

Master of Arts - Applied Psychology

Syllabus - First Semester

PARAMETRIC STATISTICAL METHOD

Course Code: PSY4105

Credit Units: 03

Course Objective

The Present paper focuses on providing knowledge about the basics of statistics. It will give clear understanding to the students about application of parametric statistical methods. Parametric tests are generally more powerful in that the likelihood (probability) of a test reaching the correct conclusion is greater. Besides this, a module is added in last so to make students aware of parametric statistics in SPSS. Thereby they can understand the procedures and applications of parametric statistics using SPSS.

Course Contents

Module I: Basics

Nature, Meaning and importance of statistics

Concept of Reasoning, population, sample and probability theory in statistical inferences

Categories of statistics: Descriptive and Inferential

Variables and their types

Scales of Measurement: Nominal, Ordinal, Interval, Ratio

Module II: Statistical conjecture

Sampling and its kinds: Probability sampling method and Non-Probability sampling method.

Difference between Objectives and Hypothesis

Hypothesis testing: One-tailed and Two-tailed tests, Type I and Type II errors

Module III: Statistics and Test of Significance

Meaning, concept and importance of determining reliability of statistics in data analysis

Standard error of mean, standard deviations, percentages and correlation coefficients

Significance of difference between means-critical ratio and t-test calculation (large and small sample) assumption & uses

One-Way and Two Way ANOVA.

Module IV: Correlation and Regression

Correlation: concept, types, assumption and Utility of Cor-relational Analysis in Psychological Research

Bi-serial Correlation, Point Bi-serial Correlation, Partial Correlation, Tetra-choric Correlation

Simple and Multiple linear regression, its uses, concepts and assumptions

Difference between Simple linear and multiple regressions

Module V: Introduction to SPSS and parametric statistics in SPSS

Introduction to SPSS, its usage and functioning

Understanding the concepts of Parametric tests in SPSS

Learning data entry

Examination Scheme

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	7	10	8	5	70

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, A: Attendance,
EE: End Semester Examination

Text & References:

Text:

- Minium E.W. King, H.M & Bear G, 1993. Statistical Reasoning in Psychology and Education (3rd Ed.) N Y: John Willey and Sons
- Garrett, H.E., (2004), Statistics in Psychology and Education (11th ed.); New Delhi: Paragon International
- Gupta S.P.: Statistical methods, Sultan and Sons, New Delhi.
- Broota, K.D.: Experimental design in Correlational Research, New Delhi: Wiley Eastern 1989.
- Downie, N.M.: Basic Statistical Methods. New York: Harper and Publishers
- Howitt, D & Cramer, D: Introduction to SPSS statistics in psychology
- James K. Lindsey : Parametric Statistical Inference, Oxford science Publication.
- Cox, D.R.: Principles of statistical inferences.

References:

- Edward, A.E.: Experimental Design in Psychological Research (3rd Ed.), New Delhi: American Publishing Co. 1971
- Berger. R.L: Statistical Inferences, Cole Pub. Co.
- Wesley O. J&Geisser. S: Modes of Parametric Statistical Inference. Wiley-Interscience
- Rice, J.A: Mathematical Statistics & Data Analysis, South western.
- Salkind, N & Green, S: SPSS Quick Starts.

PRACTICUM-I

Course Code: PSY4106

Credit Units: 03

Course Objective

Present course give practical experience to the students in administering and scoring psychological tests and interpreting the scores to acquaint the students with the basic procedure and design of psychology experiments. Course will also encourage and guide the students to undertake a small-scale research project to apply the general concepts of psychology through experimentation and testing

Note: Total 5 practical will be conducted in the first semester among the list of following practical

Course Content

1	Memory
2	Language
3	Personality
4	Self-Concept
5	Perception
6	Memory and Learning

Examination Scheme

Components	A	File Demonstration	Viva	EE
Weightage (%)	5	35	35	25

Text & References

- Mohsin, S. M.: Experiments in Psychology. Motilal Banarasidas
- Woodworth, R.S.: Experimental Psychology. Oxford & IBH & Schlosberg, H. Publishing
- Postman, L. & Egan, J. P.: Experimental Psychology: An Introduction. Harper and Row

FIELD PRACTICE-I

Course Code: PSY4107

Credit Units: 04

Course Objective

To develop student's skills of observation, collection and documentation of data for conducting theoretically correct and practically relevant research

Methodology

Each student will engage themselves in interaction and observation of psychological processes in a subject/ field of their choice.

Student will then present their findings in the form of a paper for seminar discussions.

Similarly, field work will be done by students in their area of interest and present their practical observations, as a report with analysis and suggestions.

Examination Scheme

Field/Seminar Report	: 40 marks
Viva-Voce	: 30 marks
Internal Faculty and Interaction	: 10 marks
Presentation/Daily Diary Report	: 20 marks

Syllabus - Second Semester

PSYCHOPATHOLOGY

Course Code: PSY4201

Credit Units: 03

Course Objective

To acquaint the students with various manifestations of psychopathology for imparting knowledge and skills required for diagnosis of psychological conditions. To introduce them to different perspectives and models of etiology and also to develop skills required for psychopathological formulation. This course will also enable students to the study and prediction of adaptive and maladaptive behaviours and its processes across lifespan. It also enables students to understand different diagnostic and educational models of psychopathology.

Course Content

Module I: Classification and Theoretical Models

Systems of Classification, basic features; DSM-IV TR, ICD-10, similarities and differences
Major Theoretical Models of Psychopathology: The medical model, Psychoanalytic model, Behaviouristic model, Humanistic-existential models, Interpersonal approach, Systems approach.

Module II: Diagnosis and Prognosis

Problems and methods of diagnosis: physiological examination, observation, case-history, interview method, psycho-diagnostic tests, measures of bodily functions, computer assisted diagnosis.

Module III: Mood and Anxiety Disorder

Bipolar disorders: Manic, Depressive, Mixed

Depressive disorder: Major depression and dysthymia, Suicide

Anxiety Disorders: Generalized anxiety disorder, phobia, panic disorder, post traumatic stress disorder and obsessive compulsive disorder

Module IV: Major Clinical Disorders

Schizophrenia

Other psychotic disorders: Bipolar, Delusional, psychotic depression

Module V: Somatoform Disorders

Conversion disorder, Somatization disorder, Hypochondriasis, Body dysmorphic disorder, Pain disorder

Module VI: Disorders of Infancy, Childhood and Adolescence

Developmental disorder: PDD, Rett Disorder, Asperger Disorder,

Behavioral Disorder: Conduct Disorder, Hyperactivity Disorder, ADHD,

Genetic Disorders: Down Syndrome

Module VII: Personality Disorder

Personality Disorder: Narcissistic Personality, Histrionic Personality, Antisocial (Psychopathic) Personality, Borderline Personality, Paranoid Personality, and Schizotypal Personality

Module VIII: Sexual Dysfunctions and Paraphilias

Dysfunctions of Desire, Arousal, Orgasm and Pain

Paraphilias, Paedophilia and Rape

Gender identity disorders

Impotence and frigidity

Causes, preventing suicide

Examination Scheme

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	7	10	8	5	70

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, A: Attendance,

EE: End Semester Examination

Text & References

Text:

- Davison, G.C. & Neale, J.M. (1990): Abnormal Psychology. New York: John Wiley & Sons
- Carson, R.C. & Butcher, J.N. (1992): Abnormal Psychology and Modern Life (9th Ed.). New York: Harper & Collins.
- Hamilton, Max, (1994). Fish's: Clinical Psychopathology; Verghese Publishing House, Bombay
- Ahuja N (2002). A short text book of Psychiatry (5th edition). New Delhi. Jaypee Brothers.
- Sarason & Sarason (1998). Abnormal Psychology. New Delhi: Prentice Hall of India

References:

- Sarason & Sarason (2002), Abnormal Psychology; Pearson Education, Delhi
- Bennett, P. (2010). Abnormal and Clinical Psychology: An Introductory Textbook. New Delhi: Tata McGraw Hill Education pvt. Ltd.
- Sadock, B.J. & Sadock, V.A. (2003). Kaplan & Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (9th. Ed.). Philadelphia: Lippincott Williams & Wilkins
- Coleman, J.C. : Abnormal Psychology & Modern Life
- Lazarus and Folkman: Stress, appraisal and coping

PSYCHOLOGICAL ASSESSMENT AND DIAGNOSIS

Course Code: PSY4202

Credit Units: 03

Course Objective

The course teaches the students about the characteristics, objectives and wide ranging effects of psychological testing. It further describes the various testing methodologies and outlines capabilities and limitations of these methods.

Course Contents

Module I: Introduction

Purpose of testing, types of test used, Bias & Fairness

Ethical Issues in Psychological Testing

Overview of Tests

Norms, Scoring Interpretation and Report Writings

Issues in measurement

Emerging trends of online testing

Module II: Cognitive functions and their assessment

Concept of Attention, Gestalt Theory, Memory and Forgetting, PGI Memory Scale

Theories of Intelligence

Intelligence Tests: Slosson Intelligence Test – Revised For Children and Adults (SIT-3/R)

Bhatia Battery, Weschler's Adult Performance Intelligence Scale (WAPIS) BinetKamat Test

Weschler's Intelligence Scale for Children – Revised (WISC) Wide Range Intelligence Test (WRIT) Alexander Pass-a-long Test of Intelligence

Draw-A-person Intellectual Ability Test for Children, Adolescents and Adults (DAP:IQ)

Raven's Progressive Matrices (Colour Progressive Matrices, Standard Progressive Matrices and Advanced Progressive Matrices)

Module III: Achievement Test

Wechsler Individual Achievement Test (WIAT)

Diagnostic Achievement Test For Adolescents – Second Edition (DATA-2)

Kaufman Test of Educational Achievement (KTEA)

Woodcock-Johnson Tests of Achievement (WJ)

Module IV: Assessment of Personality: Non-Projective Test

Cattell's 16 Personality Factor Inventory (16 PF)

California Q-Sort Tests

Myers Briggs Type Indicator (MBTI)

Minnesota Multiphasic Personality Inventory (MMPI)

Personality Inventory for Children

OMNI Personality Inventory (OMNI)

Bell's Adjustment Inventory

Eysenck's Personality Questionnaire

NEO™ Personality Inventory-3 (NEO™-PI-3) Adult / Adolescent

Module V: Assessment of Personality: Projective Tests

Introduction of Projective Techniques

Difference between Projective & Non-Projective Techniques

Thematic Apperception Test

Rorschach Inkblot Test

House-Tree-Person (H-T-P), Sentence Completion Test

Module VI: Developmental Scales

Developmental Screening Test

Vineland's Social Maturity Scale

Measures of Psychosocial Development (MPD)

*Gesells' Developmental Schedule***Examination Scheme**

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	7	10	8	5	70

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, A: Attendance,

EE: End Semester Examination

Text & References***Text:***

- Freeman, F. S.,(1965), Theory and Practice of Psychological Testing; New Delhi: Oxford &IBTT

References:

- Jackson C.,(1998), Understanding Psychological Testing; Jaico Publishing House
- Anastasi&Urbina S.(2000), Psychological Testing ,7th Edition; Person Education (Singapore) Pte. Ltd.,
- Guilford J.P.: Psychometric Methods

NON-PARAMETRIC STATISTICAL METHOD

Course Code: PSY4204

Credit Units: 03

Course Objective

The Present paper focuses on providing knowledge about the basics of nonparametric statistics. It will give clear understanding about differences between Parametric & Nonparametric Test Procedures. Paper will also explain commonly used Nonparametric Test Procedures and Perform Hypothesis Tests Using Nonparametric Procedures to teach student how to use SPSS with non-parametric statistics.

Course Contents

Module I: Basics

What is Non-Parametric statistics: Nature, Meaning and Concept strengths and limitations of non-parametric procedures

Parametric VS Non- Parametric Statistics

Four Levels of Measurement and Non-parametric statistics

Module II: Tests of differences between Groups and Variables

The Friedman Two-way analysis of variance by ranks-Basic concepts, uses and computations

Test of differences between groups (Independent samples): Mann-Whitney U test computations, Kolmogorov-Smirnov test, uses

Test of differences between variables (Dependent samples): Kruskal-Wallis ANOVA analysis of ranks, K-Sample Median test, uses and concepts

Module III: Nominal Measures of Correlations

Concept definition assumptions of Nominal Measures of Correlations

The Phi-Coefficient, Contingency coefficient concepts uses and calculations

Tetrachoric: Its uses, computation and comparison

Module IV: Chi-Square

Concept and Definition, its assumptions and use

Chi-Square Goodness of Fit (One-Sample Test)

Chi-Square Test of Independence

Module V: Introduction to SPSS and Non-parametric statistics in SPSS

Introduction to SPSS, its usage and functioning

Understanding the concepts of Non-Parametric tests in SPSS

Learning data entry

Examination Scheme

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	7	10	8	5	70

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, A: Attendance,

EE: End Semester Examination

Text & References

Text:

- Dowine, N.M.: Basic Statistical methods, Harper and Publishes New York.
- Gupta S.P. Statistical methods, Sultan and Sons, New Delhi.
- Broota, K.D.: Experimental design in correlational research, New Delhi: Wiley Eastern 1989.
- Salkind, N & Green, S.:SPSS Quick Starts.
- Howitt, D & Cramer, D.: Introduction to SPSS statistics in psychology.
- McNemarQ.: Psychological Statistics, 3rd Ed. New York, John Wiley 1962.
- Edward, A. E: Experimental Design in Psychological research (3rd Ed) New Delhi: American publishing.

Reference

- Higgins. J.J: Introduction to Modern Nonparametric Statistics.
- Siegal.S: Nonparametric statistics for the behavioral sciences.
- Castellan, J.N. and Siegal. S: Non-parametric statistics for behavioural sciences.
- Daniel, W. Wayne: Applied non-parametric statistics.

PRACTICUM-II

Course Code: PSY4207

Credit Units: 03

Course Objective

1. To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
2. To acquaint the students with the basic procedure and design of psychology experiments.
3. To encourage and guide the students to undertake a small-scale research project.
4. To apply the general concepts of psychology through experimentation and testing

Note: Total 5 practicals will be conducted in the second semester among the list of following practicals

Course Content

1	Intelligence
2	Achievement
3	Personality: Projective
4	Personality: Projective
5	Personality:
6	Personality:

Examination Scheme:

Components	A	File Demonstration	Viva	EE
Weightage (%)	5	35	35	25

Text & References:

- Mohsin, S. M.: Experiments in Psychology. MotilalBanarasidas
- Woodworth, R.S.: Experimental Psychology. Oxford & IBH & Schlosberg, H. Publishing
- Postman, L. & Egan, J. P.: Experimental Psychology: An Introduction. Harper and Row

FIELD PRACTICE-II

Course Code: PSY4208

Credit Units: 04

Course Objective

To develop, in students the skills of observation, collection and documentation of data for conducting theoretically correct and practically relevant research

Methodology

Each student will engage themselves in interaction and observation of psychological processes in a subject/ field of their choice.

Student will then present their findings in the form of a paper for seminar discussions.

Similarly, field work will be done by students in their area of interest and present their practical observations, as a report with analysis and suggestions.

Examination Scheme

Field/Seminar Report	: 40 marks
Viva-Voce	: 30 marks
Internal Faculty and Interaction	: 10 marks
Presentation/Daily Diary Report	: 20 marks

SCIENTIFIC RESEARCH PAPER

Course Code: PSY4209

Credit Units: 01

Course Objective

The scientific research papers for Masters Students is to enhance the reading and writing habits of the students and to make them aware about the process of carrying out a research work. This helps them to develop insight into the course they are studying which creates an academic interest among the students. Presentation of the term paper plays an important role as it facilitates knowledge sharing and improvement in presentation skills which will further enhance the confidence of the students. The overall objective of this term paper is to develop research orientations in students and to make them understand and enhance skills in Research Methodology.

Guidelines for Research Article or Scientific Papers

Topic
Introduction
Review Research
Objective
Methodology
Discussion
Conclusion
References & Bibliography

No. of pages in the compilation of the paper 25-30 (minimum 25 pages)

Examination Scheme

Components	Compilation	Viva	Presentation
Weightage (%)	50	25	25

Syllabus - Third Semester

APPLIED PSYCHOTHERAPY

Course Code: PSY4310

Credit Units: 03

Course Objectives

To provide knowledge and skills to students about counseling and psychotherapy and also to train them in using therapeutic and counseling techniques for effectively practicing

Course Contents

Module I: Basic Counseling and Psychotherapeutic Skills

Basic Skills: Empathy, Genuineness, unconditional positive regard, congruence, Listening, Paraphrasing, reflecting, summarizing

Advanced Skills: interpretation, insight, transference interpretation, exploring projections, identifying failure of therapy, identifying working with burnout, self-supervision, confrontation

Characteristics of effective counselor/ therapists

Challenges faced by novice

therapists: Dealing with anxiety, being oneself, self-disclosure, avoiding perfectionism, honesty with limitations, understanding silence, demands from clients; Understanding one's own self and Psychotherapy with self

Module II: Therapeutic assessment and counseling session initiation

Therapeutic assessment, History taking, and Formulation, setting goals

Contracting and its implications: Contracting for therapy and socialization, communicating ethical and professional rights responsibilities, violations of contract, Initial session, crisis and support, Counseling session's opening and closing skills, Effective conduction of counseling sessions

Module III: Counseling and Psychotherapy Process

Initial phase: Psych- education, Supportive psychotherapy. Selecting techniques

Ice-breaking, exploration, Loss framework.

Dealing with Resistance: Techniques and applications

Transference and counter-transference

Module IV: Termination, Follow-up and Documentation

Termination: Evaluating and sharing progress, Issues in termination and resolution Follow-up: Systems and techniques, sustained changes

Documentation: Therapists documentation, Communication with other professionals and referrals
 Legal implications: Legal communication, documentation, Legal issues in psychotherapy and counselling .

Module V: Therapeutic Case formulation and Demonstration

Two Hypothetical case formulation and demonstration by using
 Role play (video recorded), evaluation of basic and advanced skills for simulated cases, Two Hypothetical case formulation and demonstration by using
 Role play (video recorded) for contracting and skills for opening and closing,

Examination Scheme

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	7	10	8	5	70

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, A: Attendance, EE: End Semester Examination

References

- Archer, J., & McCarthy, C. J. (2008). Theories of Counseling and Psychotherapy: Contemporary. Applications. Upper Saddle River, New Jersey: Merrill Prentice Hall.
- Faiver, C., Eisengart, S., Colonna, S. (2003), The counselor intern’s handbook. Brooks/Cole Publishing Company, Pacific Grove, California.
- Martin, D. G. (2011). Counseling and Therapy Skills . NY D.
- Morrison, J. (2007) The First Interview, Third Edition . Moursund, J., and Kenny, M. C. (2002). The Process of Counseling and Therapy (4th edition). Upper Saddle River, New Jersey: Prentice Hall.

Books

- Corey G. (2012). Theory and Practice of Counseling and Psychotherapy.
- Daniel Keeran. (2009). Effective Counseling Skills: the practical wording of therapeutic statements and processes.
- Edward S. Neukrug (2010). Counseling Theory and Practice.
- D. Hutchinson D. R. (2011). The Counseling Skills Practice Manual
- John Sommers-Flanagan and Rita Sommers-Flanagan (2012). Counseling and Psychotherapy Theories in Context and Practice: Skills, Strategies, and Techniques.
- Wayne Perry .Basic Counseling Techniques:: A Beginning Therapist's Tool Kit (Second Edition)
- Wolberg, L. R. (2005). The Technique of Psychotherapy Part I and II. NJ: Jason Aronson Inc.

RESEARCH METHODS IN APPLIED PSYCHOLOGY

Course Code: PSY4311

Credit Unit: 02

Course Objective

Research Methodology is a way to find out the result of a given problem on a specific matter or problem that is also referred as research problem. In Methodology, researcher uses different criteria for solving/searching the given research problem. Different sources use different type of methods for solving the problem. So this course will enable the student to understand and apply basic research methods in psychology including research design, data analysis and report findings research conclusion apparently based on the parameters of particular research methods.

Course Contents

Module I: Introduction to Research

Meaning of Scientific Research
Objectives and Steps in Scientific Research
Defining research problem
Defining variables
Developing hypothesis

Module II: Evaluating Measures and Hypothesis

Need For Evaluating Measures
Reliability and Validity
Hypothesis testing: Type 1 and Type 2
Going beyond hypothesis testing: Effect size and Power

Module III: Validity of Experimental Researches and Threats to them

Statistical Conclusion validity
Construct validity and External Validity
Establishing the cause and Effect
Single Group threat, Multiple Group threats, Social threats

Module IV: Experimental Designs-I

Two-Group experimental designs Within-subject Design
Between-subject design
General Linear Model

Module V: Experimental Designs-II

Factorial designs
 Randomized Block designs
 Hybrid Experimental Designs: Solomon four group designs Mixed designs

Examination Scheme

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	7	10	8	5	70

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, A: Attendance, EE: End Semester Examination

Text & References

Text:

- Shuttleworth, Martyn (2008). "Definition of Research". Experiment Resources. Experiment-Research.com. Retrieved 14 August 2011.
- Creswell, J. W. (2008). Educational Research: Planning, conducting, and evaluating quantitative and qualitative research (3rd ed.). Upper Saddle River: Pearson.
- Trochim, W.M.K, (2006). Research Methods Knowledge Base.
- Montgomery, Douglas (2013). Design and analysis of experiments (8th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Reference:

- Review of Foundations for research: Methods of inquiry in education and the social sciences, by Kathleen B. deMarrais and Stephen D. Lapan. 2004. Reference & Research Book News 19:1.
- Denscombe, Martyn. 2007. The good research guide for small-scale social research projects. 3rd ed. Maidenhead, UK: Open University Press. 360 pages. ISBN: 0335220223. \$48.50 (pbk).
- Baker, Lynda M. 2001. Review of Understanding Research Methods: An Overview of the Essentials, 2nd ed., by Mildred L. Patten. The Library Quarterly 71:96.
- Ellingson, L. L. 2007. Review of Qualitative research methods for the social sciences, 6th ed, by B. L. Berg. Communication Research Trends 26.1: 24.

INTERVIEWING AND COUNSELLING SKILLS

Course Code: PSY4312

Credit Unit: 02

Course Objective

This course enables students to gather knowledge about interview techniques and cultivate Advanced Counselling Skills. It is further designed to equip students with skills to practice as a Counselling Psychologist.

Course Contents

Module I: Counsellor as a person

Personal characteristics: A composite model of human effectiveness, role of self awareness in counselling.

Role and Function of the Counsellor: Definition of Role, Generic roles, organizing roles & functions

Module II: Communication Skills-I

Basic Communication Skills: Attending skills, Listening skills, Integrating Listening Skills.

Exploration Skills: Probe, Immediacy, Self-disclosure, Interpretation, Confrontation.

Action Skills: Information giving, Advice giving, Goal setting, Reinforcement, Directives

Self-disclosure by counsellor – when and how

Helping clients develop and work on preferred scenarios, negotiating homework.

Managing resistance and other obstacles in counselling

Skills of closure and terminating

Module III: Techniques of Helping and working with emotions

Self monitoring of Thought, Feeling and Action, Facilitating problem solving

Understanding and Improving Self talk, rules and thinking patterns.

Behavioural Methods

Module IV: Counseling Applications

Pediatric Counseling: Dynamics and process

Adolescent Counselling: Concept and Issues

Group Counselling: Concept & Process.

Academic Counselling: Definition and Scope.

Marital and Family Counselling: Concept & Process.

Addiction counseling: Principles & Prevention

Geriatric Counselling: Concept and Scope.

Rehabilitation Counseling, And Crisis Intervention & Trauma Counseling

Module V: Assessment in psychology

The purpose of assessment in counselling, Assessment principles

Intelligence and general ability testing

Measuring Achievement and aptitude

Appraisal of personality

Spiritual assessment strategies

Applications of assessment: Treatment planning, evaluation and accountability.

Examination Scheme

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	7	10	8	5	70

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, A: Attendance,

EE: End Semester Examination

Text & References

Text:

- Patri, V., & Anthors R.(2001), Counselling Psychology, Press, New Delhi

References:

- Nelson R Jones ,(2003), Basic Counselling Skills; Sage Publication, London
- Gerald C. (2001), Case Approach to Counselling Psychology; Brooks/Cole, Australia
- Crouch a. (1997), Inside Counselling ; Sage Publication, London
- Ivey A.E. & Ivey M. B. (1999), Intentional Interviewing & Counselling, 4th Edition.
- Woolfe R. & Dryden W. (2001) Handbook of Counselling Psychology; Sage Publication, London

PRACTICUM-III

Course Code: PSY4308

Credit Units: 03

Course Objective

To give practical experience to the students in administering and scoring psychological tests and interpreting the scores and to acquaint the students with the basic procedure and design of psychology experiments and also to encourage and guide the students to undertake a small-scale research project to apply the general concepts of psychology through experimentation and testing

Note: Total 5 Practical will be conducted in the third semester among the list of following Practical

Course Content

1	Psychosocial Development
2	Self Esteem
3	State Trait Anger
4	Personality
5	Family and Interpersonal Relationship
6	Intelligence

Examination Scheme

Components	A	File Demonstration	Viva	EE
Weightage (%)	5	35	35	25

Text & References

- Mohsin, S. M.: Experiments in Psychology. Motilal Banarasidas.
- Woodworth, R.S.: Experimental Psychology. Oxford & IBH & Postman, L. Schlosberg, H. Publishing
- Postman, L. & Egan, J. P.: Experimental Psychology: An Introduction. Harper and Row

FIELD PRACTICE-III

Course Code: PSY4309

Credit Units: 04

Course Objective

To cultivate the observation skills and techniques among students to gather and collect information from clients and documentation of data for conducting theoretically correct and practically relevant research

Methodology

Each student will engage themselves in interaction and observation of psychological processes in a subject/ field of their choice.

Student will then present their findings in the form of a paper for seminar discussions.

Similarly, field work will be done by students in their area of interest and present their practical observations, as a report with analysis and suggestions.

Examination Scheme

Field/Seminar Report	:	40 marks
Viva-Voce	:	30 marks
Internal Faculty and Interaction	:	10 marks
Presentation/Daily Diary Report :	:	20 marks

SUMMER INTERNSHIP EVALUATION

Course Code: PSY4335

Credit Units: 06

GUIDELINES FOR INTERNSHIP FILE AND INTERNSHIP REPORT

(These guidelines will be useful for undertaking an internship programme during the summer or at any other time wherein the student/ researcher works full time with a company/organisation)

There are certain phases of every Intern's professional development that cannot be effectively taught in the academic environment. These facets can only be learned through direct, on-the-job experience working with successful professionals and experts in the field. The internship programme can best be described as an attempt to institutionalize efforts to bridge the gap between the professional world and the academic institutions. Entire effort in internship is in terms of extending the program of education and evaluation beyond the classroom of a university or institution. The educational process in the internship course seeks out and focuses attention on many latent attributes, which do not surface in the normal class room situations. These attributes are intellectual ability, professional judgment and decision making ability, inter-disciplinary approach, skills for data handling, ability in written and oral presentation, sense of responsibility etc.

In order to achieve these objectives, each student will maintain and submit a file (**Internship File**) and a report (**Internship Report**).

INTERNSHIP FILE

The Internship File aims to encourage students to keep a personal record of their learning and achievements throughout the Programme. It can be used as the basis for lifelong learning and for job applications. **Items can be drawn from activities completed in the course modules and from the workplace to demonstrate learning and personal development.**

The File will assess the student's analytical skills and ability to present supportive evidence, whilst demonstrating understanding of their organization, its needs and his/her own personal contribution to the organization.

The File is essentially a comprehensive documentation of how one proceeds while working on the assignment and should be regularly checked by the faculty guide/ supervisor, issues discussed with the students, doubts if any clarified and signed as having done so. This will form the basis of continuous evaluation of the project.

The File will include five sections in the order described below.

1. The Title Page – An Internship Experience Report For (Your Name), name of internship organization, name of the Supervisor/Guide and his/her designation, date started and completed, and number of credits for which the report is submitted.
2. Table of Content – An outline of the contents of the file by topics and subtopics with the page number and location of each section.
3. Introduction – Short, but should include how and why you obtained the internship experience position and the relationship it has to your academic/professional and career goals.
4. Main Body – Should include a brief summary/ executive summary of the Internship Project Report that the student has worked on, an analysis of the company/organization in which the student is working, a personal review of the student’s management skills and how they have been developed through the programme, the daily tasks performed, major projects contributed to, dates and hours spent on a task, observations and feelings, meetings attended and their purposes, listing of tools and materials and their suppliers, and photographs if possible of projects, buildings and co-workers.
5. Appendices – Include pamphlets, forms, charts, brochures, technical and descriptive literature, graphs and other information related to your Internship experience.

INTERNSHIP REPORT

The **Internship Report** is the research report that the student has to prepare on the project assigned by the organization. (Incase a student is not assigned a specific research project in the organization, he has to select any one aspect of the organization and prepare a research report on it). The lay out of the report should be as per the standard layout prescribed by the organization wherein the student undertakes the Internship. In case, there is no layout prescribed by the organization the following components should be included in the report:

- Title or Cover Page. The title page should contain Project Title; Student’s Name; Programme; Year and Semester and Name of the Faculty Guide.
- Acknowledgements Acknowledgment to any advisory or financial assistance received in the course of work may be given. It is incomplete without student’s signature.
- Abstract A good "Abstract" should be straight to the point; not too descriptive but fully informative. First paragraph should state what was accomplished with regard to the objectives. The abstract does not have to be an entire summary of the project, but rather a concise summary of the scope and results of the project. It should not exceed more than 1000 words.
- Table of Contents Titles and subtitles are to correspond exactly with those in the text.
- Introduction Here a brief introduction to the problem that is central to the project and an outline of the structure of the rest of the report should be provided. The introduction should aim to catch the imagination of the reader, so excessive details should be avoided.
- Materials and Methods This section should aim at experimental designs, materials used (wherever applicable). Methodology should be mentioned in details including modifications undertaken, if any. It includes organization site(s), sample, instruments used with its validation, procedures followed and precautions.
- Results and Discussion Present results, discuss and compare these with those from other workers, etc. In writing this section, emphasis should be laid on what has been performed and achieved in the course of the work, rather than discuss in detail what is readily available in text books. Avoid abrupt changes in contents from section to section and maintain a lucid flow throughout the thesis. An opening and closing paragraph in every chapter could be included to aid in smooth flow.

Note that in writing the various sections, all figures and tables should as far as possible be next to the associated text, in the same orientation as the main text, numbered, and given appropriate titles or captions. All major equations should also be numbered and unless it is really necessary, do not write in “point” form.

While presenting the results, write at length about the the various statistical tools used in the data interpretation. The result interpretation should be simple but full of data and statistical analysis. This data

interpretation should be in congruence with the written objectives and the inferences should be drawn on data and not on impression. Avoid writing straight forward conclusion rather, it should lead to generalization of data on the chosen sample.

Results and its discussion should be supporting/contradicting with the previous research work in the given area. Usually one should not use more than two researches in either case of supporting or contradicting the present case of research.

Conclusion(s) & Recommendations

A conclusion should be the final section in which the outcome of the work is mentioned briefly. Check that your work answers the following questions:

- Did the research project meet its aims (check back to introduction for stated aims)?
- What are the main findings of the research?
- Are there any recommendations?
- Do you have any conclusion on the research process itself?

Implications for Future Research

This should bring out further prospects for the study either thrown open by the present work or with the purpose of making it more comprehensive.

➤ **Appendices**

The Appendices contain material which is of interest to the reader but not an integral part of the thesis and any problem that have arisen that may be useful to document for future reference. □

➤ **References**

References should include papers, books etc. referred to in the body of the report. These should be written in the alphabetical order of the author's surname. The titles of journals preferably should not be abbreviated; if they are, abbreviations must comply with an internationally recognised system.

The Layout Guidelines for the Internship File & Internship Report:

- A4 size Paper
- Font: Arial (10 points) or Times New Roman (12 points)
- Line spacing: 1.5
- Top and bottom margins: 1 inch/ 2.5 cm; left and right margins: 1.25 inches/ 3 cm

Assessment Scheme:

Continuous Evaluation: 30%
(based on Internship File and the observations of the faculty guide/ supervisor)

Feedback from Company/ Organization: 10%

Final Evaluation: 60%
(Based on Internship Report, Viva/ Presentation)

APPLIED PSYCHOPHYSIOLOGY AND BIOFEEDBACK

Course Code: PSY4313

Credit Units: 03

Course Objectives

To familiarize the students with various approaches, techniques and skills of counselling and psychotherapy in mental health problems To prepare the students to conduct different types of counselling and psychotherapies with different clinical and sub-clinical population To help them in identifying the processes of therapy and therapeutic change in the client and to enable them to conduct research in psychotherapy and report the findings

Course Contents

Module I: Introduction

Conceptual Issues, Client Variables in Counseling and Psychotherapy, Processes and Techniques of Psychotherapy

Module II: Modalities of Psychotherapy

Gestalt Therapy; Experiential and Transpersonal Psychotherapies, Art Therapy, Play Therapy, Family Therapy, Yoga and Other Indegenious therapies, Research Designs, Issues and Evaluation.

Module- III: Applied Research

Research in Psychotherapy: Experimental and Quasi-experimental designs. Ethical Issues in Psychotherapy

Module IV: Institutional visit

Supervised Practicum: Students will be provided demonstrations in the laboratory setting and visit institutions providing specialized services and produce at least 2 case records. 10 Hrs.

Examination Scheme

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	7	10	8	5	70

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, A: Attendance, EE: End Semester Examination

References:

- Bergin, A. E., & Garfield, S. L. (Eds.) (1994) Handbook of Psychotherapy and Behaviour Change, (4th Ed.). New York: Wiley.
- Finx, B.(2007) Fundamentals of Psychoanalytic Techniques. New York: Norton.
- Rama, S., Ballentine, R. &Ajaya, S. (1976) Yoga Psychotherapy. Pennsylvania: HIP.

HUMAN FACTORS PSYCHOLOGY AND ERGONOMICS

Course Code: PSY4314

Credit Units: 03

Course Objective

To gain an understanding of human strengths and limitations by studying human perception, cognition, memory, attention, biomechanics, and motor control/learning and also to gain an understanding of guidelines for displays, controls, anthropometry, office ergonomics, work physiology, and manual material handling.

Course contents

Module I: Introduction to Human Factor Psychology

Introduction to Human Factor Psychology and Ergonomics, Historical foundations, Biological basis of psychology and sensation, Human Information Processing

Module II: Visual system and Auditory and tactile systems

Visual system: sensation vs. perception (depth perception, motion perception, and pattern recognition), color vision, visual search, perceptual speed, perceptual organization, visual display. Auditory and tactile systems: audition and touch, RSI (Repetitive Strain Injury), designing for hearing and touch, haptic/tactile interfaces.

Module III: Memory and attention

Memory and attention: theories of attention, selective/divided attention, Multiple Resource Theory, reasoning, decision making, designing for memory.

Module IV: Performance measurement

Performance measurement: Psychometric tests (Simple/Choice Reaction Time tests, digit/word span, other visuo-spatial and cognitive tests, etc), Fitts' Law, Hicks' Law, quantitative and qualitative methods. Workload management: mental workload, stress, fatigue and coping.

Module V: Ergonomics science in a glance

Ergonomics science in a glance: introduction to anthropometry, work physiology and biomechanics.

Examination Scheme

Components	CT	CT/H/P/V/Q	CT	A	EE
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Weightage (%)	7	10	8	5	70
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CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, A: Attendance, EE: End Semester Examination

References:

- Wickens, C. D., Lee, J. D. Liu, Y. & Becker, S. E. G., Second Ed. (2004).
- Introduction to human factors engineering. NY: Longman. Note. Used Wickens et al. text must be Second Edition. Casey, S. (1998).
- Set phasers on stun and other true tales of design, technology, and human error. Santa Barbara, CA: Aegean Publishing Co. Task description methods. Chapter 3. (pp. 81-145).
- In B. Kirwan& L. K. Ainsworth (eds.) (1992.)A guide to task analysis. London: Taylor & Francis. (Handout). Norman, D. (2002). Design of everyday things.NY:Basic Books. Paperback

FORENSIC AND LEGAL PSYCHOLOGY

Course Code: PSY4315

Credit Units: 03

Course Objectives

To introduce the students with knowledge and techniques of forensic psychology and further providing training in identification of criminals and forensic verification by using psychological methods

Course Contents

Module I: Introduction to forensic Psychology

Forensic Psychology: Introduction and overview, Historical Perspective, Fields of Forensic Psychology, Education and Training.

Module II: Criminal and Investigative Psychology

Criminal and Investigative Psychology: Police Psychology, Mental and Aptitude testing, Personality assessment. Occupational stress in Police and investigation, Hostage taking Police interrogation and false confession Criminal of Psychological autopsy, Geographical profiling and mental manpower, Criminal Identification

Module III: Violence and sexual offences

Psychological impacts of violence and sexual offences, Post-traumatic stress disorder, Family violence and victimization, Psychology of the bystanders 1

Module IV: Correctional Psychology

Correctional Psychology: Legal rights of inmates: Rights to treatment, Right top refuse treatment, Inmates with mental disorders, Solitary confinement, Psychological assessment in correction, Psychological methods of correction, Treatment of sexual offenders, Community-based correction, Group homes, Family preservation model, Substance abuse model, Prevention of violence.

Examination Scheme

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	7	10	8	5	70

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, A: Attendance, EE: End Semester Examination

References:

- Bartol, C. R. & Bartol, A. M. (2004) Introduction to forensic psychology. New Delhi: Sage.
- Blackburn, R., (1993) The psychology of criminal conduct: Theory research and practice. Chichester: Wiley & Sons.
- Dhanda, A. (2000) Legal order and mental disorder. New Delhi: Sage.
- Harari, L. (1981) Forensic psychology. London: Batsford Academic.

COMMUNITY PSYCHOLOGY

Course Code: PSY4316**Credit Units: 03****Course Objectives**

To acquaint the students about the history & present status of community mental health services and also to develop a community based orientation towards mental health.

Course Contents**Module I: Introduction to Community Psychology**

Historical and social contexts of community psychology: concept, evolution, scope and nature of community mental health.

Module II: Mental Health Models

Models of mental health services: mental, social, organizational and ecological

Module III: Community mental health intervention and rehabilitation

Community mental health intervention and community based rehabilitation (CBR): Issues, principles and programmes; evaluation of CBR; training the para-professional and non-professionals.

Module IV:

Community mental health in India: Prospects, Issues & challenges, Legal issues in mental health, role of NGO, Govt. and hospitals in mental health in India

Examination Scheme

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	7	10	8	5	70

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, A: Attendance, EE: End Semester Examination

References

- Bloom, B. (1973). Community Mental Health—A critical analysis. New Jersey: General Learning Press
- Koch, C.H.(ed.) (1986). Community Clinical Psychology. London: Croon Helm.

- Mann, P.A. (1978). Community Psychology: Concepts and Application. New York: The Free Press.
- Rappaport, J. (1977). Community Psychology: Values, Research and Action. New York: Holt, Reindhart and Wingston.

PSYCHOLOGICAL PRACTICE IN PERSONNEL AND HUMAN RESOURCE MANAGEMENT

Course Code: PSY4317

Credit Units: 03

Course Objective

To enable students to understand the concepts of psychology as applied in various aspects of human resources in organizations and equip them to develop modules in accordance with the optimum use of the same.

Course Contents

Module I: The Human Resource Management

Structure of Human Resource Management, Role and Responsibilities of the Human Resource Manager; Human Resource Policies - Formulation and Essentials of Sound HR Policies

Module II: Challenges of Personnel Management: Individual and Competitiveness, balancing organizational demands and employees concerns-metaphors used to manage people.

Module III: Development of Human Resources

Learning, Training, Training and Development, Evaluation and Performance Appraisal

Module IV: Meeting HR requirements

Job Analysis and job Descriptions, diversity and empowered employees, career management and developing diverse talent pool, competency assessment- Perspective and Techniques

Module V: Employment Testing

Testing abilities, Testing personality, Testing skills and achievements, Using and not using tests.

Module VI: Contemporary Issues in HR

Strategic Human Resource Management, International Human Resource Management Creating High Performing HR Systems: Wellness Programs and Work Life Balance and Green HRM

Examination Scheme

Components	CT	CT/H/P/V/Q	CT	A	EE
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Weightage (%)	7	10	8	5	70
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CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, A: Attendance,
EE: End Semester Examination

Text & References

Text:

- Cascio (1998) Managing Human Resources. Delhi: Tata McGraw Hill.
- Cascio W.F. & Aguinis H. (2008), Applied Psychology in Human Resource Management, 6th Edition, Printice-Hall, USA
- Robert A. Baron and Donn Byrne, “Social Psychology: Understanding Human Interactions”, New Delhi, Prentice Hall of India, 7th Ed., 1995.
- John B. Miner, “Industrial - Organizational Psychology”, Singapore, McGraw-Hill, 1992.

References:

- Snell & Bohlander (2007) Human Resource Management, Thomson South Western.
- David S. Decenzo and Stephen P. Robbins, Personnel/Human Resource Management, Prentice Hall, New Delhi.
- William B. Werther Jr. and Keith Davis, Human Resources and Personnel Management, McGraw Hill, Singapore, 4th Ed., 1993 .
- Arun Monappa and Mirza S. Saiyadain, Personnel Management, Tata Mc-Graw Hill, New Delhi 1995.
- P Subba Rao, Essentials of Human Resource Management and Industrial Relations: Text, Cases and Games, Himalaya, Mumbai, 2000.
- Biswajeet Patanayak, Human Resource Management, Prentice Hall India, New Delhi 2001.

Syllabus - Fourth Semester

REHABILITATION PSYCHOLOGY

Course Code: PSY4404

Credit Units: 03

Course Objective

Objective of this course is to learn profession of Rehabilitation Psychology, Psychological Assessment of persons with disabilities, Psychological Interventions and dealing with families

Course Contents

Module I: Introduction

Overview of the profession of Rehabilitation Psychology and practice, history, growth and scope, Role of Psychologist in Rehabilitation

Module II: Psychological Assessment

Psychological Assessment- Assessment of Cognition, aptitudes, psychopathology, work/vocational and daily functioning

Module III: Health Behavior

Health behavior: Theories of health behavior change, interventions strategies for individuals and families of disabled
Behaviour Modification and Cognitive Therapies in Rehabilitation

Module IV: Families and disability

Dealing with Families- Family's reactions to disabilities, coping styles, family counseling, Coordination with Multidisciplinary team

Module V: Community Based Rehabilitation

Community Based Rehabilitation – Goals of CBR, components of CBR, Role of Professionals, role of Community, Ethical Issues

Examination Scheme

Components	CT	CT/H/P/V/Q	CT	A	EE
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Weightage (%)	7	10	8	5	70
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CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, A: Attendance,
EE: End Semester Examination

Text & References

Text:

- NIMH (1989) Mental Retardation : A Manual for Psychologist, Secundrabad
- Mohapatra C.S. (2004) Disability Management, NIMH, Secundrabad
- Robert G. Frank Timothy R.Elliott (2000). Handbook of Rehabilitation Psychology, APA Washington.
- Michael Brnes Anthony Ward (2009) Oxford Handbook of Rehabilitation Medicine

References:

- Peshawaria R. and Venkatesan (1992) Behavioural Approach in Teaching Mentally Retarded Children, NIMH, Secundrabad
- WHO (2004) Community Based Rehabilitation
- Tally A.B, Sivaraman K.P and Murali T(1998)Neurorehabilitaion Principles &practice, NIMHANS Bangalore India

PSYCHOMETRICS

Course Code: PSY4415

Credit Units: 02

Course Objectives

To acquaint students with advanced topics in psychometrics by supporting them in using the advanced psychometric models with psychometric data and also train students in writing report of the psychometric techniques

Course Contents

Module I: Psychometrics

Psychometrics: Concepts, Classical Test Theory and Practicing Psychometrics, Scaling, statistical concepts, Reliability: Conceptual basis and empirical estimation
Validity: Conceptual basis and empirical estimation, factor analysis and test dimensionality
Classical test theory: assumptions, ramification and practice
Threats to psychometric quality: Test bias, response bias. Special problems in CCT

Module II: Modern test Theory and Practice

Item Response Theory (IRT): basic concepts, models and estimations; Item and Item information; Models for Nominal and graded responses, Nonparametric and Bayesian approach
Other IRT models and applications to non standard testing conditions

Module III: Generalizability Theory

Concepts, Generalizability and variance component G studies and D studies
Conducting and Interpreting Generalizability: One Facet design, two facet design, other designs.

Module IV: Applications

Psychometric Assessment in Occupational Settings.
Psychometric Clinical Assessment
Psychometrics in Educational Settings
Developing publication quality instrument and manual

Module V: Presentations

Multidimensional scaling, Profile analysis, Discriminant analysis, Software applications: R in particular; Dominance (preference) scaling, Categorical modeling, Binary classifications; Non-geometric and non Euclidian model, Confirmatory Factor analysis

Examination Scheme

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	7	10	8	5	70

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, A: Attendance, EE: End Semester Examination

Reference

- Borsboom, D. (2005). Measuring the mind: Conceptual issues in contemporary psychometrics .Cambridge , UK : Cambridge University Press .
- C.R. Rao (Editor), Sandip Sinharay (Editor). Handbook of Statistics, Volume 26: Psychometrics.
- John Rust and Susan Golombok (2009) Modern Psychometrics: The Science of Psychological Assessment, Third Edition.
- JumNunnally and Ira Bernstein. (1994). Psychometric Theory.
- Lord, F. M., & Novick, M. R. (1968). Statistical theories of mental test scores. Reading , MA : Addison-Wesley.
- PB , John Rust, Susan Golombok. (2008). Modern Psychometrics (3rd Revised edition). Taylor & Francis Ltd: UK
- R. Michael Furr and Verne R. Bacharach (2013). Psychometrics: An Introduction

PRACTICUM-IV

Course Code: PSY4412

Credit Units: 03

Course Objective

To give practical experience to the students in administering and scoring psychological tests and interpreting the scores Also to acquaint the students with the basic procedure and design of psychology experiments Course will also encourage and guide the students to undertake a small-scale research project to apply the general concepts of psychology through experimentation and testing

Note: Total 5practicals will be conducted in the fourth semester among the list of following practicals

Course Content

1	Personality
2	Intelligence
3	Attention
4	Learning
5	Intelligence
6	Health

Examination Scheme

Components	A	File Demonstration	Viva	EE
Weightage (%)	5	35	35	25

Text & References

- Mohsin, S. M.:Experiments in Psychology. MotilalBanarasidas
- Woodworth, R.S.:Experimental Psychology. Oxford & IBH & Schlosberg, H. Publishing
- Postman, L. &Egan, J. P.: Experimental Psychology: An Introduction.Harper and Row

FIELD PRACTICE-IV

Course Code: PSY4413

Credit Units: 04

Course Objective

To develop, in students the skills of observation, collection and documentation of data for conducting theoretically correct and practically relevant research

Methodology

Each student will engage themselves in interaction and observation of psychological processes in a subject/ field of their choice.

Student will then present their findings in the form of a paper for seminar discussions.

Similarly, field work will be done by students in their area of interest and present their practical observations, as a report with analysis and suggestions.

Examination Scheme

Field/Seminar Report	: 40 marks
Viva-Voce	: 30 marks
Internal Faculty and Interaction	: 10 marks
Presentation/Daily Diary Report	: 20 marks

DISSERTATION

Course Code: PSY4437

Credit Units: 06

GUIDELINES FOR DISSERTATION

The aim of the dissertation is to provide you with an opportunity to further your intellectual and personal development in your chosen field by undertaking a significant practical unit of activity, having an educational value at a level commensurate with the award of your degree

The dissertation can be defined as a scholarly inquiry into a problem or issues, involving a systematic approach to gathering and analysis of information / data, leading to production of a structured report.

Selecting the Dissertation Topic

It is usual to give you some discretion in the choice of topic for the dissertation and the approach to be adopted. You will need to ensure that your dissertation is related to your field of specialization.

Deciding this is often the most difficult part of the dissertation process, and perhaps, you have been thinking of a topic for some time.

It is important to distinguish here between ‘dissertation topic’ and ‘dissertation title’. The topic is the specific area that you wish to investigate. The title may not be decided until the dissertation has been written so as to reflect its content properly.

Few restrictions are placed on the choice of the topic. Normally we would expect it to be:

- relevant to business, defined broadly;
- related to one or more of the subjects or areas of study within the core program and specialisation stream;
- clearly focused so as to facilitate an in-depth approach, subject to the availability of adequate sources of information and to your own knowledge;
- of value and interest to you and your personal and professional development.

Planning the Dissertation

This will entail following:

- Selecting a topic for investigation.
- Establishing the precise focus of your study by deciding on the aims and objectives of the dissertation, or formulating questions to be investigated. Consider very carefully what is worth investigating and its feasibility.
- Drawing up initial dissertation outlines considering the aims and objectives of the dissertation. Workout various stages of dissertation
- Devising a timetable to ensure that all stages of dissertation are completed in time. The timetable should include writing of the dissertation and regular meetings with your dissertation guide.

The Dissertation plan or outline

It is recommended that you should have a dissertation plan to guide you right from the outset. Essentially, the dissertation plan is an outline of what you intend to do, chapter wise and therefore should reflect the aims and objectives of your dissertation.

There are several reasons for having a dissertation plan

- It provides a focus to your thoughts.
- It provides your faculty-guide with an opportunity, at an early stage of your work, to make constructive comments and help guide the direction of your research.
- The writing of a plan is the first formal stage of the writing process, and therefore helps build up your confidence.
- In many ways, the plan encourages you to come to terms with the reading, thinking and writing in a systematic and integrated way, with plenty of time left for changes.
- Finally, the dissertation plan generally provides a revision point in the development of your dissertation report in order to allow appropriate changes in the scope and even direction of your work as it progresses.

Keeping records

This includes the following:

- Making a note of everything you read; including those discarded.
- Ensuring that when recording sources, author's name and initials, date of publication, title, place of publication and publisher are included. (You may consider starting a card index or database from the outset). Making an accurate note of all quotations at the time you read them.
- Make clear what is a direct a direct quotation and what is your paraphrase.

Dissertation format

All students must follow the following rules in submitting their dissertation.

- Front page should provide title, author, Name of degree/diploma and the date of submission.
- Second page should be the table of contents giving page references for each chapter and section.
- The next page should be the table of appendices, graphs and tables giving titles and page references.
- Next to follow should be a synopsis or abstract of the dissertation (approximately 500 words) titled: **Executive Summary.**
- Next is the 'acknowledgements'.
- Chapter I should be a general introduction, giving the background to the dissertation, the objectives of the dissertation, the rationale for the dissertation, the plan, methodological issues and problems. The limitations of the dissertation should also be hinted in this chapter.
- Other chapters will constitute the body of the dissertation. The number of chapters and their sequence will usually vary depending on, among others, on a critical review of the previous relevant work relating to your major findings, a discussion of their implications, and conclusions, possibly with a suggestion of the direction of future research on the area.

- After this concluding chapter, you should give a list of all the references you have used. These should be cross - references with your text. For articles from journals, the following details are required e.g.

Draper P and Pandyal K. 1991, The Investment Trust Discount Revisited, Journal of Business Finance and Accounting, Vol18, No6, Nov, pp 791-832.

For books, the following details are required:

Levi, M. 1996, International Financial Management, Prentice Hall, New York, 3rd Ed, 1996

- Finally, you should give any appendices. These should only include relevant statistical data or material that cannot be fitted into the above categories.

The Layout Guidelines for the Dissertation:

- A4 size Paper
- Font: Arial (10 points) or Times New Roman (12 points)
- Line spacing: 1.5
- Top and bottom margins: 1 inch/ 2.5 cm; left and right margins: 1.25 inches/ 3 cm

Guidelines for the Assessment of the Dissertation

While evaluating the dissertation, faculty guide will consider the following aspects:

1. Has the student made a clear statement of the objective or objective(s).
2. If there is more than one objective, do these constitute parts of a whole?
3. Has the student developed an appropriate analytical framework for addressing the problem at hand.
4. Is this based on up-to-date developments in the topic area?
5. Has the student collected information / data suitable to the frameworks?
6. Are the techniques employed by the student to analyse the data / information appropriate and relevant?
7. Has the student succeeded in drawing conclusion form the analysis?
8. Do the conclusions relate well to the objectives of the project?
9. Has the student been regular in his work?
10. Layout of the written report.

Assessment Scheme:

Continuous Evaluation: 40%
(Based on Abstract, Regularity, Adherence to initial plan, Records etc.)

Final Evaluation: Based on, 60%

Contents & Layout of the Report,	25
Conceptual Framework,	10
Objectives & Methodology and	10
Implications & Conclusions	15

EMPLOYEE COUNSELLING AND EMPOWERMENT

Course Code: PSY4409

Credit Units: 3

Course Objective

To enable students to understand the diversity in organizations and equip them with skills to handle, manage and adjust to a culturally and socially diverse work environment.

Course Contents

Module I: Mentoring Career

Improving various Professionally & Psychologically Skills, Performance & Capacity Development, Career Planning, Setting Goals, Interview Techniques, and Negotiation Skills

Module II: Work Life Counseling

Managing work life: key to perform well; remain stress free, happy & successful at work.

Dealing with Boss, Colleagues & Juniors

Stress Management, Time Management, Crisis Management

Enhancing Performance & Will Power

Work-Life Balance, Motivation & Performance

Meeting Challenges of Workplace Harassment, Discrimination

Module III: Personal Life Counseling

Personality Development and Behavioural Management

Understanding, Improving & Balancing Habits and Behavior

Identifying Power within self

Developing EQ & Emotional Intelligence, Developing Positive Psychology

Utilizing Multiple Intelligence, Confidence Building

Handling & Eradicating Stress & Phobia, Handling Frustration & Unhappiness

Handling Ego/ Self Respect, Handling & eradicating Depression & Loneliness

Module IV: Introduction to Employee Counselling

Meaning, Nature & Scope
 Types and functions of Employee Counselling
 Coaching, Mentoring and Counselling

Module V: Differences and power

Concepts of prejudice, discrimination and oppression
 Cultural and ethnicity as dimensions of differences
 Race and racism in organizations
 Gender and sexism in organization
 Sexual orientation, physical ability, age, social class and other differences in workplace

Module VI: Conflict and Negotiation viz Employee Counselling

Concept of Conflict and Negotiation
 Importance and relevance of Conflict and Negotiation in Employee Counselling

Module VII: Employee Empowerment and leadership

Change Management, Employee Involvement for Effective Change Management, Leadership Management, Motivation / Recognition / Retention.
 Essentials of Leadership Quality
 Self-leadership leads to Empowerment
 Relevance of Empowerment in Employee Counselling

Examination Scheme

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	7	10	8	5	70

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, A: Attendance, EE: End Semester Examination

Text & References

Text

- Luthans, F. Organizational Behaviour, McGraw – Hill International, 1998.
- Lashley, C (2001) Empowerment : HR strategies for service excellence Oxford,
- Lashley C (1997) Empowering Service Excellence: beyond the quick fix, London,
- Harold Koontz, O'Donnel and Weihrich, Management, Tata McGraw Hill, New Delhi, 1992.
- MonirH.Tayeb(2005). International Human Resource Management-, Oxford Publications.
- <http://www.newdirectionscounseling.com/defcoun.html>

References:

- Stephen P. Robbins, Organizational Behaviour: Concepts, Controversies, Applications, Prentice Hall, New Delhi, 2000.
- Hyman, J. and Mason, B. (1995) Managing employee involvement and participation.
- Ashkenas, Ulrich, The boundryless Organizations, Jossey- Bass.
- Dalton, Ernst Christ, Success for the Global managers, Jossey- Bass.
- Dhar&Ravishankar, Global Managers, Himalayan Publishing House.

PSYCHOLOGY OF SELLING, MARKETING AND ADVERTISING

Course Code: PSY4416

Credit Units: 03

Course Objectives

To impart the basic knowledge of main psychological theories that is relevant within the field of market psychology among students. How does psychology apply to marketing? Clearly, psychology and marketing are closely related. As a marketing strategist, you need be looking less at what your product has to offer per se and more to the psychology of the consumers to whom you want to sell it.

Course contents

Module I: Introduction

Understanding selling, marketing, advertising Psychology, Nature, scope and need , marketing, advertising Psychology of application of psychology principles in selling, marketing and advertising, The Monkey Business Illusion

Module II: Cognitive Skills: Disciplinary & Cultural Knowledge

Field of psychology complements the field of marketing Identify, main psychological theories and consumer behaviour, Judgment heuristics, rules of perception and marketing psychology, Role of personality, emotions, and motivation in consumer behaviour, Host-city manifestations of the influence of psychology on local consumer

Module III: Analytical Skills: Critical Thinking in Oral & Written Work

Marketing techniques in psychology, Importance of emotions in advertising campaigns, Work of locus of control in your own self-control

Module IV: Affective Skills: Attitudinal & Intrapersonal

Develop and convey empathy for the host peoples' attitudes towards consumption, Curiosity and Interface between marketing and psychology, Respond to psychology of marketing on critical-analytical levels and develop an open mind regarding local consumer habits

Module V: Behavioral Skills: Cultural Engagement & Interpersonal

Knowledge of psychology to become a more aware and self-directed consumer, Use course-related criteria when purchasing you consumer good in the host country, Knowledge of marketing psychology to engage positively with host people & culture

Examination Scheme

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	7	10	8	5	70

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, A: Attendance, EE: End Semester Examination

Reference

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PSYCHOLOGY OF CRIMINAL BEHAVIOUR AND CRIMINAL PROFILING

Course Code: PSY4417

Credit Units: 03

Course Objectives

To familiarize students with the emerging importance of psychology of criminal behaviour and criminal profiling and also to build awareness regarding the role of the psychologist in Forensic evaluations.

Course Contents

Module I: Bases of criminal behavior

Biological and psychological basis of criminal behavior
Theoretical models in Forensic psychology
Place of psychology in forensic science
Ethical principles and professional competencies

Module II: Forensic assessment

Empirical profiling of psychopathy
Detection of Malingering and Deception
Use of Brain Electrical Oscillation Signature (BEOS)
Psychology and law : custody issues, testimony, documentation

Module III: Civil forensic procedures

Eye witness memory
Jury selection
Child custody
Evaluation of child trauma

Module IV: Criminal Forensic procedures

Forensic evaluation of delinquency and criminal responsibility
Child sexual abuse evaluations
Violence risk assessment
Competence to stand trial

Examination Scheme

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	7	10	8	5	70

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, A: Attendance,
EE: End Semester Examination

Reference

- Bull, R. (ed) 2011) Four volume set Forensic Psychology. LA: Sage publications
- Scott, Adrian (2010) Forensic psychology. NY: Palgrave MacMillan.

Books for reference

- Donohue, W.T. and Levensky, T.R. (2004)Handbook of Forensic Psychology. NY: Elsevier.
- Goldstein, A. M. Volume ed. Weiner, I.B. Series ed. (2003) Handbook of Psychology: Volume 11 Forensic psychology. NJ: J. Wiley and Sons.
- Heilbrun, K, Marczyk, G.R. and DeMatteo D. (2002) Forensic Mental Health Assessment : A Casebook. UK:OUP.
- McCaffrey, R.J. , Williams, A.D., Fisher, J.M. , Laing, L.C. (1997) The practice of forensic neuropsychology. NY: Plenum press.
- Weiner, I.B. and Hess, A.K. Ed. (2006) Handbook of Forensic Psychology. NJ: J.Wiley and Sons.

GUIDANCE AND COUNSELLING

Course Code: PSY4419

Credit Units: 03

Course Objectives

This course enables students to gather knowledge about techniques of guidance and Counselling. It is further designed to equip students to practice these learned skills in their day to day life.

Module I: Introduction

Concept of Guidance and Counseling Meaning, Nature, Goals and Principles; Need and Relevance Emergence and Growth of Guidance and Counseling Psychology; Guidance and counseling Movement in India Ethical and legal considerations

Module II: Organization of Programme

Organizing a Guidance Programme Principles of organizing an effective guidance program; Guidance activities at Elementary, Secondary and Senior Secondary level Meaning & Importance of Counseling Skills & Strategies; Stages of Counseling

Module III: Educational Guidance

Educational Guidance Nature, Pupil Personnel work, Pupil Appraisal information, School Curriculum and Guidance. Vocational Guidance Nature, Study of Occupations- Collecting and Disseminating occupational information; Theories of occupation choice Role of counselor in education and vocational guidance

Module IV: Counseling skills

Developing Empathy, rapport establishment, respect and genuineness Skills of Counselor Selection, implementation, evaluation, Observation, listening, silence, attending behaviour, use of questions & termination of counselling.

Module V: Approaches of Counseling

Approaches of Counseling: Directive, Non-directive and Eclectic. Guidance Personnel in organizing Guidance Programmes, Theories of multicultural counseling: identity development, and social justice, Theories and models of individual, cultural, couple, family, and community resilience.

Examination Scheme

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	7	10	8	5	70

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, A: Attendance, EE: End Semester Examination

References:

- Arther J. J., (1971). Principles of Guidance Delhi : Tata McGraw Hill. - Bhatnagar, A., & Gupta N. (1999). Guidance & Counselling : Practical (Vol I & II) New Delhi: Vikas Publishing House.
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- George, R.L., & Cristiani, T.S. (1995). Counselling Theory & Practice. Boston: Allyn & Bacon. - Nelson – Jones, R. (1994). The Theory and Practice of Counselling Psychology. London: Cassell.
- Gupta, S.K. (1985). Guidance and Counselling. Delhi: Mittal. - Kochhar, S.K. (1984). Educational and Vocational Guidance in Secondary Schools. New Delhi: Sterling.
- Palmer, S., & Mc Mohan, G. (1997). Handbook of Counselling Psychology. London: British association for counselling. - Pietrofessa, J.J., Bernstein, B., Minor, J., & Stanford, S. (1980). Guidance: An Introduction. Chicago: Ranel McNally College.