasks at all age levels

### Unit – I: Young Adulthood

- a. Physical development: Physical functioning, health status; intellectual functioning, moral development.
- b. The college experience, career development, social and personal development, the single life parenthood, friendships.

### Unit – II: Middle Adulthood

- a. Physical functioning: Sensory functioning, psychomotor functioning; health status; intellectual functioning, Work at midlife; occupational stress, unemployment.
- b. Social and personality development, Eric Erickson’s crisis; relationship with other people; marriage, social relationship, friendship.

### Unit – III: Late Adulthood

- a. Physical functioning: Sensory functioning: hearing, other senses; physical changes; health status; psycho-motor functioning; mental illness; work and retirement;
- b. Personality development; Erikson’s theory, successful aging, relationship: Marriage, widowed, remarriage, friendship, social issues related to aging: income, housing.

### Unit – IV: Theoretical Perspectives on Development

- a. Ecological Theory : Bronfenbrenner; Development theory : Gesell, Baldwin; Psychoanalytical theory: Freud
- b. Psychosocial theory: Erikson, Social learning theory: Bandura, Cognitive theory, Piaget.

### References:

- Baltes, P.B & Schaie, K.W. (1973). Life Span Developmental Psychology, Personality and Socialization, New York: Academic press, ,
- Goulet, L.R & Baltes, P.B. (1970). Life span Developmental Psychology, New Delhi: Academic Press Inc.
- Hurlock, E.B. (1980). Developmental Psychology: A Life Span. Approach. New Delhi: McGraw Hill Inc.
- Lerner, R.M & Hultsch, D.P. (1983). Human Development: A Life Span Perspective New York: McGraw Hill Pubs,
- Olds, S.W., & Papalia, D.E. (1970). Human Developmental Psychology, New Delhi: Academic Press Inc.

### Outcomes:

1. Understood about adult hood

2. Aware of infancy late adult hood problems
3. Identified the early and late old age issues.
4. Acquired the developmental tasks at all ages.

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>	PO <sub>11</sub>	PO <sub>12</sub>
CO <sub>1</sub>	3	-	3	-	-	3	1	2	-	-	-	2
CO <sub>2</sub>	3	3	3	2	2	3	2	3	2	-	-	2
CO <sub>3</sub>	3	2	2	1	2	3	2	2	2	1	-	2
CO <sub>4</sub>	3	3	2	2	2	3	2	2	-	2	-	2

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-402	THEORIES OF PERSONALITY	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

### Objectives:

- a. To understand the Psychoanalytic Approach
- b. Behavioural approaches to personality.
- c. To comprehend the Humanistic approach
- d. To acquaint with the eastern theories of personality

### Unit – I: Psychoanalytical Theory

- a. The Psychoanalytic Approach. Freud
- b. Neo Freudians – Jung, Adler, Erickson, Horney, Sullivan, Fromm.

### Unit – II: Behaviouristic Theory

- a. The Behavioural Approaches – Pavlov, Skinner, Bandura
- b. Cognitive Approaches: Rotter, Kelly & Mischel.

### Unit –III: Humanistic Theory

- a. Maslow, Roger, Allport, Cattell, Eysenck & Sheldon.
- b. The Humanistic and Dispositional Approaches

### Unit – IV: Eastern Theories

- a. The Eastern Approaches: Abhidhamma,
- b. Indian Psychology, Eastern Psychologies and Western Personality Theories.

### References:

- Bischof L.J. (1968). Interpreting Personality theories (Second edition), New York: Harper International
- Campbell, Hall C.S & Lindzey, G. (2010). Theories of Personality. New York: John Wiley and sons,
- Eysenck H.J. & Eysenck M.W. (1985). Personality and Individual Differences, New York: Plenum.

Ryckman R.M. (1989). Theories of Personality (4<sup>th</sup> edition), Belmont C.A., Brooks/ Cole. New Book.

**Outcomes:**

1. Understood the Psychoanalytic Approach
2. Learned on behavioural approaches to personality.
3. The students comprehended the Humanistic approach
4. The students acquainted with the eastern theories of personality

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>	PO <sub>11</sub>	PO <sub>12</sub>
CO <sub>1</sub>	3	2	-	-	-	2	2	-	-	2	-	2
CO <sub>2</sub>	3	3	3	3	2	3	2	2	2	2	-	2
CO <sub>3</sub>	3	2	2	2	2	3	2	2	2	2	-	2
CO <sub>4</sub>	3	2	2	2	2	2	2	2	-	2	-	2

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-403	COUNSELLING PSYCHOLOGY - II	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objectives:**

- a. To enable the student to have an insight into the Gestalt Therapy
- b. To acquaint with the therapeutic Approach to the Reality Therapy
- c. To enable the students to cognitive behaviour therapy
- d. The students involved in the An Integrative Approach

**Unit – I: Introduction**

- a. Theory of Counselling – The purpose of Counselling – Classification of theories – Creating Counselling and Therapy Approaches.
- b. Psychoanalytic Approaches emphasizing background – Introduction, Sigmund Freud and Classic Psychoanalysis – Neo Freudian Approaches – Techniques. Relevance of Psychoanalysis to counselling

**Unit – II: Behaviouristic Approaches**

- a. Learning theories and Cognitive, Behavioural Approaches.
- b. Behaviour Modification Techniques & Counselling Process.

**Unit – III: Humanistic Approaches - Existential Approach**

- a. Introduction: Perceptual – Phenomenological Approach – client centered counseling, Philosophy and concepts – development of self – concept and the counseling process – Gestalt Approach
- b. Existential counseling – the basic assumptions and other approaches related to Humanistic & Existential Approach.

**Unit – IV: Eclectic Approaches**

- a. Introduction: Eclectic Approaches – Thorne’s system toward an Integrated theory of counseling – other eclectic approaches
- b. Evaluation of Theories of Counselling – Relevance to the counseling in Indian Context.

**References:**

Brammer, L.H & Schostorn, E.L. (1968). Therapeutic Psychology, (2<sup>nd</sup> Ed). New Delhi: Prentice Hall.

Hensen, J.C. & Steive, R.R & Warker, J.R. (1982). Counseling Theory and Process, Allyn and Bacan.

Linda Seligman & Lourie W. Reichenberg (2011). Theories of Counselling and Psychotherapy - Systems, Strategies and Skills (Third Edition). New Delhi: PHI Learning Pvt. Ltd.

McGowan & Lyle D. Schmidt. (1962). Counseling Readings in Theory and Practice. New York: Holt & Reinhart.

Patterson, C.J. (1973). Theories of Counseling and Psychotherapy (2<sup>nd</sup> Ed). New Delhi: Harper and Row.

Richard Nelson-Jones (2011). Theory and Practice of Counselling & Therapy (5<sup>th</sup> Edition). New Delhi: Sage Publications Ltd.

Steffler & Grant W.H. (1972). Theories of Counseling. New Delhi: McGraw Hill

**Outcomes:**

- 1. To enable the student to have an insight into the psychoanalytic therapy
- 2. To acquaint with the behavioristic approach
- 3. To enable the students to cognitive behaviour therapy
- 4. The students involved in the An Integrative Approach

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>	PO <sub>11</sub>	PO <sub>12</sub>
CO <sub>1</sub>	3	3	3	2	2	2	2	3	2	3	-	3
CO <sub>2</sub>	3	3	3	3	3	2	3	3	3	3	-	3
CO <sub>3</sub>	3	3	3	2	2	3	1	2	2	3	-	3
CO <sub>4</sub>	3	3	2	3	3	3	3	2	3	3	-	3

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-404a	PSYCHOLOGY OF AGING - APPLIED ASPECTS	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

### Objectives

- To understand the lifespan and gero-psychology
- To know different views about ageing
- To study the Psychological aspects of Care giving – Care giving stress – Interventions for caregivers
- To gain the various Elder as Resources.

### Unit – I: Scope and Methodology

- Introduction, Psychology of Aging – Scope History and Multidisciplinary nature of Aging, Life Span Development and Gero-Psychology – Population Aging & Implications. Specific methodology in the study of aging
- The process of aging – conceptual and biological changes – Biological, generic and non generic view – Psychological approaches – Sociological view points – Bodily changes and their Psychological implications

### Unit – II: Social and Familial Status of the Aged

- Areas of Personal and Social Adjustment in Old Age – Physical and physiological changes, psychological changes – cognition, personality.  
Adjustment to – Physical changes, roles and interests, retirement, income, lesiure, widowhood, singleness, impending death – psychological implications
- Aged in the family – roles and responsibilities – aged in the community – public perceptions of the aged – ageism – aged as a minority group.  
Intergenerational relationships – Intra familial dynamics – Generation Gap – Public Perceptions towards the aged.

### Unit – III: Eldercare - Services

- Concept of elder care – Impact of demographic & Socio-technological changes on elder care - Care needs of the elderly – Psychological aspects of Care giving – Care giving stress – Interventions for caregivers – elder abuse in care setting and Interventions.  
Familial, Institutional and Community Models of Elder care.
- The Organization of Elder Care Services  
Need for elder care services – Types of elder care services – Home Care, Respite care, Hospice – Institutional care – Adult Day care – Nutrition and Health care Services – Recreational Services, Transportation Services – Role of geropsychologist’s in these services.  
Psychological services – Counselling – Legal services – Helplines – Crises centers – Role of NGOs in elder care services – Use of Assistive Technologies and Quality of life.

### Unit – IV: Welfare and Policy Issues

- Concept of Welfare of the Aged – Welfare needs of elderly – Welfare Programmes for the elderly in India – Role of state in the welfare of the aged – National Policy for older persons – Its action – plan – barriers – evaluation.  
Elder as Resource – Human resource Development in the elderly – Improving Self Competence – Third Age Universities.

- b. Ageing in the Indian Culture – Ashrama Dharmas – Aging Research in the Indian Context – Current Trends.

**References:**

Birren, J.E. & Schaie, W. (2006). Handbook of Psychology of Aging, New York: Academic Press.

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Walker, R.R. & Roberto, A.K. (1998). Community resources for older adults. Thousand Oaks: Sage Publications.

Harry R. Moody & Jennifer R. Sasser (2012). Aging – Concepts and Controversies (7<sup>th</sup> Edition) New Delhi: Sage Publications Pvt. Ltd.,

Jamuna, D., Jyotsna, M. Kalavar, Khan A.M. & Phoebe S. Liebig. (2014). Global Ageing – care concerns and special perspectives, New Delhi: Kaniska publishers, Distributors.

**Outcomes**

1. Acquire the knowledge understand the lifespan and gero-psychology
2. Learned the different views about ageing
3. Known the psychological aspects of Care giving – Care giving stress
4. Identify the welfare policies and the sources of elders.

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>	PO <sub>11</sub>	PO <sub>12</sub>
CO <sub>1</sub>	3	3	3	2	2	2	2	3	2	3	-	3
CO <sub>2</sub>	3	3	3	3	3	2	3	3	3	3	-	3
CO <sub>3</sub>	3	3	3	2	2	3	1	2	2	3	-	3

CO <sub>4</sub>	3	3	2	3	3	3	3	2	3	3	-	3
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Course Code	Course Title	No of Hours Per week	No of Credits
Psy-404b	CONSUMER BEHAVIOUR AND MARKETING	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

### Objectives

- To understand the concept of consumer behavior and marketing strategies
- To know the dynamics of perception motivation and attitude change
- Understand the social and cultural influences on buyer behavior.
- To understand the types of advertising; brand and marketing programmes

### UNIT I - Introduction to Consumer Behaviour

- Consumer behavior – meaning and definition, Consumer behavior and marketing concept, customer value, satisfaction trust and retention, the impact of new technologies on marketing strategies
- Consumer research – An overview of consumer research process, developing research objectives , collecting secondary data, designing primary research, data analysis and reporting research findings , an example research study

### Unit – II: Psychological Factors in Consumer Behaviour

- Consumer motivation – motivation as a psychological force, dynamics of motivation, types and systems of needs - Personality – personality and understanding consumer behavior, brand personality, self and self image Perception –attitudes, attitude formation and strategies of attitude change.
- Social class and consumer behavior; kinds of buying motives primary Vs selective motives, product Vs patronage motives, positive v negative motives; emotional Vs rational motives.

Consumer decision making – models category based life style consumer gifting behaviour.

### Unit – III: Marketing

- What is a market? Types of markets. Kinds of goods, Economic model; Psychological model; Howard - Sheth model of buyer behavior. Social and cultural influences on buyer behavior. Social and cultural influences on buyer behavior. Types of Buyers, Marketing Research process Methods for measuring consumer preferences.
- Introduction: Importance. Scope, core marketing concepts, marketing realities, orientations towards market place. Customer value, satisfaction and loyalty, maximizing customer lifetime value. Market segmentation: Levels of market segmentation, bases for segmenting markets, market targeting

### Unit – IV: Advertising

- What is advertising? Distinguishing features of advertising. Advertising purposes, Types of advertising; Advertising as communication process, creation of advertisement, Essentials of good advertisement; Assessment of advertisement.
- What is a brand? Reasons for branding; Essentials of good brand; Types of brands; Branding and Marketing programme;  
  
What is packaging? Functions of packaging; package design, social view of packaging, consumer problems with packaging; labeling; types of labels.



**References:**

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- Kazmi, S.H.H. Satish K. & Batra, (2008), Advertising and Sales Promotion, New Delhi: Excel Books.
- Leon G. Schiffman, Leslie Lazar Kanuk, (2007). Consumer Behaviour (10<sup>th</sup> Edition) New Delhi: PHI Learning Private Limited.
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- Wells Moriarty Burnett, (2009), Advertising Principles and Practice, (Seventh Edition), Singapore: Published by Dorling Kindersley (India) Pvt. Ltd., licenses of Pearson Education in South Asia.

**Outcomes**

1. Acquire the consumer behavior and different marketing strategies
2. Applied the dynamics of motivation perception, attitude and change.
3. Adopted the socio cultural aspects on buyer behavior.
4. Understood the types of advertising; brand and marketing programmes on consumer behavior

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>	PO <sub>11</sub>	PO <sub>12</sub>
CO <sub>1</sub>	3	3	3	2	-	2	2	3	3	2	-	2
CO <sub>2</sub>	3	2	2	2	2	2	2	2	3	3	-	2
CO <sub>3</sub>	3	2	2	-	-	2	2	2	-	2	-	2
CO <sub>4</sub>	3	2	1	2	2	2	2	2	2	3	1	1

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-404c	REHABILITATION PSYCHOLOGY	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objectives:**

- a. To understand historical development – Models of disabilities in the past and present scenario
- b. To comprehend Assessment of Disability, Psychological Aspects
- c. To know Behavioral Management
- d. To acquaint with Organizational services

**Unit-I: Introduction**

- a. Rehabilitation Psychology - Field and Scope - Foundations- historical development – Models of disabilities – Disability in Indian setting the past and present scenario.

- b. Individuals with Disabilities – Disabilities in early and middle childhood, adolescence and early & late adulthood, Sensory and physical disabilities, Learning and behavioral disability, Needs and concerns of disabled in all groups

**Unit – II: Assessment of Disability, Psychological Aspects**

- a. Diagnostics and assessment – Learning and behavioural disability – Research methods
- b. Psychosocial aspects of disability: Attitudes, stereotypes prejudices and discrimination towards the disabled Minority and under privileged status.

**Unit – III: Behavioural Management**

- a. Behavioural analysis – Principles and Techniques
- b. Common Techniques of Management of problems of the disabled

**Unit – IV: Organization of Services**

- a. Organization and management of rehabilitation services – Collaboration with families of disabled persons – Special education strategies for learning and behavioural disability – Assistive technologies and quality of life in the disabled.
- b. Statutory provisions and policy on disability rehabilitation – Areas of governmental focus – Financial and social security – Constitutional and policy provisions – Role of NGOs in rehabilitation of disabled – Professional standards, ethical concerns

**References:**

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**Outcomes:**

1. The students understood historical development – Models of disabilities in the past and present scenario
2. The students comprehended Assessment of Disability, Psychological Aspects
3. The students are aware of Behavioral Management
4. They acquainted with Organizational services

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>	PO <sub>11</sub>	PO <sub>12</sub>
CO <sub>1</sub>	3	3	3	2	-	2	2	3	3	2	-	2
CO <sub>2</sub>	3	2	2	2	2	2	2	2	3	3	-	2
CO <sub>3</sub>	3	2	2	-	-	2	2	2	-	2	-	2

CO <sub>4</sub>	3	2	1	2	2	2	2	2	2	2	3	1	1
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**PSY 405: PRACTICAL I & II PRACTICUM IN THE CF, CC & GE**

**PSY 406 : LIFE SKILLS (EF)**

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-406	LIFE SKILLS	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objectives:**

- To learn the concept of life skills and its importance in relation to personality development of an individual.
- To know the different types of life skills relevance to individual and social situations.
- To adapt the good interpersonal and communicative skills.
- To become aware of the components of life skills and the method of imparting knowledge of life skills.

**Unit – I: Introduction**

Introduction to life skills, the performance of life skills, the relationship between life skills and individual personality development, life skills development and its effects on relationship patterns.

**Unit – II: Types of Life Skills**

Types of life skills: Thinking skills – Decision making, Goal Setting and Motivation, Positive Thinking. Overcoming doubt, fear, procrastination and perfectionism. Problem solving, Creativity.

**Unit – III: Life Skills in Specific**

Interpersonal Skills – Coping Skills – Communication skills, Negotiation skills, Leadership, Team Building. Presentation Skills.

**Unit – IV: Management**

Self-management skills: Self-awareness, building confidence and self-esteem anger management, stress management, relaxation techniques. Designing life skills intervention – assessment of life skills – designing modules.

**References:**

- Baron.A. Robert. Branscombe, R. Nyla et al. (2010). (12<sup>th</sup> Edition) New Delhi: Tata McGraw Hill..
- Bishop, S. (1999). Assertiveness skills – A source book of activities, New Delhi: Viva Publishers Pvt. Ltd.
- Burnard, P. (1999). Interpersonal Skills – A source book of activities, New Delhi: Viva Publishers Pvt.Ltd.
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- Prakash B. (Ed). (2003). Adolescence and life skills Common Wealth Youth Program, Asian Center, Common wealth Secretariat. New Delhi: Tata McGraw Hill.
- Shulman, L. (1979). Skills of Helping: Individuals & Groups. Chennai: Ezhilagam Publications.
- Stella Cottrell, (2005). Critical Thinking Skills: Developing Effective Analysis and Argument, Noida: Palgrave Macmillan Ltd., RGNIYD.

**Outcomes:**

1. Learned the concept of life skills and its importance in relation to personality development of an individual.
2. They became aware of the components of life skills and the method of imparting knowledge of life skills.
3. The students have learned more on Life Skills in Specific
4. They acquainted with Self management skills

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>	PO <sub>11</sub>	PO <sub>12</sub>
CO <sub>1</sub>	3	3	2	-	-	3	3	2	2	3	-	3
CO <sub>2</sub>	3	3	2	-	-	2	3	1	2	3	-	3
CO <sub>3</sub>	3	3	2	-	-	3	3	2	2	3	-	3
CO <sub>4</sub>	3	3	-	-	-	1	3	1	1	3	-	3

