

SRI VENKATESWARA UNIVERSITY : : TIRUPATI
SVU COLLEGE OF SCIENCES
MASTER OF SCIENCES
Re structured P.G. Programme (CBCS) as per NEP 2020

(with effect from the batch admitted in the academic year 2024-25)
First and Second Semesters are Common for M.Sc. Psychology and
M.Sc. Counseling Psychology (Self Supporting Course)

M.Sc. (Psychology) Programme

SEMESTER-I								
S.No	Course	Code	Title of the Course	H/ W	C	SEE	IA	Total Marks
1	CC	101	General Psychology-I	4	4	70	30	100
2		102	Social Psychology-2(A)	4	3	50	25	75
			Learning Theories-2(B)					
3		103	Psychopathology-3(A)	4	3	50	25	75
			Psychotherapy-3(B)					
4	P	104	Practical- I (Related to CC-2 &3)	6	2	35	15	50
	SOC	105	Psychological Measurement -1(A)	4	3	50	25	75
			Positive Psychology-1(B)					
6		106	Psychological measurement and statistics-2(A)	4	3	50	25	75
			Clinical Assessment-2(B)					
7	P	107	Practical- II (Related to SOC-1 &2)	6	2	35	15	50
8	OOTC	108	Open Online Transdisciplinary Course-1	-	2	-	-	-
9	Audit course	109	Indian Knowledge Systems-1	4	0	0	0	0
			Total	36	22	340	160	500

SEMESTER-II								
S.No	Course	Code	Title of the Course	H/W	C	SEE	IA	Total Marks
1	CC	201	General Psychology -4	4	4	70	30	100
2		202	Applied Social Psychology-5(A)	4	3	50	25	75
			Biopsychology-5(B)					
3		203	Psychopathology - Etiology and Treatment 6(A)	4	3	50	25	75
			Psycho-Diagnosis -6(B)					
4	P	204	Practical- III (Related to CC-5 &6)	6	2	35	15	50
5	SOC	205	Life Span Development (Prenatal to Adolescence)-3(A)	4	3	50	25	75
			Forensic Psychology -3(B)					
6		206	Psychology of Personality-4(A)	4	3	50	25	75
			Industrial and Organizational Psychology -4(B)					
7	P	207	Practical- IV (Related to SOC-3 & 4)	6	2	35	15	50
8	OOTC	208	Open Online Transdisciplinary Course-1	-	2	-	-	-
9	Audit course	209	Indian Knowledge Systems-2	4	0	0	0	0
			Total	36	22	340	160	500

SEMESTER-III								
S.No	Course	Code	Title of the Course	H/W	C	SEE	IA	Total Marks
1	CC	301	Counseling Psychology-7	4	4	70	30	100
2		302	Theories of Personality-8(A)	4	3	50	25	75
			Human Resource Management-8(B)					
3		303	Therapeutic Approaches in Counselling-9(A)	4	3	50	25	75
			Consumer Behavior -9(B)					
4	P	304	Practical- V (Related to CC-8 &9)	6	2	35	15	50
5	SOC	305	Research Methodology-5 (A)	4	3	50	25	75
			Computer Applications in Psychological Research -5 (B)					
6		306	Rehabilitation Psychology-6(A)	4	3	50	25	75
			Stress Management -6(B)					
7	P	307	Practical- VI (Related to SOC-5 &6)	6	2	35	15	50
*	Seminar/ tutorials/ remedial classes and quiz as part of internal assessment			4	-	-	-	-
			Total	36	20	340	160	500

SEMESTER-IV								
S.No	Course	Code	Title of the Course	H/W	C	SEE	IA	Total Marks
1	OOSD C	401	Open online skill development courses	-	8	-	0	0
2	PW	402	Project Work-Orientation classes	24	12	300	0	300
*	Conducting classes for competitive exams, communication skills, UGC/CSIR and NET/ SLET examinations.			12	-	-	-	-
			Total	36	20	300	0	300
Total Semesters				144	84	1320	480	1800

SEMESTER-I

101 : GENERAL PSYCHOLOGY-1

(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)

Objectives:

- To understand the concepts and scope of psychology
- To comprehend the biological basis of behavior
- To study the perception and sensation
- To understand the concepts and learning theories

Unit – I: Psychology as Science

- a. Definition, Nature, Scope and Aims of Psychology Historical Origins.
- b. The Emergence, development and decline of the Schools of Psychology. Basic and Applied Fields 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, general characteristics of Senses and Sensory thresholds, Subliminal Perception.

Unit – III: Perceptual Process

- a. Relationship between sensation and perception, Approaches to perception – Gestalt, information Processing approach, the Cognitive approach, Integrative approach. .
- b. Perceptual experiences – Visual space perception, Perceptual constancies; Perceptual movement. Errors in perception, Perceptual Defence and Vigilance, Factors influencing perception.

Unit – IV: Learning:

- a. Nature and definition of Learning. Learning theories- Pavlov, Thorndike, Skinner, Hull, Tolman and Miller.
- b. Measurement in learning and learning curves. Transfer of training of education and transfer, experimental analysis of transfer of training, stimulus and response similarly.

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

References:

1. Boring, E.G (1950). History of Experimental Psychology. New York: Appleton-Century – Crofts ,
2. Carlson, N.R. (1977). Physiology of Behaviour, Boston: Allyn and Bacon.
3. Dennis Coon, (2006). Psychology: A Modular approach to Mind and Behaviour, USA: Thomson Higher Education.
4. Hilgard, E.R, Atkinson, R.C. & Atkison, R.R., (1976). Introduction to Psychology (6th edition), New Delhi: Oxford and IBM Publishing Company Private Limited.
5. Kendler, H.H. (1975). Basic Psychology, (3rd edition), London: Addison – Wesley Publishing, Company.
6. Nolen-Hoeksema, Fredrickson, Loftus & Wagenaar (2009). Atkinson and Hilgard's Psychology – An Introduction. New Delhi: Cengage Learning India Pvt. Ltd.
7. Parameswaram, E.G. & Beena, C. (1988). An Invitation to Psychology (First edition), New Delhi: Tata Mc Graw Hill Publishing Company Limited.
8. Ralph Norman Haber (1968). Contemporary Theory and Research Visual Perception, New York: University of Rochester.
9. Robert S. Feldman (2011). Understanding Psychology (10th Edition). New Delhi: Tata – McGraw Hill Education Pvt. Ltd.,
10. Ruch, F.L. (1970). Psychology and Life, Bombay: D.B. Taraporevala Sons and Company Pvt. Ltd.

102 : SOCIAL PSYCHOLOGY

Objectives:

- To understand the concepts of social psychology
- To comprehend the social perception and cognition.
- To study the socialization
- 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.
- b. The process of attribution; Kelley's theory of causal attribution: Major sources of bias; practical applications of attribution theory.

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. Theories of Moral development (Kohlberg).

Unit – IV: Attitudes

- a. Formation of attitudes, Components of attitudes, functions of attitudes.
- b. Attitude scales: Likert, Thurston, Bogardas, Osgood and Guttman. Theories: Balance theory, congruity theory and cognitive dissonance theory.

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

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.,
- 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.,

102(B) : LEARNING THEORIES

Objectives:

Learning is essential for adjustment to one's life.

Knowledge of principles and theories of learning for a psychologist is essential in bringing about desirable changes in his/her clients.

Application of learning theories in the human context.

Unit-I: Overview about Learning Theories

- a. Nature of Learning Theories, Need for a theory, Variables, Laws of learning.
- b. Problems and issues, determinants of learning, applications of learning research.

Unit-II: Learning theories-I

- a. S-R Theories: Pavlov, Guthrie, Thorndike, Harlow, Skinner.
- b. Current status of research and applications.

Unit-III: Learning theories-II

- a. Drive Reduction Theories: Hull, Mowrer, Spence, Miller.
- b. Current status of research and applications.

Unit-IV: Cognitive Theories

- a. Tolman, Gestalt theories- Kohler, Koffka,
- b. Current status of research and applications.

References:

- Contemporary Theories of Learning- Learning theorists ... in their own words Edited by Knud Illeris, routledge
- Accelerated learning handbook Dave Meier 2000 McGraw Hill
- Introduction to theories of learning Sahakian
- Theories of learning Herganhan 9th Edition Pearson Prentice Hall, 2008.
- Theories of learning Hilgard and Bower 5th Edition
- Educational Psychology books.

103(A) : PSYCHOPATHOLOGY

Objectives:

- To understand the meaning abnormal behavior and historical and current trends
- To comprehend the models of abnormal behaviour and approaches to therapies
- To know the classification and assessment of abnormal behaviour
- 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 and Socio-Cultural model

Unit – III: Classification and Assessment

- a. Clinical Assessment, Causes of abnormal behaviour and Diagnosis
- b. Classification of Psychological Disorders – DSM V; ICD.10.

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 and Group Therapy; Current issues and trends in Treatment.

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

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.

103(B) : PSYCHOTHERAPY

Objective:

Providing adequate information regarding the psycho therapeutic techniques for enhancing the psychological well-being of individuals.

Unit-I:Introduction:

- a. Definition of psychotherapy. Goals of psychotherapy, Professional issues.
- b. Training, ethical issues, personal characteristics of therapists.

Unit-II: Psychoanalytical therapies:

- a. Neo Freudian approach,
- b. Ego analytical therapies. Current status and evaluation.

Unit- III: Humanistic approaches:

- a. Rogerian and Gestalt therapy
- b. Group approaches. Family therapy, general types.

Unit- IV: Behavior therapy:

- a. Classical, operant and modeling theories.
- b. Cognitive behavior therapy.

References:

- Aveline. M. & Shapiro. D.A. (1995) Eds, Research for psychotherapy practice. Wiley.
- Bellack, A.S., Hersen M. & Kazdin, A.E. (1983). International handbook of behavioural modification and therapy. New York: Plenum Press.
- Bergin, A.E. & Garfield, S.L. (1994). Eds. Handbook of psychotherapy & behavioural change. 4ed. NY: Wiley.
- Jones, C. C. (1993). Family Systems therapy: Wiley.
- Lane, D & Miller, A (1992). Eds. Child & Adolescent therapy. A handbook. Milton Keynes Open Uni. Press.
- Norcross. J.C (1980). Handbook of psychotherapy integration (Ed.) New York: Basis books
- Spiegler.M.D. (1997). Contemporary Behaviour Therapy. New Delhi, Sage Publications.
- Srinivasa Murthy & Barbara. J. Buras. (1992). Eds. Community mental health proceedings of the Indo-US symposium. Bangalore: NIMHANS
- Steven Jay Lynn & John P, G. (1985). Contemporary psychotherapeutic models and methods, Ohio, Charles E. Merritt.
- Wolberg. L.R. (1989). The technique of psychotherapy. Vol. I & II. London. Warburg and Heinemann.

105(A) : POSITIVE PSYCHOLOGY

Objectives:

Enable the students to look at the strength-based part of psychology.

Helps the students to explore what makes people happy.

To equip students to enhance subjective well-being, to be familiar with research that supports the concepts and application, especially in the Indian context.

Unit- I: Positive Psychology:

- a. Introduction; The role of positive emotions in Positive psychology: Basic areas of Positive Psychology.
- b. Western and Eastern views and its application; Positive Psychology in India; Future trends in Positive Psychology.

Unit- II: Happiness and well-being:

- a. Definition and determinants of Happiness; Gender difference in Happiness; Love and Happiness; Antecedents and Consequences of Happiness.
- b. Measuring happiness, Happiness across Cultures; Happiness and well-being in Indian culture.

Unit-III: Positive relationships and well-being:

- a. Meaningful relationships; Love and Belongingness; Love and kindness; Gratitude, Forgiveness and Altruism
- b. Resilience and Subjective well-being: Resiliency factors; Resiliency skills; Positive parenting and resiliency factors. Resilience in Indian culture.

Unit-IV: Religion, Spirituality and Well-being:

- a. Role of religion and spirituality to maintain subjective well-being; A special focus to Indian spirituality and well-being.
- b. Character strengths and virtues: Classification of strength; Positive psychology approaches to virtues; a special focus to Indian spirituality and well-being.

References:

- Argyle, M. (1999). Causes and correlates of happiness. In D. Kahneman, E. Diener & N. Schwarz (Eds.), *Well-Being: The foundations of Hedonic Psychology* (pp. 353-373). New York: Russell Sage Foundation.
- Argyle, M. (2001). *The Psychology of Happiness*. East Sussex: Routledge.
- Argyle, M., & Martin, M. (1990). The psychological causes of happiness. In F. Strack, M. Argyle & N. Schwarz (Eds.), *Subjective Well-being: An Interdisciplinary Perspective* (pp. 77-100). Oxford: Pergamon Press.
- Kahneman, D. (1999). Objective happiness. In D. Kahneman, E. Diener & N. Schwarz (Eds.), *Well-Being: The foundations of Hedonic Psychology* (pp. 3-25). New York: Russell Sage Foundation.
- Myers, D. G. (1999). Close relationships and quality of life. In D. Kahneman, E. Diener & N. Schwarz (Eds.), *Well-Being: The foundations of Hedonic Psychology* (pp. 374-391). New York: Russell Sage Foundation.
- Seligman, M (1990). *Learned Optimism*.
- Seligman, M. (2002) *Authentic Happiness*. New York, Free Press
- Handbook of Positive Psychology*, 2002 Snyder & Lopez (Eds.): Oxford
- Peterson, C. (2006) *A Primer in Positive Psychology*. New York, Oxford University Press
- Myers, D. G. (1992). *The pursuit of happiness: Discovering the pathway to fulfillment, wellbeing, and enduring personal joy*. New York: Avon

105(B) : PSYCHOLOGICAL MEASUREMENT

Objectives:

To introduce the student to concepts of psychological measurement to gain a comprehensive understanding of the basic concepts of psychometry, in terms of underlying theory as well as application.

Student will have an understanding of the issues in psychological assessment and measurement: understand the technical, ethical and legal foundations of psychological tests.

Able to interpret and report psychometric properties of tests · learn about the different methods of assessment and the process of test construction.

Unit I: Introduction to Testing and Measurement

- a. Definition and Nature of assessment and testing, Origins of Psychological Testing, Types of psychological tests and assessments.
- b. Uses and Limitations of Psychological Tests, Ethical Issues in Psychological Testing.

Unit II: Properties of Psychometric Assessments

- a. Reliability- Meaning and types; Validity: Meaning and Types.
- b. Standardization and Norms- Meaning, types of Norms- Developmental Norms.

Unit III: Test Construction- Part- I

- a. Theoretical basis of Test Developments- Overview of the general steps in Test Construction.
- b. Item Writing- Meaning and Types of Items, General Guidelines for Item Writing.

Unit IV: Test Construction- Part- II

- a. Item Analysis- Meaning and functions; Steps in Item Analysis- Item Difficulty. Item Discrimination.
- b. Item Analysis- Item Reliability and Item Validity. Establishing Norms and Standardization process of the test.

References:

Anastasi, A. (1988). Psychological testing. (6thEd.). New York: McMillan.

Singh, A.K. (1986). Tests, measurements and research methods in behavioural sciences. New Delhi: Tata McGraw Hill.

Kaplan, R.M. and Saccuzzo, D.P. (2005). Psychological Testing: Principles, Applications and Issues. India: Wadsworth, Cengage.

Guilford, J.P. (1954) Psychometric Methods (2nd Ed.) New York: McGraw Hill.

Nunnally, J. (1978) Psychometrics Theory (2nd Ed.). New York: McGraw Hill.

Hinkin, T.R. (1998). A brief tutorial on the development of measures for use in survey questionnaires. Organizational Research Methods, (1,104-121. 3).

Krosnick, J. A. & Presser, S. (2010). Questionnaire design. In J. D. Wright & P.V. Marsden (Eds.), Handbook of Survey Research, chapter 9 (Second Edition). San Diego, CA: Elsevier.

106:2(A) : PSYCHOLOGICAL MEASUREMENT AND STATISTICS

Objectives :

- To become acquainted with intelligence and achievement tests
- To learn the measurement of personality tests
- To understand the Statistics for Psychological Measurement
- To know the Distribution of Scores on Variables

Unit- I: Intelligence and Achievement Tests

- 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.
- Special Abilities – Definition of Aptitude, Motor and Manual tests; DAT Battrey, Multiple Aptitude Test Battery, Special Aptitude tests; Evaluation of Aptitude test.

Unit – II: Personality Tests

- Self Report Measures - Personality Inventories - 16 PF, MMPI, Neo Five; EPI (Eysenck), Semantic Differential.
- Projective Tests – Thematic Apperception test, Children Apperception test, Rorschach Ink Blot test Rosenzweig Picture Frustration test.

Unit – III: Statistics for Psychological Measurement

- Introduction to statistics. Measures of Central Tendency of scores,
- Measures of Variation, Measures of Associations, Multi Variate statistical methods.

Unit – IV: Distribution of Scores on Variables

- Graphic Representation of test data, Frequency distribution – Normal Probability Curve
- Use of Statistical Packages – SPSS in psychological research.

Outcomes :

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

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, 3rd 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.

106:2(B) : CLINICAL ASSESSMENT

Unit-I: Psychological Assessment – Concepts and Process

- a. Meaning, definition and nature of the term assessment, value and nature of psychological assessment.
- b. Classifying behavior through measurement. The process of psychological assessment: Identifying the problem; Selecting and implementing the assessment tools.

Unit-II: Assessment through Interview

- a. The assessment interview: History and development and limitations.
- b. Interview and case history, Mental status examination. Structured Clinical interview; integrated semi-structured interview. Interpreting interview data.

Unit-III: Behavioral assessment

- a. History and development; issues and limitations.
- b. Strategies of behavioral assessments-Self-report inventories.

Unit-IV: Assessment contexts and related issues

- a. Assessment context and referral questions: Psychiatric, Psychological, Vocational and Legal issues.
- b. Guidelines and cautions for using tests; Selection, clinical judgement; Computer assisted assessment.

Reference books:

- Beutler L.E. & Groth-Maranat, G (2003). Integrative assessment of adult personality 2nd edn . New York: The Gulford Press.
- Groth-Marnath, G. (2003). Handbook of Psychological Assessment 4th edn . John Wiley & sons.
- Hoghughi. M. (1992). Assessing child & Adolescent disorders: Apractical manual. New Delhi: Sage Publication.

Audit course:109 : Indian Knowledge System-1

Objectives:

To understand the Indian Knowledge System
To know the importance of Yoga to Promote Physical, Emotional and Wellbeing
To understand the Philosophical Truths of Ideology and Social Life
To understand the Ancient Traditional Practices

Unit-I:

Indian Knowledge System (IKS): Definition, Concept, Scope and Importance of Ancient Knowledge. Wisdom through the ages: Puranas – Itihasas - Niti shastras – Subhasitas- application to Indian Contemporary Society.

Unit-II:

Indian Philosophical Systems: Different schools of Philosophy. Vedas, Vedangas and Subhasitas - Distinctive features of vedic life.

Unit-III:

Yoga Psychology: Theory and applications- Patanjali yoga sutras and sidhis – Basic concepts and Samkhya Metaphysic.

Unit-IV:

IKS Traditional Practices: Belief system, Folk stories, Proverbs, Traditional Dances, one act Play, Dramas and traditional characteristics. Ancient Socio-cultural and practices

References:

1. B. Mahadevan, Vinayak Rajat Bhat, and R.N. Nagendra Pavana, Introduction to Indian Knowledge System: Concepts and Applications, PHI Learning Private Limited, New Delhi, 2022.
2. D.N. Bose, S.N. Sen and B. V. Subbarayappa, A Concise History of Science in India, Indian National Science Academy, New Delhi, 2009.
3. M. Hiriyanna, M., Outlines of Indian Philosophy, Motilal Banarsidass, New Delhi, 1994.
4. Rao, K.R., Paranjpe, A.C. & Dalal, A.K. (2008). Handbook of Indian Psychology. New Delhi: Cambridge University Press India Pvt. Ltd.
5. Kuppaswamy, B. (1985). *Elements of Ancient Indian Psychology*, New Delhi-110 002: Vikas Publishing House Pvt. Ltd., t, Ansari Road. (Paper back edition available).
6. Rama, S. Ballentine, R., Ajaya, S. (1976). *Yoga and psychotherapy*. Honesdale, Pennsylvania: The Himalayan International Institute of Yoga Science and Philosophy.
7. Chaudhury, H. (1992). Yoga Psychology. In C.T. Tart (Ed.). *Transpersonal psychologies*. (2nd Ed.). New York: Harper Collins.
8. Shukla Vidyadhar & Tripathi Ravidatt, Aayurvedka Itihas evam Parichay, Chaukhambha Sanskrit Sansthaan, New Delhi, 2017.
9. 2009: Edwin F. Bryant's The Yoga Sutras of Patanjali: A New Edition, Translation, and Commentary. North Point Press, New York.
10. 1989: Georg Feuerstein, The Yoga-Sûtra of Patanjali: A New Translation and Commentary, Inner Traditions International; Rochester, Vermont.

SEMESTER-II

201 : GENERAL PSYCHOLOGY

Objectives:

- To understand fundamentals of motivation and emotion
- To understand basic concepts of memory and forgetting
- To comprehend the thinking, intelligence and 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 – Motivational theories – Freud, Mc Dougall, Maslow, S-R and Cognitive.
- b. Emotions: Nature, development, differentiation and expression of emotions, physiological basis of emotion. Theories of emotion- James-Lange, Cannon-Bard theory, Facial feedback theory, Schachter two factory theory and cognitive appraisal theory of emotion.

Unit - II: Memory and Forgetting

- a. Models of memory: Information processing model – sensory memory, short term memory, long term memory, encoding, storage and retrieval. Factors influencing memory; Repetition, Meaningful learning, whole Vs part learning, massed and spaced practising, Motivation, feedback and passage time
- b. 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 images 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 pitfalls. Piaget's model of cognitive development.

Unit - IV: Intelligence and Personality

- a. Nature of intelligence Differences in intelligence – individual, gender and racial factors, Influence of heredity and environment - Assessment. Theories of Intelligence – Spearman, Thurston, Stenberg and Gardner.
- b. Personality: Definition, Nature and Development, determinants of personality. Classification of personality (type & trait) and measurement.

References:

- Bernard Weiner, (1972). Theories of motivation from mechanism to cognition. Los Angeles; Noida: Rand McNally
- Eva Dreikurs Ferguson (1975). Motivation an experimental approach. Edwardsville: 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, (6th edition). New Delhi: Oxford & IBM Publishing Company Private Limited,
- Kendler. H.H (1975). Basic Psychology (3rd 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 Dudenque.

202 : 5(A) - APPLIED SOCIAL PSYCHOLOGY

Objectives:

To understand the Social Influence, Social Exchange Process in social behaviour.
To comprehend the Prejudice and Discrimination and group and individuals.

Unit – I: Social Influence

- a. Forms of Social influence: Conformity, compliance and obedience Asch's experiments on conformity. Compliance: Tactics used in compliance;
- b. 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. Pro social behaviour: altruism: Characteristics influencing altruism, theories of altruism: reinforcement theory, cognitive theory: Bystander effect, Interpersonal attraction and love: Types of love. Determinants of attraction: physical attractiveness,

Unit – III: Prejudice and Discrimination:

- a. Nature and origin, Sources of prejudice, sex & gender prejudice:, discrimination against women.
- b. Aggression and Violence. Theoretical perspectives, individual, social and cultural determinants of aggression.

Unit –IV: Groups and Individuals

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

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.
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- 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.

202 : 5 (B) BIOPSYCHOLOGY

Objectives :

Students would get an orientation towards the dynamics of brain behaviour complexity. The content would deliberate on psycho physiological correlates accounting for general phenomena, individual differences, and abnormal functions of human behaviour.

Unit - I - Brain Behaviour Dynamics

- a. Bio psychology- Nature and Scope. Biological roots- Principles of evolution of human behaviour - Reflexes, Instincts; Environmental influences on behaviour.
- b. Current and Controversial issues and research in evolutionary biopsychology. Methods of studying the brain.

Unit - II - Behaviour Genetics

- a. Behaviour genetics: Nature and scope, Methods of study and research techniques,
- b. Chromosomal functions Hereditary determinants of behaviour. Chromosomal and Genetic Abnormalities

Unit - III – Neuro- Psychology

- a. Neurons: Structure, types and functions of neuron. Neuronal conduction–communication between neurons, synaptic conduction, Neurotransmitters–categories and functions.
- b. Nervous systems – Structure and functions. Divisions - Central and Peripheral NS. Endocrine system – functions and effects of endocrine glands. Neurological and Endocrine disorders- Tumors, Seizures, Parkinson’s disease, Huntington’s disease, Alzheimer’s disease, Multiple Sclerosis.

Unit - IV - Biological Origins of Psychological Processes

- a. Sleep- Nature and functions of Sleep, Physiological mechanism of sleep and waking, Disorders of Sleep, Biological Rhythms.
- b. Emotions- Hormonal and Neural basis of Emotion, Aggressive Behaviour. Reproductive Behaviours- Hormonal and Neural Control of Sexual Behaviour, Parental Behavior.

References:

Neil. R. Carlson (2005) Foundations of Physiological Psychology. 6th ed. Pearson.
David. M. Buss (2005) The Handbook of Evolutionary psychology, John Wiley and Sons.
Handbook of Biological Psychology – Sage publications.
Pinel. J, Barnes. S., (2016) Introduction to Biopsychology. 9th ed. Pearson.
Stahl, S.M., Essential Psychopharmacology (2014), 5th edition, Cambridge University press.
[http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3031936/-principles of psychopharmacology](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3031936/-principles-of-psychopharmacology)
<http://nursece4less.com/tests/materials/n075materials.pdf> - classification, effects

203 : 6(A) : PSYCHOPATHOLOGY - ETIOLOGY AND TREATMENT

Objectives :

- a. To understand anxiety and mood disorders and somatic disorders.
- b. To study Psychosis and Cognitive Disorders across life span

Unit – I: Anxiety and Mood Disorders

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

Unit – II: Psycho - Somatic Disorders

- a. 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
- b. Dementia: Delirium, etiology and treatment

Unit – IV: Psychological Disorders across the Life Span

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

References:

- Carson. Butcher Mineka (2003). Abnormal Psychology and Modern life (11th 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.

203:6(B) : PSYCHODIAGNOSIS

Objectives

- To get knowledge of psychological tests and their use in diagnosis.
- To make students able to diagnose patients with the help of projective tests.
- To get understanding of different diagnostic systems and learn how to take case history
- To be able to make differential diagnosis.

Unit -I : Psycho-diagnosis:

Introduction and rationale, factors influencing psychological testing pits all of psychological testing, Case-history and Mental status examination,

Tests of Primary Mental Abilities: Attention and Concentration; Perception; Memory; Thinking and Reasoning and Intelligence

Unit-II : Tests of Differential Diagnosis

- a. Questionnaire for Differential Diagnosis
- b. Rating Scales

Unit-III : Personality Tests:

- a. Projective- Rorschach Test, CAT, TAT and Rosenviez,
- b. Interview and self reported devices.

Unit-IV : Neuropsychological Assessment:

- a. Psycho-physiological Assessment: Assessment of psycho- physiological indices of arousal/anxiety (e.g. GSR, EMG and ECG)
- b. Correlate the results with subjective reports.

REFERENCES

1. Sattler, J.M. (1982). Assessment of Children's Intelligence and Special Abilities, W.B. Saunders Co. Philadelphia.
2. Anastasi, A. (1968). Psychological Testing. McMillan, London.
3. Bellack, A.S. (Eds.) (1981). Behavioural Assessment: A practical Handbook, Pergamon.
4. Tallent (1983). Psychological Report Writing. Prentice-Hall, New Delhi.
5. Bender, L.A. (1938). Visual motor-Gestalt Test and its Clinical Use, American Orthopsychiaric Association Research Monograph (No. 3) New York: American Orthopsychiatric Association.
6. Hassnay, H.J. (Ed.) (1986). Experimental Techniques in Human Neuropsychology, New York: Oxford Press.
7. Exner, J.E. (1986). The Rorschach: A Comprehensive System: Volume 1. Basic Foundation (2nd ed.) New York: Wiley.
8. Exner, J.E. (1978). The Rorschach: A Comprehensive System: Volume 2. Current Research and Advanced Interpretation. New York: Wiley.
9. Exner, J.E. and Weiner, I.B. (1982). The Rorschach: A Comprehensive system: Volume 3. Assessment of Children and Adolescents. New York. Wiley.
10. Knoff, H.M. (Ed.) (1986). The Assessment of Child and Adolescent Personality. New York: Ginford Press.
11. Green, Roger, L. (1991). MMPI: An interpretive manual, Massachusettes: Allyn and Bacon.
12. Beck, S.J. (1978). Roschach's test: 3rd revised edition, Vol. I, II & III, New York: Grune and Stratton.

205-3(A) : LIFE SPAN DEVELOPMENT (Prenatal to Adolescence)

Objectives:

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

Unit – I: Human Development

- a. Principles and factors of development; stages of 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; characteristics of prenatal period, conception and hazards during prenatal stage.

Unit – II: Infancy and Babyhood

- a. Infancy: The birth process, birth complications, infancy; sub divisions, physical characteristics; major adjustments; Environmental influences on motor development.
- b. Babyhood: Characteristics and developmental tasks- physical, speech emotional, family and social relations. Hazards during babyhood.

Unit – III: Early Childhood

- a. *Early childhood*: Characteristics, developmental tasks- Physical, Skills, Socialization, Moral, Emotional, family, personality and Social relations. Hazards during early childhood.
- b. *Late childhood*: Characteristics, developmental tasks- Skills, Social behaviour, Sex role typing, Moral, Attitude, Emotional, Family and peer relations. Hazards during late childhood.

Unit – IV: Puberty and Adolescence

- a. *Puberty*: Spurt, Characteristics, Developmental tasks- Effect of spurt on Physical, Emotional, Social and Moral changes. Problems during puberty.
- b. *Adolescence*: Characteristics, Developmental tasks- Physical, Emotional and Social changes, Sex roles, Interests, personality changes and problems during adolescence .

Outcomes:

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

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.

205-3 (B) : FORENSIC PSYCHOLOGY

Objectives :

- To expose the student to the basics of forensic Psychology
- To help student understand the concept of psychology of Crime
- To acquaint the students on psychological investigation of Crime
- To understand psychology of violence

Unit-I : Introduction to Forensic Psychology:

- a. Historical overview,
- b. Functions of Forensic Psychologists, Psychology and law.

Unit-II : Psychology of Crime:

- a. Developmental Theories and Psychobiological bases of crime,
- b. Risk Assessment & Violence Prediction, Eyewitness, Testimony and Expert Testimony.

Unit-III : Psychological Investigation of Crime:

- a. Scientific Lie Detection: Polygraph, Verbal & NonVerbal Cues,
- b. Hypnosis and Narcoanalysis, Behavioural Analysis; Understanding the criminal personality; Personality Profiling.

Unit-IV: Psychology of Violence:

- a. Workplace and domestic violence, Child Abuse.
- b. Recognizing the suffering: Rape Trauma Syndrome and Coping with criminal victimization, rehabilitation of victim and offender

Outcomes:

1. Exposed the student to the basics of forensic Psychology
2. Students understood the concept of psychology of Crime
3. They acquainted knowledge on psychological investigation of Crime
4. Students understood psychology of violence of various forms.

References:

1. Bartol, C. R. & Bartol, A. M. (2004). Introduction to forensic psychology. Thousand Oaks, CA: Sage Publications.
2. Brown, J. M., & Campbell, E. A. (Eds.) (2010). The Cambridge handbook of forensic psychology. Cambridge, England: Cambridge University Press.
3. Costanzo, M. & Krauss, D. (2010). Legal and forensic psychology. New York: Worth Publishers.
4. G., Hollin, C., & Bull, R. (Eds.) (2008). Forensic Psychology. Chichester, England: John Wiley & Sons, Ltd.
5. Huss Matthew T. (2009). Forensic psychology: Research, clinical practice, and applications. West Sussex, UK: Wiley-Blackwell.
6. Joanna R. Adler, Jacqueline M Gray (Eds) (2010) Forensic psychology, N.Y.: William Publishing,
7. Towl, Graham J., & Crighton, David A. (Eds) (2010) Forensic psychology, West Sussex: N.J. John Wiley & Sons Ltd.
8. Weiner, Irving B. & Hess, Allen K. (Eds) (2006) Handbook of Forensic Psychology, N.J. John Wiley & Sons L

206- 4(A): PSYCHOLOGY OF PERSONALITY

Objectives:

- To introduce nature of personality.
- To realize the determinants of personality
- To know the development of Personality.
- To understand the Assessment of personality.

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 and environmental factors
- b. Family, Physical, intellectual, emotional, social and gender determinants

Unit – III: Development

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

Unit – IV: Assessment

- a. Assessment of personality, principles of assessment – standardization - reliability, validity, norms;
- b. Techniques of assessment - case study, projective & non projective, inventories and psychometric tests.

Outcomes:

- 1. Understood nature of personality.
- 2. Realized the determinants of personality
- 3. Found that the development of Personality.
- 4. Understood the Assessment of personality.

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.

206-4(B): INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

Objectives :

- To comprehend the personal psychology
- To know the selection, interviews and evaluation.
- To comprehend the employment interview

Unit-I

- a. The Economic, Social and Psychological Foundations of Industrial and Organizational Psychology.
- b. Industrial Psychology-Scope, Methods, the Classical Hawthorne Studies.

Unit-II

- a. Personnel Selection, Methods of Training.
- b. Job Analysis; The structure and function of groups.

Unit-III

- a. Personnel Psychology; Concerns of personnel Psychology.
- b. Logic of selection and recruitment.

Unit- IV

- a. The employment interview: application Blank and Psychological Tests
- b. Evaluation of Personnel evaluation of Managers,

Outcomes:

- 1. Understood the psychological, social and economic contribution in developing industrial psychology.
- 2. Comprehended the personal psychology
- 3. Have knowledge the selection, interviews and evaluation.
- 4. Comprehended the employment interview

Reference :

- 1. E.J.Mc Cormick (1985) Introduction to Industrial psychology, ND: J. Wiley.
- 2. Edgar H. Schein (1983) Organisational Psychology (3rd Edition) Eastern, Economy Edition. Printice Hall of India, private limited , New Delhi-110001

Audit course: 209: Indian Knowledge System-2

Objectives:

To understand the Indian Knowledge System
To know the importance of Yoga to promote Physical, Emotional and Wellbeing
To understand the Philosophical Truths of Ideology and Social Life
To understand the Ancient Traditional Practices

UNIT-I:

Ancient Indian Education System: Gurukul System.
Ancient Indian Astronomy and Astrology: Overview and Contributions.
Charak & Sushrut Samhita, Ayurveda : Principles and Practices.

UNIT-II:

Ancient Indian Religions: Hinduism, Buddhism, Jainism, Sikhism : Teachings and Philosophies.
Ancient Indian Architecture: Vastu Shastra, Arthashastra, Ancient Indian Art and Culture.

UNIT-III:

Transpersonal Psychology in Bhagavat Gita. Identity and existence, self knowledge, conflict and wisdom, Ksetra, Ksetrajna and Ego, Karma and Sanyasa, Vaidya (traditional health care system), Tantra-Mantra, Amchi Medicine System.

UNIT-IV:

Ethnic Studies, Life Science in Plants, Anatomy, Physiology, Agriculture, Ecology and Environment, Ayurveda, Integrated Approach to Healthcare, Medicine, Surgery, and Yoga, etc. Ancient Indian Knowledge Systems: Global Influence.

References:

1. 1989: Georg Feuerstein, The Yoga-Sûtra of Patanjali: A New Translation and Commentary, Inner Traditions International; Rochester, Vermont.
2. 2009: Edwin F. Bryant's The Yoga Sutras of Patanjali: A New Edition, Translation, and Commentary. North Point Press, New York.
3. B. Mahadevan, Vinayak Rajat Bhat, and R.N. Nagendra Pavana, Introduction to Indian Knowledge System: Concepts and Applications, PHI Learning Private Limited, New Delhi, 2022.
4. Chaudhury, H. (1992). Yoga Psychology. In C.T. Tart (Ed.). Transpersonal psychologies. (2nd Ed.). New York: Harper Collins.
5. Harper Collins. Akhilananda, Swami. Hindu Psychology. London, Routledge, 1947.
6. D.N. Bose, S.N. Sen and B. V. Subbarayappa, A Concise History of Science in India, Indian National Science Academy, New Delhi, 2009.
7. Dalal, A.S. (2001). A greater Psychology: An Introduction to the Psychological Thought of Sri Aurobindo, Pondicherry: Sri Aurobindo Ashram Publication Department.
8. Kuppaswamy, B. (1985). Elements of Ancient Indian Psychology, New Delhi-110 002: Vikas Publishing House Pvt. Ltd., t, Ansari Road. (Paper back edition available).
9. M. Hiriyanna, M., Outlines of Indian Philosophy, Motilal Banarsidass, New Delhi, 1994.
10. Rama, S. Ballentine, R., Ajaya, S. (1976). Yoga and psychotherapy. Honesdale, Pennsylvania: The Himalayan International Institute of Yoga Science and Philosophy.7.
11. Rao, K.R., Paranjpe, A.C. & Dalal, A.K. (2008). Handbook of Indian Psychology. New Delhi: Cambridge University Press India Pvt. Ltd.
12. Shukla Vidyadhar & Tripathi Ravidatt, Aayurvedka Itihas evam Parichay, Chaukhambha Sanskrit Sansthaan, New Delhi, 2017.
13. Tart C. T. (1992). Transpersonal psychologies.(2nd Ed.). New York ; Harper Collins.
14. Vrinte, J. (1996). The quest for the inner man – Transpersonal psychotherapy and integral sadhana. Pondicherry, India: Sri Mira Trust.

SEMESTER-III

301-CC: COUNSELLING PSYCHOLOGY-7

Objectives :

- To understand the meaning of counseling and ethics in counseling
- To comprehend the process of counseling and techniques
- To understand the counseling process
- 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 an effective counselor; the role and functions of counselors.
- b. Selection and training of counselors; Legal and ethical considerations in counseling

Unit – III: Counselling Process

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

Unit-IV: Techniques

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

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

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 (2011). Theory and Practice of Counselling & Therapy (5th 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.

302-8(A) : THEORIES OF PERSONALITY-8(A)

Objectives:

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

Unit – I: Psychoanalytical Theory

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

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,
- b. Cattell and Eysenck

Unit – IV: Eastern Theories

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

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

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 (4th edition), Belmont C.A., Brooks/ Cole. New Book.

302-8 (B): Human Resource Management-8(B)

Objectives:

To facilitate the student's orientation to HR for effective and efficient organizational functioning in a competitive environment.

To understand the role of training as a tool for Human Resource Development and Engagement

To understand the nature of Organizational Development as a tool for effectiveness in the globalized world today

Unit-I: Managing HR: HR and organizational performance:

- a. Responsibilities of HR department
- b. Personnel policies and Ethics in HRM; Skills in HRM;

Unit-II: Analyzing Work and Designing Jobs:

- a. Recruitment and hiring people, training and developing employees. Job designing;
- b. Career and Competency; Employee Benefit Programs. New Challenges and Directions: Collective Bargaining, Negotiation and Labor relations.

Unit III: Organizational Change and Development

- a. Organizational Change: Forces of Change - Managing Planned Change, Resistance to Change, Overcoming Resistance to Change - Lewin's Three-Step Model - Innovation
- b. Organization Development: Nature and Concept of Organization Development - History of Organization Development; Foundations of Organization Development; Client-Consultant Relationship.

Unit-IV: Learning Organizations

- a. Learning Organization: Nature and Concept. Change and Implementing Change
- b. Future of Organizational Development - The Future of Organization Development: Leadership and Values; Knowledge about Organization Development

References:

- Burke, R.J., Cooper, C.L. (Ed.). (2005). Reinventing Human Resource Management: Challenges and New Directions. New York: Routledge.
- Raymond, A.N, Hollenbeck, J.R., Gerhart, B., Wright, P.M. (2004). Fundamentals of Human Resource Management. China: McGraw Hill.
- Sanghi, S.(2004). Handbook of Competency Mapping: Understanding, designing and implementing competency models in organizations. New Delhi: Sage.
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- Lynton , T & P, U (1990). Training for Development, 2nd edition. New Delhi: Vistaar French and Bell (2006). Organizational Development-A Behaviour Science Approach (8th Ed.).New Delhi: Prentice hall of India
- Seijts, G. H. (2006). Cases in Organizational Behaviour. New Delhi: Sage.
- Snell & Bohlander (2007) Human Resource Management, Thomson South Western
- Cascio (1998) Managing Human Resources. Delhi: Tata McGraw Hill.
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- Johnson G. & Scholes K. (1996) Exploring Corporate Strategy, 3rd Edition, Prentice-Hall, New Delhi.

303 – 9 (A): THERAPEUTIC APPROACHES IN COUNSELLING-9(A)

Objectives:

- To enable the student to have an insight into the Gestalt Therapy
- To acquaint with the therapeutic approach to the Reality Therapy
- To enable the students to cognitive behaviour therapy & integrative Approach

Unit-I: Gestalt Therapy (Fritz Perls and Laura Perls)

- a. Introduction-Key concepts- View of Human nature – Principals of Gestalt therapy; The therapeutic process- therapeutic goals; therapist's function and role –
- b. Client's experience in therapy – relationship between therapist and client. Therapeutic techniques and procedures

Unit-II: The Reality Therapy (William Glasseer)

- a. Introduction- Key concepts – view of human nature – a choice theory explanation of behavior – characterizes of reality therapy.
- b. The Therapeutic process – therapeutic goals – therapist function and role – client's experience in therapy – relationship between therapist and client.

Unit- III : Cognitive Behavior Therapy(Albert Ellis and Aaron T. Beck)

- a. Rational Emotive Behavior Therapy. Key Concepts: view of human nature – view of emotional disturbance- A-B-C Theory of personality.
- b. Application – Therapeutic techniques and procedures – The practice of rational emotive behavior therapy – Applications of REBT to client populations.

Unit-IV An Integrative Approach :

- a. Introduction: The trends towards psychotherapy integration-The future of psychotherapy
- b. Issues related to therapeutic process: Therapeutic goals – Therapist function and role – clients experience in therapy – Relationship between therapist and client.

Outcomes:

- 1. To enable the student to have an insight into the Gestalt Therapy
- 2. To acquaint with the therapeutic Approach to the Reality Therapy
- 3. To enable the students to cognitive behaviour therapy
- 4. The students involved in the An Integrative Approach

References:

- Brammer, L.H and Schoston, E.L. (1968). Therapeutic Psychology (Second edition) New Delhi: Prentice Hall.
- Gerald Corey (2001). Theory and Practice of Counseling and Psychotherapy (6th edition) Brooks/Cole: Thomson Learning.
- Hensen, J.C., Steive, R.R. & Waker, J.R. (1982). Counseling Theory and Process, New York: Allyb and Bcan.
- Kavita Singh (2015). Counseling Skills for Managers (Second Edition). New Delhi: Prentice Hall of India
- Mc Gowan & LyLe D. Schmidt (1962). Counseling Readings in Theory and Practice, New York: Holt & Reinehart
- Narayana Rao, S. (1991). Counseling and Guidance (Second Edition) New Delhi: Tata Mcgraw Hill Publishing Company Ltd,
- Patterson, C.J. (1973). Theories of Counselling and Psychotherapy (Second edition) New Haper and Row.
- Richanrd Nelson, Jones (2005). Introduction to Counselling skills, Tests and Activities (Second edition), New Delhi: Sage Publications.

303-9 (B) : CONSUMER BEHAVIOR-9(B)

Objectives :

To understand concept of consumer behaviour and market research
To comprehend the economic theory of buyer behaviour
To study the effect of psychological theories of motives
Advertisement - advertisement purposes-role of communication

Unit-I :

- a. Motivation - Definition of motivation – motivation process.
- b. Consumer behavior and market research; definition of marketing - Types of markets.

Unit-II :

- a. Economic theory of buyer behavior, psychological model.
- b. Market Research-Approaches; Questionnaire, Survey and experimental methods.

Unit-III :

- a. Consumer buying motives.
- b. Primary Vs selective.

Unit-IV:

- a. Advertisement - advertisement purposes-role of communication.
- b. Theme or appeal sale promotions; objectives of sales promotion; packaging & branding.

Outcomes:

1. The students understood the concept of consumer behaviour and market research
2. comprehended the economic theory of buyer behaviour
3. Studied the effect of psychological theories of motives
4. Acquainted with the advertisement - advertisement purposes-role of communication

References

1. Consumer Behavior - Insights from Indian Market Majumudar Ramanuj, PHI, 2nd Edition.
2. Consumer Behavior, Blackwell and Engel, Cengage Publication, Indian Edition

305-5(A) : RESEARCH METHODOLOGY-5(A)

Objectives :

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

Unit – I: Introduction to Research Methodology

- a. Types of Research: Basic Research, 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 types of Problems.
- b. Hypothesis : The nature of hypothesis and formulation of hypothesis

Unit – III: Sampling & Data Collection

- a. Sampling: Random, Purposive, Stratified, Probabilistic and Non – Probabilistic Methods.
- b. Methods of Data collection: Interview, survey, questionnaires and rating scales.

Unit – IV: Research Designs

- a. Research Designs: Two Randomized group design, two matched group design, more than two group design.
- b. Factorial Design – 2x2, 2x2x2 design – Concept of ANOVA and MANOVA.

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

References:

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- 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 (2nd edition). New York: McGrawHill.
- Kothari, C.R. (2004). Research Methodology: Methods and Techniques (second revised Edition), New Delhi: New Age International Pvt. Ltd.
- Mangal, S.K. (2010). Statistics in Psychology and Education, New Delhi: Pretice – Hall of India.
- Colin Dyer (2013). Research in Psychology – A practical guide to Methods and Statistics. New Delhi: John Wiley & Sons. Inc.
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- 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.,

305-5(B): COMPUTER APPLICATIONS IN PSYCHOLOGICAL RESEARCH-5(B)

Objectives

- To understand the basic components of computer
- To know and working in Ms Office, power point and internet services.
- To comprehend the application of computer knowledge through creating emails, scientific journals and data scoring
- 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.

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

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. ITL-Educational Solutions Limited.

306-6(A) : REHABILITATION PSYCHOLOGY-6(A)

Objectives:

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

Unit-I: Introduction

- a. Rehabilitation Psychology - Field and Scope - Foundations- historical development – Models of disabilities.
- b. Disability in Indian setting the past and present scenario. Disabilities in early and middle childhood, adolescence and early & late adulthood, Sensory and physical disabilities, Learning and behavioral disability

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
- 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

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

References:

- Bateman, B.D & Herr. C.M. (2006). Writing Measurable IEP Goals and Objectives, Verona. WI: Attainment Co. Inc.
- Frank, R. & Eliot, J. (2002). Hand Book of Rehabilitation Psychology, Washington DC: American Psychological Association.
- Gargivlo, R.M. (2006). Special Education in Contemporary Society An introduction to Experimental Psychology 2nd ed. Belmont, CA: Wordsworth / Thomson.
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306-6(B): STRESS MANAGEMENT-6(B)

Objectives:

To introduce meaning of stress and psychophysiology

To realize the illness/disease and intervention

To understand the techniques of stress management

To comprehend and implement the techniques of stress management and counseling

Unit-1:

Stress and Stress Psychophysiology:

The Pioneers, Stress theory, The Stressor, Stress Reactivity, A Definition of Stress, Stress Management Goals

Stress Psychophysiology: The brain, endocrine system, autonomic nervous system, cardiovascular system, gastrointestinal system, muscles and skin, symptoms and stress

Unit-2:

- a. Stress and Illness/Disease, and Intervention a. Hot Reactors, Psychosomatic Disease, Stress and the Immunological System, Stress and Serum Cholesterol, Specific Conditions, Post-traumatic Stress Disorder, Stress and Other Conditions
- b. Intervention – A model of stress, setting up roadblocks, Comprehensive stress management, Eustress and the model, Taking control and Making a commitment

Unit-3:

- a. Intrapersonal and Interpersonal Life-Situation Interventions – Intrapersonal Interventions: – Eliminating unnecessary stressors; nutrition and stress; noise and stress; life events and stress; hassles and chronic stress; success analysis
- b. Interpersonal Interventions – Asserting oneself, conflict resolution, communication, time management, social support networking

Unit-4:

- a. Relaxation Techniques, Meditation and Autogenic Training and Imagery
- b. Progressive Relaxation, Biofeedback and Other Relaxation Techniques

Outcomes:

1. To introduce meaning of stress and psychophysiology
2. To realize the illness/disease and intervention
3. To understand the techniques of stress management
4. To comprehend and implement the techniques of stress management and counseling

References :

1. Greenberg, J. S. (2008). Comprehensive Stress Management. (10th ed). New York: McGraw Hill publications.
2. Bam, B. P. (2008). Winning Habits: Techniques for Excellence in Sports. New Delhi: Pearson Power, Dorling Kindersley India pvt. ltd.
3. Hariharan, M., & Rath, R. (2008). Coping with Life Stress: The Indian Experience. New Delhi: Sage publications India pvt ltd.
4. Rice, P.L. (1999). Stress and Health. (3rd ed). Brooks/Cole publishing co.
5. Schafer, W. (2000). Stress Management for Wellness. (4th ed). Wadsworth/ Thomson Learning.
6. Schafer, W. (2002). Stress Management. (4th ed). New Delhi: Wadsworth Cengage Learning India pvt ltd; first Indian reprint 2008.
7. Wilson, E. (2007). Stress Proof Your Life: 52 Brilliant Ideas for Taking Control. New Delhi: Pearson Power.

SEMESTER-IV

S.No	Course	Code	Title of the Course	H/W	C	SEE	IA	Total Marks
1	OOSD C	401	Open online skill development courses	-	8	-	0	0
2	PW	402	Project Work-Orientation classes	24	12	300	0	300
*	Conducting communication examinations.		classes for competitive exams, UGC/CSIR and NET/ SLET examinations.	12	-	-	-	-
Total				36	20	300	0	300
Total Semesters				144	84	1320	480	1800
