



PSYCHOLOGY - CBCS

PROPOSED CURRICULUM
FOR POST GRADUATE COURSE
(Master of Arts)

Course Structure 2016

By

Department of Psychology
Osmania University

CBCS Format for MA (AY 2016-2017)
Department of Psychology
Osmania University

SEMESTER – I		Credits	SEMESTER - II		Credits
Paper – I (CORE)	Statistics in Psychology	5	Paper - I(CORE)	Abnormal Psychology	5
Paper – II (CORE)	Cognitive Psychology	5	Paper – II (CORE)	Applied Cognitive Psychology	5
Paper – III (CORE) (Practicum)	Experimental Psychology	5	Paper – III(CORE) (Practicum)	Cog-Lab-Experiments	5
Paper – IV-A (Elective)	Development Across Life Span	4	Paper – IV-A (Elective)	Criminal and Forensic Psychology	4
Paper – IV-B (Elective)	Advanced Social Psychology		Paper – IV-B (Elective)	Health Psychology and Well-being	
Paper – V-A (Elective)	Personality Theories and Assessment	4	Paper – V-A (Elective)	Child Psychology	4
Paper – V-B (Elective)	Educational Psychology		Paper – V-B (Elective)	Community Psychology	
Tutorial	Seminar on Book/Resource material Reviews	1	Tutorial	Field Work /Long Experiment	1
		24			24
SEMSTER – III		Credits	SEMESTER - IV		Credits
Paper – I (CORE)	Research Methodology and Experimental Designs	5	Paper – I (CORE)	Positive Psychology	5
Paper – II (CORE)	Theoretical Approaches to Counselling	5	Paper – II (CORE)	Counselling Skills and Applications	5
Paper – III (CORE) (Practicum)	Psychological Testing and Assessment-1	5	Paper – III (CORE) (Practicum)	Psychological Testing and Assessment- 2	5
Paper – IV-A (Elective)	Organizational Behaviour	4	Paper – IV-A (Elective)	Human Resource Management	4
Paper – IV-B (Elective)	Child and Adolescent Psychopathology		Paper – IV-B (Elective)	Basics of Clinical Psychology	
Paper – V-A (Inter Disciplinary)	Adolescent Psychology	4	Paper – V-A (Elective)	PROJECT	4
--	-		Paper – V-B (Elective)	Life Skills for Effective Living	
Tutorial	Seminar Presentations	1	Tutorial	Field Work/Internship	1
		24			24

Total number of Credits for 4 semesters of MA Psychology Course – 96 credits

M.A. PSYCHOLOGY
(CBCS AY 2016-2017)
SEMESTER-III

M.A. PSYCHOLOGY (CBCS AY 2016-2017)
SEMESTER- III
PAPER- I (CORE): RESEARCH METHODOLOGY AND EXPERIMENTAL DESIGNS

MODULE -I: BASICS OF RESEARCH AND DATA COLLECTION

- Meaning and Characteristics of Theory
- Meaning of Research, Characteristics of scientific Research, Types of Research (Qualitative and Quantitative)
- Stages or phases of Research
- Meaning of a problem, Characteristics of a Problem, Operational Definition, Components of Operational Definition (Measurability, Generalisation)
- Meaning of Hypotheses, Types of Hypotheses
- Meaning of Research Design, Features of a Research Design
- Classification of Research: Pure Research, Applied Research, Exploratory Research, Descriptive Research, Action Research, Experimental research, and Survey Research
- Methods of Data Collection: Meaning and Importance of Data
- Sources of Data: Primary and Secondary Data
- Methods of collecting Data: Observational, Psycho-physical, Psycho-Physiological, Psychometric, Questionnaires, Interview, Self-Recording, Focus Groups and Ethnographic Records

MODULE-2: EXPERIMENTAL DESIGNS- CONCEPTS AND PARADIGMS

- Meaning of Experiment, Concept of causality, Meaning of Concomitant variation, Concept of Experimental Design, Basic Principles of Experimental Design
- Definition of Symbols
- Validity in Experimentation: Internal Validity and External Validity
- Concept of Confounding Variables and Extraneous Variable
- Types of Extraneous Variables: History, Maturation, Testing Effects, Instrumentation, Statistical Regression, Selection Bias and Mortality
- Methods of Controlling Extraneous Variables
- Experimental Paradigms: Randomised Group, Matched Subject Group, Repeated Measures, Repeated Measures with Counterbalance and Factorial
- Concept of Between subjects design, Within subjects design, and Mixed designs

MODULE-3: CLASSIFICATION OF EXPERIMENTAL DESIGNS

Pre-experimental Designs

- One group, After only design
- One group, Before-After Design
- Non-matched Control Group Design
- Matched Control group Design

True Experimental Designs

- Two group, Before-After Design
- Two group, After-Only Design
- Solomon Four Group Design

Statistical Design

- Completely Randomised Design
- Randomised Block Design
- Factorial Design

MODULE-4: ADVANCED EXPERIMENTAL DESIGNS

- Single Factor Experiment:
- Randomised Block Design: Randomised Block Design with single observation per cell, and more than one observation per cell
- Two Factor Experiment: Two Factor Experiment with repeated measures on one factor, and repeated measures on both the factors
- Functional Designs: Meaning and concept of single - subject experimental design

MODULE-5: RESEARCH PROPOSAL / RESEARCH REPORT

- Differences between a research report and a research proposal,
- Structure or format of writing a Research Proposal (APA format)
- Structure or format of writing a Research Report, Style of writing a research report based on APA format
- Ethics and Legal Aspects of Research – APA Code
- Ethics and Legal Aspects of Research in Indian Context

References

1. Broota, K.D. (1989). Experimental Design in Behavioural Research. New Delhi: Wiley Eastern Ltd.
2. Edwards, A.L. (1968). Experimental Design in Psychological Research. Amorind.
3. Kerlinger, F.N., & Lee, H.B. (1999) Foundations of Behavioural Research (4th Ed). Wadsworth Publishing.
4. McGuigan, F.J. (1978). Experimental Psychology. Prentice Hall, Mc Graw Hill.
5. Reddy, B.O., & Ravichandra, K. (1974). Handbook of Experimental Design.
6. Robinson, P.W. (1976). Fundamentals of Experimental Psychology. Prentice Hall.

M.A. PSYCHOLOGY (CBCS AY 2016-2017)
SEMESTER- III
PAPER- 2 (CORE): THEORETICAL APPROACHES TO COUNSELLING

MODULE-1: INTRODUCTION TO COUNSELLING PSYCHOLOGY

- Nature and Definition of Counselling
- Goals and Scope of Counselling
- Difference between Counselling and Psychotherapy
- Characteristics of effective counselor
- Approaches to Counselling- Directive, Non-directive, Eclecticism and Integrative
- Application of Counselling in various areas
- Professional and ethical issues in counseling
- Counselling in Modern India

MODULE-2: PSYCHOANALYTIC AND BEHAVIOUR THERAPY

- Psychoanalysis: Key Concepts, Therapeutic Process, Client's Experience and Therapist's Role, Therapeutic Techniques- Maintaining the Analytic Framework, Free Association, Interpretation, Dream Analysis, Analysis and Interpretation of Resistance, Analysis and Interpretation of Transference
- Behaviour Therapy: Key Concepts, Therapeutic Process, Client's Experience and Therapist's Role, Therapeutic Techniques-Operant Conditioning Techniques (Progressive Muscle Relaxation, Systematic Desensitization, In Vivo Exposure and Flooding, Eye Movement Desensitization and Reprocessing, Social Skills Training, Self- Management Programs and Self-Directed Behaviour, Multimodal Therapy

MODULE-3: HUMANISTIC, EXISTENTIAL AND COGNITIVE THERAPIES

- Humanistic and Existential Therapies: Key Concepts, Therapeutic Process, Client's Experience and Therapist's Role, Therapeutic Techniques of- Person centered Counselling, Gestalt Therapy and Logotherapy (Victor Frankl).
- Cognitive Behaviour Therapies: Key Concepts, Therapeutic Process, Client's Experience and Therapist's Role, Therapeutic Techniques of- RET, Aaron Beck's Cognitive Therapy and Donald Michenbaum's Cognitive Behaviour Modification

MODULE-4: GROUP COUNSELLING

- Nature, Structure and Functions of Group Counselling
- Types of Groups: Training, Self- Help, Support, Encounter, Marathon, Therapy and Counselling Groups
- Stages of Development of Groups
- Ethical and Professional Issues of Group Counselling
- Integration and Application of Group Counselling

MODULE-5: FAMILY AND MARITAL THERAPY

- Historical evolution of Family Therapy
- Classical schools of Family Therapy: Structural Family Therapy; Strategic Family Therapy; Milan's Family Therapy; MRI Brief Therapy
- Post Modern Family Therapy: Brief Marital Therapy; Solution-focused Brief Therapy; Bowen's Family Therapy; Narrative Therapy and Couple Therapy
- Assessment and Intervention in Family Therapy: Assessment of couples and families; Stages of family therapy- Planning, Assessment and Treatment; Genogram; Crisis Intervention

References

- Brammer. L.M. and Shostrom E.L. (1977) Therapeutic Psychology, Englewood Cliffs, New Jersey.
- Corey, G. (2008). Theory and Practice of Counselling and Psychotherapy (8 th ed.) Canada: Brookes/Cole.
- Corey, G. (2008). Student manual for Theory and Practice of Counselling and Psychotherapy (8 th ed.). CA: Brooks/Cole
- Corey, G. (2008). Group Counselling. New Delhi:Brooks/Cole.
- Lewis E. Patterson and Elizabeth Reynolds Welfel (2000). The Counselling Process, 5th edition, Wasworth Brooks / Cole, Thomson Learning.
- Nelson - Jones, R. (1995). The Theory and Practice of Counselling, 2nd Edition, London : Cassell.
- Palmer, S. (1999). Introduction to counselling and psychotherapy: The essential guide. New Delhi: Sage
- Nelson, R & Jones (2004) Practical Counselling & Helping Skills, New Delhi, Sage Publications.
- Patterson, G.H. (1973) Theories of Counselling, Psycho-therapy N.Y, Harper Row.
- Woolfe R. and Dryden, W. (1996) Handbook of Counselling Psychology, Sage Publications.

M.A. PSYCHOLOGY (CBCS)
SEMESTER III
PAPER-3 (CORE) - PSYCHOLOGICAL ASSESSMENT -1 (PRACTICUM-3)

The practicum will consist two parts as following:

PART-A (Theory)

INTRODUCTION TO PSYCHOLOGICAL TESTING

Psychological Testing: History of Psychological Testing, Nature and Assumptions of a Psychological Test, Characteristics of a Psychological Test, Classification of Psychological Tests- Individual Test and Group Test, Speed Test and Power Test, Verbal and Non-verbal Test, Ability Test, Intelligence Tests, Aptitude Test, Interest and Personality Tests.

Ethical Issues in Psychological Testing: Ethical principles of APA

Approaches of Psychological Testing: Classical test theory and Modern Test theory; Limitations of Classical test theory and Modern test theory.

Error: Concept of Error, Types of Errors in Psychological Testing, Problems encountered in Psychological measurement.

TEST CONSTRUCTION – ITEM ANALYSIS AND RELIABILITY

Test Construction: General steps in constructing a new test.

Item Analysis: Meaning of Item analysis, Quantitative Item analysis- Item difficulty, item discrimination, Inter-Item correlation, Item-total correlation, Item-criterion correlation, Item characteristic curve, Item bias.

Reliability: Meaning of reliability, Concepts of Absolute and Relative Reliability, Types of reliability- Test-Retest reliability, Internal consistency reliability, Scorer reliability and agreement, Computation of reliability coefficient- Split Half method, Kuder-Richardson formulae 20 & 21, Cronbach's alpha, Factors influencing reliability.

TEST CONSTRUCTION- VALIDITY AND NORMS

Validity: Meaning and concept of validity, Types of validity: Content validity, Criterion-related validity, and Construct validity, Different sources of evidence for validity, Factors Influencing Validity of a Test. Relationship between Reliability and Validity

Norms: Concept of Norms, Types of Norms: Age Norm, Grade Norm, Percentile Rank, Deciles, Standard score, T score, Stanine score.

PART-B

- ✓ The students will learn 10-15 tests (conduction, demonstration) related to the following areas:
 - Personality
 - Intelligence
 - Aptitude
 - Interest
- ✓ They will observe conduct and record the scores and interpret the results as per the norms of the test.
- ✓ The planning and methodology for the long experiment has to be completed and the student is required to submit the synopsis. The long experimental study has to be based on some psychological test.
- ✓ Field and skilled based training is compulsory for the students.

REFERENCES

- Anastasi, Anne (1997), Psychological Testing 1st edition, New Delhi Pearson Education Pvt. Ltd.
- Cornbach L.J (1970) Essentials of Psychological Testing, London, Harper and Row.
- Freeman, Franks. (1976) Theory and Practice of Psychological Testing; New Delhi, Oxford and IBH.
- Ghiselli.E.E. (1964) Theory of Psychological Measurement, New Delhi Tata McGraw Hill
- Goods, W.J. and Hatt K. (1952) Methods in Social Research, New Delhi, McGraw Hill.
- Gulliksen, (1967) Theory of Mental Tests, John Wiley.
- Henki, E. and Wiesman, W. (1976) Principles of Psychological Measurement; Ran McNally.

M.A.PSYCHOLOGY (CBCS AY 2016-2017)
SEMESTER III
PAPER – IV (A) (ELECTIVE): ORGANIZATIONAL BEHAVIOUR

OBJECTIVES OF THE COURSE

1. To understand the concepts, nature and principles of organizational behavior.
2. To develop an understanding of motivation, leadership, organizational culture, climate and change.
3. To apply behavioral science principles and practices in the organization towards the goal of improving organizational effectiveness.

MODULE -1 : ORGANISATIONAL BEHAVIOUR AND PROCESS

- Organization and Individual: Historical Antecedents (Classical Organizational Theory; Scientific Management theory-The Hawthorne Studies and their Implications; The Bureaucratic Model; Bureaucratic Dysfunctions).
- Organization Structure: Meaning, Purposes and Factors Effecting Organizational Structure; Mechanistic and Organic Models.
- Modern Organizational Designs- Project Designs, Matrix Designs, Network Designs, Virtual Organizations.
- Challenges and Opportunities for Organizational Behavior- Changing Profile of Employees, Globalization, Informational technology, Diversity Issues and Cultural References

MODULE-2: MOTIVATION, EMOTIONS AND STRESS IN ORGANISATION

- Motivating by Meeting Needs and Managerial Applications-Maslow's Need Hierarchy; Herzberg's Two Factor Theory.
- Motivating by Setting Goals- Goal Setting Theory and Setting Effective Performance Goals.
- Motivating by Altering Expectations and by Structuring Jobs- Vroom's Expectancy Theory, Porter & Lawler Model, Job Design, Quality of Work Life Model, Job Enrichment and Job Enlargement, Hackman & Oldham's Job Characteristics Model.
- Emotions and Moods- Emotional Labour, Affective Events Theory, Emotional Intelligence.
- Occupational Stress: Sources, Consequences, Managing Stress (Individual and Organizational Approaches); Employees counseling as an organizational approach for wellness.

MODULE -3: LEADERSHIP, EMPOWERMENT AND COMMUNICATION

- Behavioral Approach to Leadership Style: Managerial Grid
- Contingency Approach to Leadership: Fiedler's Contingency Model
- Situational Approach: Hersey & Blanchard's Situational Model
- Guidance Approach: Path Goal Model
- Emerging Approaches: Transactional Leadership and Transformational Leadership; Substitutes and Enhancers for Leadership; Self & Super Leadership.
- Empowerment and Participation: Meaning, process, and Programs (Randolph's Empowerment Model).
- Organizational Communication: Nature, Functions, Process and Direction of Organization Communication, Modes of communication- Interpersonal and Organizational, Barriers to effective communication, Methods of Improving Communication – Psychological, Behavioral, Physical, Social, Organizational.

MODULE-4: ORGANISATIONAL CULTURE, CONFLICT, CLIMATE AND DEVELOPMENT

- Organizational Culture- Nature, Dimensions and Consequences; Creating and Maintaining a Culture.
- Conflict: Traditional Vs Modern view of Conflict, Sources of conflict in Organization, Types of Conflict-Interpersonal, Intrapersonal and Organizational conflict; Process of Conflict; Constructive Vs Destructive Conflict; Strategies for conflict resolution.
- Organizational Climate-Factors effecting Organizational Climate, Developing a sound Organizational Climate.
- Organizational Change- Importance, Causes of Change- Social, Economic, Technological and Organizational; Proactive Vs Reaction Change; Models of Change - Lewin's, Makinsey and Kotter's Change Models; Restructuring Processes- Organizational Learning - Diffusion and Institutionalization Conditions for the success of Change Management; Resistance to Change; Organisational Citizenship Behaviour- Importance and Implications.
- Emerging Challenges of organizational behavior: Knowledge management and people issues; Retention Management and Individual Differences, Competency Mapping and Psychological Processes, Coaching and Mentoring.

RECOMMENDED BOOKS

- Luthans, F. (2013). Organizational Behaviour: Evidence – Based Approach (12thEd.) ND: McGraw-Hill Edu (India) Pvt. Ltd.
- Robbins, S.P., Judge T.A., & Sanghi, A. (2009). Organizational Behavior. N.D: Pearson Prentice Hall.

REFERENCES:

- Newstrom, J.W. (2007). Organizational Behaviour: Human Behaviour at work. N.D.: Tata McGraw-Hill.
- Greenberg, J. and Baron R.A. (2005). Behaviour in organizations. N.D.:Pearson Edu.
- Ivancevich, J.M. Konsopaske R. & Matteson M.T. (2005). Organizational Behaviour and Management. New Delhi : Tata McGraw-Hill
- Muchinsky, P. (2001).Psychology Applied to work.6th Ed. New Delhi. Wadsworth.
- Sinha, J.B.P. (2008). Culture & Organization Behaviour. New Delhi: Sage Texts.
- Mullins, L.J. (2007). 7th ed. Management and organizational behavior. N.D. : Pearson Edu
- Rao, V.S.P. and Narayana, P.S.(1995). Organizational theory and behaviour (2nd Ed.) New Delhi: Konark Pub. Pvt.Ltd.
- McShane, S.L. and Von Glinow, M.A. (2000). Organizational behavior: Emerging realities for the workplace revolution. New Dehli: Tata McGraw-Hill.

M.A.PSYCHOLOGY (CBCS AY 2016-2017)
SEMESTER III
PAPER – IV (B) (ELECTIVE): CHILD AND ADOLESCENT PSYCHOPATHOLOGY

MODULE - 1: INTRODUCTION TO DEVELOPMENTAL PSYCHOPATHOLOGY

- Models of child and adolescent psychopathology
- Development and Expression of psychopathology
- DSM criteria of child and adolescent psychopathology
- Assessment, Diagnosis and Treatment strategies
- Research on child and adolescent psychopathology
- An overview of child and adolescent psychopathology in India

MODULE - 2: NEURODEVELOPMENTAL AND COMMUNICATION DISORDERS

- Neurodevelopmental Disorders: Intellectual Disabilities- Global Developmental Delay, Unspecified Intellectual Disability
- Communication Disorders: Language Disorder, Speech Sound Disorder, Childhood-Onset Fluency Disorder (Stuttering), Social (Pragmatic) Communication Disorder, Unspecified Communication Disorder

MODULE - 3: SPECIFIC LEARNING, MOTOR AND PERVASIVE DISORDERS OF CHILDHOOD AND ADOLESCENCE

- Specific Learning Disorder- Learning Disabilities
- Motor Disorders: Developmental Coordination Disorder, Stereotypic Movement Disorder, Tic Disorders, Tourette's Disorder, Persistent (Chronic) Motor or Vocal Tic Disorder, Provisional Tic Disorder
- Pervasive Developmental Disorders: Autistic disorder; Rett's disorder; Childhood Disintegrative disorder, Asperger's disorder; Pervasive Developmental Disorder Not
- Otherwise Specified.

MODULE - 4: DISORDERS OF CHILDHOOD AND ADOLESCENCE & THERAPEUTIC APPROACHES

- Attention-Deficit and Disruptive Behavior Disorders: Attention- Deficit/Hyperactivity Disorder; Conduct disorder; Oppositional Deviant Disorder
- Feeding and Eating Disorders of Infancy or Early Childhood: Pica; Rumination Disorder; Feeding Disorder of Infancy or Early Childhood
- Elimination disorders: Encopresis, Enuresis.
- Other disorders of Infancy, Childhood and Adolescence: Separation Anxiety disorder,
- Selective mutism, Reactive Attachment Disorder of Infancy or Early childhood;

- Stereotypic Movement Disorder
- Therapeutic Approaches:
 - Play Therapy
 - Behaviour Therapy
 - Cognitive Behaviour Therapy
 - Dialectical Behavioural Therapy
 - Mindfulness –based Cognitive Therapy (MBCT)

REFERENCES

- 1 .American Psychiatric Association: “Diagnostic and Statistical Manual of Mental Disorders.” DSM-5 (5th Ed).
2. Achenbach, Thomas, M. (1982).Developmental Psychopathology. 3rd ed. New York: Wiley.John B Sons, Inc
3. Kaplan, H.I. & Sadock, M.D. (1995).Comprehensive Textbook of Psychiatry/VI (Vol I & II, 6th Ed) (edited) .Baltimore: Williams & Wilkins.
4. Mash, E.J. & Wolfe, D.A. (2007).Abnormal Child Psychology (4th edition).
5. Reinchmidt, Helmut & Schmidt, Martin.H. (1992). Developmental Psychopathology. New York: Hogrefe & Huber Publishers.
6. Wenar, Charles. (1994). Developmental Psychopathology from Infancy through Adolescence. McGraw-Hill -International Ed.
7. Wiener, J. M. (1999). Textbook of Child and Adolescent Psychiatry. American Psychiatric Press.
8. World Health Organization (1992). The ICD-10 Classification of mental and behavioral disorders: Clinical description and diagnostic guidelines: Delhi: Oxford University Press.
9. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014). Abnormal Psychology (15th Ed.). Dorling Kindersley (India) Pvt.Ltd. Pearson Education.

M.A. PSYCHOLOGY (CBCS AY 2016-2017)

SEMESTER-3

PAPER – V (INTER DISCIPLINARY) : ADOLESCENT PSYCHOLOGY

MODULE-1: INTRODUCTION TO ADOLESCENT PSYCHOLOGY

- Significance and Scope of Adolescent Psychology
- Nature and Principles of Development
- Determinants of Development
- Concepts of Maturation and Learning
- Stages of Development
- Developmental Tasks during Adolescence

MODULE-2: PHYSICAL, COGNITIVE, MORAL AND PERSONALITY DEVELOPMENT IN ADOLESCENCE

- Puberty and Sexual Development
- Early or Late Sexual Development
- Physical Appearance and Body Image
- Physical Activity and Weight
- Cognitive Development
- Moral Development
- Enhancing Confidence
- Decision making Skills
- Improving Interpersonal Relationships and
- Emotional Competency

MODULE -3: PSYCHOLOGICAL, EMOTIONAL AND SOCIAL DEVELOPMENT IN ADOLESCENCE

- Erikson's Psychosocial Theory
- Factors Affecting Adolescent's Identity Development
- Raising Self-Esteem
- Emotional Intelligence
- Gender Differences in Emotional Development
- Social Development: Peer Relationships , Family Relationships, School , Work , Community, The Influence of Neighborhood Characteristics and the Media

MODULE-4: ISSUES IN ADOLESCENCE PERIOD

- Health Issues (Eating Disorders, Nutritional Disorders, Hetero sexual Relationships)
- Social Issues (Sexually Transmitted Diseases, Teenage pregnancy, Substance Abuse in Adolescents)
- Psychological Issues (Teen Suicide, Adolescent depression, Delinquent Behavior)
- Educational Issues (School Transition, Academic Achievement, Drop outs)
- Vocational Choice/ Career choice

References

- Developing Adolescents. APA.2002.
- Lerner, R.M. & Steinberg, L. (2014). Hand book of Adolescent Psychology. John Wiley and Sons, Inc.

M.A. PSYCHOLOGY
(CBCS AY 2016-2017)
SEMESTER-IV

M.A.PSYCHOLOGY (CBCS AY 2016-2017)
SEMESTER IV
PAPER-1 (CORE): POSITIVE PSYCHOLOGY

MODULE-1: INTRODUCTION TO POSITIVE PSYCHOLOGY

- ❖ History of Positive Psychology
- ❖ Eastern and Western Perspectives on Positive Psychology
- ❖ Positive and Negative Emotions: Broaden-and-Build Model
- ❖ Happiness and Subjective well being: Old age versus 21st century definitions of Happiness, Money and Happiness; Subjective well-being as a synonym for happiness
- ❖ Well being: Complete Mental Health (Emotional, Social and Psychological Well-being), PERMA Model.

MODULE -2: POSITIVE STRENGTHS AND VIRTUES

- ❖ Classification and Measures of Human Strength: Gallup's Clifton Strength Finder, VIA Classification of Strengths.
- ❖ Positive Cognitive and Emotional States and Processes:
 - Optimism - Learned optimism, Positive illusion versus depressive realism, and neurobiology of optimism & pessimism
 - Hope – Snyder's Hope Theory, Childhood antecedents of hope, Collective hope; Neurobiology of Hope
 - Mindfulness – Mindfulness as a state of mind, Benefits of Mindfulness
 - Flow – The Flow state, The Autotelic personality.

MODULE -3: ENHANCING POSITIVE RELATIONSHIPS

- ❖ Prosocial Behaviour :
 - Altruism – Cultivating Altruism (egotism and empathy – based approaches)
 - Gratitude – The Psycho physiological Underpinnings of Gratitude
 - Forgiveness - Forgiving oneself, another person and situation
 - Societal implications of Altruism, Gratitude and Forgiveness
- ❖ Flourishing Relationships: Building a Mindful Relationship Connection, Creating a Culture of Appreciation, Capitalizing on Positive Events.

MODULE -4: POSITIVE ENVIRONMENTS

- ❖ Positive Schooling: Components of Positive Schooling – Care, Trust and Respect for Diversity, Goals, Societal Contributions; Giving back to Teachers.
- ❖ Positive Working: Gainful Employment – Happiness, Satisfaction and Beyond; The Strengths-Based Approach to Work- the stages, the assets exercise; Making the job better.
- ❖ Positive Communities: ME/WE Balance – Both the Individualistic and the Collectivistic Perspectives are viable; Thinking about your own life.

MODULE -5: POSITIVE APPLICATIONS

- ❖ Living well at every Stage of Life : Children and Youth – Protective Factors for Psychosocial Resilience in Children and Youth, Strategies for Promoting Resilience in Children and Youth; Positive Youth Development; Midlife re-evaluation; The Concept of Successful Aging.
- ❖ Life Enhancement Strategies: Love, Work and Play.

RECOMMENDED BOOKS

- Snyder, C.R; Lopez, S.R. & Crothers, M.K. (2009). “Positive Psychology.” New Delhi: Pearson Education.
- Snyder, C.R. Lopez, J.S. & Pedrotti, T. (2011). “Positive Psychology”. The Scientific and Practical Exploration of Human Strengths (2nd edition). New Delhi: Sage Publications India Private Limited.

REFERENCE BOOKS :

- ❖ Baumgardner, S.R. & Crothers, M.K. (2009). “Positive Psychology” New Delhi: Pearson Education.
- ❖ Carr Alan (2004). “Positive Psychology – The Science of Happiness and Human strengths”. New York: Taylor and Francis.
- ❖ Seligman, E.P. (2012). “Flourish – A Visionary New Understanding of Happiness and Wellbeing”. Free press.
- ❖ Weiten,W. & Lloyd, M.A.(2004). Psychology Applied to Modern Life – Adjustments in the 21st Century. Singapore: Thompson Wadsworth.

M.A. PSYCHOLOGY (CBCS AY 2016-2017)
SEMESTER IV
PAPER-2 (CORE): COUNSELLING SKILLS AND APPLICATIONS

MODULE - I: EGAN'S MODEL OF HELPING

- Theoretical Basis of Counselling Model: Carl Rogers, Truax and Carkuff, Gerald Egan, Ivey and Cormier
- Pre-helping Phase: Attending Behaviour and Observational skills, Active Listening Skills
- Stage I Skills: Primary Level Accurate Empathy, Genuineness, Respect and Concreteness
- Client's Goal: Self Exploration

MODULE-2: Stage II and Stage III Skills of Egan's Developmental Model of Helping

- Stage II Skills: Advanced Accurate Empathy, Self – Disclosure, Immediacy, Confrontation
- Client's Goal: Dynamic Self Understanding
- Stage III Skills: Action Programs, Force-Field Analysis Approach to Problem Solving, C.R.A.V.E. Analysis.

MODULE-3: NELSON JONE'S COUNSELLING MODEL

- Life Skills Theory and DASIE Model
- Counselling Relationship: Active Listening; Importance of active listening; Establishing rapport, Trust, Bridging differences; Helping Clients to disclose, experience feelings; Gathering information, Creating an influence base; Helping clients to assume responsibility.

THE RELATING STAGE

- Listening Skills: Possess an attitude of respect and acceptance, understand clients internal frame of reference; Receive voice messages accurately; Receive body messages accurately; Give small rewards and ask open ended questions
- Understanding Skills: Paraphrase; Reflect feelings; Use mind skills; Manage initial resistances; Show understanding of context and difference
- Initiating Counselling Process: Goals for the initial Counselling session; Starting initial sessions; Structuring Skills; Basic summarizing skills; Starting the counseling process; Contracting; Referral Skills; Crisis Counselling.

MODULE-4: NELSON JONE'S COUNSELLING MODEL

THE UNDERSTANDING STAGE

- Clarify Problem Skills: Questioning Skills, Challenging Skills; Feedback Skills; Self-Disclosure Skills
- Assess Thinking: Skills for eliciting and assessing thinking; Form hypothesis about mind skills to improve
- Assess feelings and Physical reactions: Role of Assessment; Need to assess feelings and physical reactions; Physical reactions; Dimensions of feelings; Skills for eliciting and assessing feelings and physical reactions.
- Communication Skills and feelings: Verbal Communication Skills (VAPER); Bodily Communication skills (facial expressions, gaze, eye contact, gestures, posture, physical closeness, clothes and grooming)
- Mind Skills: Situation Thoughts-Consequences (STC) framework; Creating Rule skills; creating Perception skills; Creating self-talk skills; Creating visual images skills; Creating explanation skills. Other mind skills- Creating realistic goals and decision making skills.

THE CHANGING STAGE

- Planning Interventions: Choosing Interventions; Planning Interventions; Considerations in Planning; Skills for working with Clients
- Interventions for Thinking, Communication and Actions, Feelings.
- Termination of Counselling: Ending Counselling sessions, Formats for ending counseling, Consolidating skills when ending Counselling
- Ethics in Practice and Training; Ethical principles of counseling and Helping; Ethical codes and guidelines; Ethical issues in counseling and helping practice.

MODULE-5: COUNSELLING IN DIVERSE SETTINGS

- Counselling children and adolescents, School Counselling, Career counselling, Workplace Counselling, Rehabilitation Counselling, Grief Counseling, Geriatric Counseling, Pre and Post Surgery Counselling, HIV Counselling Multi-cultural Counselling

Internship: Students have to do internship in a school, hospital settings or in counselling clinics and submit (present) a report on at least FIVE cases. Twenty (20) Marks will be allotted in Practicum for submission of Internship Report.

References

1. Egan G. (1976), *The Skilled Helper, Interpersonal living. A Skilled Approach to Human Relating*, Brookes/Cole Publishing Company.
2. Egan G. (1986), *The Skilled Helper. A systematic approach to effective Helping*, Brookes/Cole Publishing Company.
3. Egan G. (1990), *The Skilled Helper. A systematic approach to effective Helping C.A* Brookes/Cole Publishing Company.
4. Nelson, R & Jones (2005), *Practical Counselling & Helping Skills- Text and activities for the life skills counselling model*, 5th Ed. New Delhi: Sage Publications.
5. Nelson, R & Jones (2008), *Basic Counselling Skills- A Helper's Manual*, 2nd Ed. Sage-South Asia Edition, New Delhi: Sage Publications.
6. Gladding S.T (2009), *Counselling. (6th Ed.)* Pearson Education.

M.A. PSYCHOLOGY (CBCS AY 2016-2017)
SEMESTER-4
PAPER-III (CORE): PSYCHOLOGICAL ASSESSMENT-2 (PRACTICUM)

The practicum will consist two parts as following:

PART-A (Theory)

APPLICATIONS OF PSYCHOLOGICAL TESTING

Significance of Psychological Testing in Educational setting, Counselling and Guidance, Clinical, Forensic setting and in Organizational setting.

Testing physically and Psychologically Challenged People: People with Hearing and Visual impairment, Psycho motor disabilities and Mental Retardation.

CHALLENGES TO TESTING

The Issue of Faking: Techniques to Discourage Faking, Social Desirability and Assessment Issues

The Role of Computers: Historical Perspective, Computer Scoring of Tests, Computer Administration of Tests Computer-Based Test Interpretations (CBTI) and the Future of Computerized Psychological Testing.

Traditional vs. Behavioral Assessment; Validity of Behavioral Assessment; Assessment of Environments; Assessment of Family Functioning and Broad-Based Instruments.

PART-B

- The students will learn 10-15 tests (conduction, demonstration) related to the following areas
 - ✓ Personality
 - ✓ Intelligence
 - ✓ Aptitude
 - ✓ Interest
- They will observe conduct and record the scores and interpret the results as per the norms of the test.
- The planning and methodology for the long experiment has to be completed and the student is required to submit the synopsis. The long experimental study has to be based on some psychological test.
- Field and skilled based training is compulsory for the students.

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- Anastasi, Anne (1997), Psychological Testing 1st edition, New Delhi Pearson Education Pvt. Ltd.
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- Freeman, Franks. (1976) Theory and Practice of Psychological Testing; New Delhi, Oxford and IBH.
- Ghiselli.E.E. (1964) Theory of Psychological Measurement, New Delhi Tata McGraw Hill
- Goods, W.J. and Hatt K. (1952) Methods in Social Research, New Delhi, McGraw Hill.
- Gulliksen, (1967) Theory of Mental Tests, John Wiley.
- Henki, E. and Wiesman, W. (1976) Principles of Psychological Measurement; Ran McNally.

M.A. PSYCHOLOGY (CBCS AY 2016-2017)
SEMESTER IV
PAPER-IV (A) (ELECTIVE): HUMAN RESOURCE MANAGEMENT

OBJECTIVES:

To acquaint the students:

1. With nature and scope of HRM
2. To understand the job description and specification to fit the right people at the right place.
3. About the Significance and methods of training and development
4. On Union Management Relations, Occupational Safety, Health and Well-being

MODULE -I: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT

- Nature, Scope and Context of HRM
- Concept and Function of Personnel/Human Resource Psychology
- Human Resource Management for Organizational Excellence
- Concept of Equal Opportunity and Diversity
- HR Challenges in Global and Indian Scenario
- Contemporary Issues in HR, International HR, e-HR

MODULE -2: JOB ANALYSIS, RECRUITMENT, SELECTION AND PERFORMANCE APPRAISAL

- Job Analysis: Job Description and Specification, Methods of Job Analysis, Errors in Job Analysis, its application.
- Recruitment Process: Definition, Internal and External Sources, Advantages and Disadvantages
- Selection Process: Psychological tests, Selection methods-Tests, Interviews, Apprenticeship and Job Preview, Barriers to Effective Selection, Selection feedback and decision, Contextual Factors in Selection, Induction of new employees.
- Performance Appraisal: Purpose, Importance and Uses of Performance Appraisal; 360 Degree Feedback and Performance Management system; Methods of Performance Appraisal; Issues and Biases related to Performance Appraisal.

MODULE-3: MANPOWER PLANNING, TRAINING, DEVELOPMENT AND IMPLEMENTATION OF HUMAN RESOURCES

- Manpower Planning: Definition, Need for Manpower planning (organizational and individual); Assessing the current human resources, Assessing the future demand and supply of Manpower.

- Training : Significance and Process of Training; Training Needs Analysis; Types of Training- On-the- Job Training, Apprenticeship, Job Instruction Training, Tele training and Video Conferencing, Electronic Performance Support Systems(EPSS), Internet Based Training, Lifelong and Literacy Training; Training Methods- Non-experiential Training Techniques(Lecture, Audio-Visuals, Programmed Instruction and Computer Assisted Instruction), Experiential Training Techniques(Simulation, In-basket Technique, Case study, Incident method, Role-playing; Behavior Modelling Training (T- groups, Sensitivity Training, Group Discussion, Education Games); Development and Evaluation of Training programmes.
- Career Development: Career Development and Planning, Succession Planning.
- Impact of Attitudes: OCB Job Satisfaction, Employee Engagement, Job Involvement
- Ethical Issues in HRM
- Knowledge Management and HR: Meaning and Need, Knowledge Management Process, Knowledge Management Deficits
- Human Resource Information System (HRIS): Uses, Major Functions, Steps in implementing HRIS, Evaluation of HRIS.

MODULE -4: UNION MANAGEMENT RELATIONS, OCCUPATIONAL SAFETY, HEALTH AND WELL-BEING

- Union Management Relations
- Role of Trade Union
- Collective Bargaining, Settlement of Disputes, Joint Consultation and Grievance handling Procedures
- Purpose and Importance of Occupational Safety and Health, Hazards to Occupational Safety and Health
- Causes of Occupational Accidents, Accident Incident Rates, Accident Cost and Accident Prevention
- Workplace Health Hazards: Problems and Remedies; Employee Assistance Programme (EAP); Health Promotion and Wellness Programmes.

RECOMMENDED BOOKS

- Armstrong, M. (2005). A Handbook of Human Resource Management Practice. 9th edition. Kogan Page India, New Delhi
- Aswathappa, K. (2010). Human Resource Management: Text and Cases. Eight Edition. Tata McGraw-Hill Education Private Limited, New Delhi.
- Blanchard, P.N and Thacker, J.W. (2007). Effective Training: Systems, Strategies, and Practices, Second Edition, Pearson Education, Inc, Third Impression, New Delhi.
- Decenzo.D.A and Robbins.S.P (2002). Human Resource Management. 7th edition, Kundali New Delhi,Replika.
- Dessler, G and Varkkey, B.(2011). Human Resource Management. 12th Edition. Pearson Education Inc, New Delhi.
- Subbarao,P.(2013). Essentials of HRM and Industrial Relations (5th Edition). Himalaya Publishing House Private Ltd.

REFERENCES

- Bohlander, G and Snell, S. (2004). Managing Human Resources. Thomson Asia Private Limited, India.
- Bratton, J and Gold, J. (2009). Human Resource Management Theory and Practice. 4th Edition, Palgrave Macmillan, New York.
- Dessler, G. (2011). A Framework for Human Resource Management. Sixth Edition. Pearson Education Inc. New Delhi.
- Gomez-Mejia, L. R; Balkin, D.B. and Cardy, R.L. (2010). Managing Human Resources, Sixth Edition, PHI Learning, New Delhi.
- Greer, C.R. (2009). Strategic Human Resource management. Second Edition Pearson Education, New Delhi.
- Pareek, U and Rao, T.V. (2003). Designing and Managing Human Resource System. Third Edition. Oxford & IBH Publishing Co. Pvt. Ltd, New Delhi

M.A.PSYCHOLOGY (CBCS AY 2016-2017)
SEMESTER IV

PAPER- IV (B) (ELECTIVE): BASICS OF CLINICAL PSYCHOLOGY

OBJECTIVES:

- This course enables the students to understand historical and philosophical background of Clinical Psychology.
- After studying this course, students will have a better understanding of clinical assessment.
- This course will also provide the students the skills in conducting an effective case study.
- The course will help the students equip with knowledge in clinical interventions that are necessary in dealing with clients.
- This course will also help the students gain an insight into critical issues in Clinical Psychology.

OUTCOMES:

- With this course the students get a deeper perspective of clinical Psychology and about the work in the clinical settings.
- On successful completion of the course students can get a better understanding of the field and hence would be better equipped in deciding whether to opt for clinical psychology in future.

MODULE -1: FOUNDATIONS OF CLINICAL PSYCHOLOGY

- Historical & Philosophical Background
- Nature of Discipline: Theory and Research
- Towards a Clinical Identity: Education and Training, Professional activities and Employment settings, Differences/similarities with other Mental Health Professions.

MODULE - 2: CLINICAL ASSESSMENT

- Processes: Planning, Data-collecting, Interpreting, and communicating findings, Clinical Interview: Components and Basic skills
- Diagnosis and Classification: Basic issues and Skills

MODULE -3: INTRODUCTION TO CASE- HISTORY TAKING AND MENTAL STATUS EXAMINATION

- Case-History: History of the illness (present and past), Treatment history (past/current), Collecting information on Personal History (Birth and Early Development, School, Puberty, Occupational History, Sexual and Marital History, premorbid personality), Family history (medical/psychiatric illness).
- Mental Status Examination: General Appearance, Psychomotor Behaviour, Mood and Affect, Speech, Thought, Perception, insight and judgment.

MODULE -4: CLINICAL INTERVENTIONS AND CRITICAL ISSUES IN CLINICAL PSYCHOLOGY

- Course of Intervention
- Various Perspectives: Psychodynamic, Humanistic-Existential, Behavioral-Cognitive, Group & Family.
- General issues: Nature of Specific Therapeutic Variables (Client, Therapist, Relationship).
- Professional Regulation and Ethico-legal issues, Cultural issues
- Current scenario and Future Prospect: Problems and Promise.

RECOMMENDED BOOKS

- Aiken, L.R. (2000). Psychological testing and assessment (10th ed.). Boston: Allyn& Bacon
- Anastasi,A., &Urbina,S.(1997). Psychological testing(7th ed.). Delhi: Pearson Education
- Brems, C. (2000). Dealing with challenges in psychotherapy and counseling. Singapore:Brooks/Cole.
- Fernandes-Ballesteros, R. (ed.). (2003). Encyclopedia of psychological assessment. Vol. I &II.New Delhi: Sage.
- Freeman,F.S.(1965).Theory and practice in psychological testing(3rded.). New Delhi: Oxford and IBH.
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- Hersen, M., Kazdin, A.E., &Bellack, A.S. (eds.). (1991). The clinical psychology handbook (2nd ed.). New York: Pergamon Press.
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- Kaplan, R.M., Saccuzzo, D.P. (2001). Psychological testing: Principles, applications, and issues (5th ed.). New Delhi: Asian Books Pvt. Ltd.
- Koocher, G.P., Norcross, J.C., & Hill III, S.S. (eds.). (1998). Psychologists' desk reference. Oxford: Oxford University Press.
- Marks, D.F.& Yardley, L. (eds.). (2004). Research methods for clinical and health psychology. New Delhi: Sage.
- Osborne,R.E., Lafuze,J., &Perkins,D.C.(2000). Case analysis for abnormal psychology: Learning to look beyond the symptoms. Philadelphia: Psychology Press.

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1. Hecker,J.E., &Thorpe,G.L. (2005). Introduction to clinical psychology: Science, practice, and ethics (Low Price Edition). Delhi: Pearson Education.
2. Pomerantz, A.M. (2008). Clinical Psychology: Science, practice, and culture. Sage Publications: New Delhi
3. Trull,T.J.,& Phares, E.J. (2001). Clinical psychology: Concepts, methods, and profession (6th ed.). Belmont, CA: Wadsworth/Thomson Learning

PAPER- V (A) : PROJECT

Project Work:

- Each student will be encouraged to take up a project, which will involve dissertation.
- The student will have to submit dissertation at the end of IV Semester.
- Viva-voce will be conducted on project work.
- Project work is for 4 credits

M.A. PSYCHOLOGY (CBCS AY 2016-2017)
SEMESTER-4
PAPER- V (B) (ELECTIVE) : LIFE SKILLS FOR EFFECTIVE LIVING

MODULE-1: PERSONAL EFFECTIVENESS AND WELL- BEING

- Concept of Personality, Nature and Functions of Personality
- Concept of Well- being, Dimensions of Well-being
- Personality factors affecting Healthy Living: Low self-concept, Low Self- confidence, Low Self- esteem, Significant Personal Experiences, Stress, Oversensitive, Inability to handle situations or take decisions
- Environmental factors affecting Healthy Living: Diet, Life style, Sleep, Exercise, Pollution (noise, water, air) and Crowding.
- Strategies to enhance effective living- Acquisition of Life skills and Positive Traits

MODULE-2: EVOLUTION OF THE CONCEPT OF LIFE SKILLS

- Definition and importance of Life Skills
- Livelihood Skills, Survival Skills and Life Skills
- Genesis of the concept: UN Inter- Agency Meeting, Hamburg Declaration
- Life Skills Education in Indian Context

MODULE- 3: THINKING AND SOCIAL SKILLS

THINKING SKILLS

- Creative Thinking
- Critical Thinking Skills
- Problem –Solving skills
- Decision-making Skills

SOCIAL SKILLS

- Self-Awareness: Types of Self, Self-Concept, Body Image, Self-Esteem Techniques to enhance self-awareness: SWOT Analysis, Johari Window
- Empathy: Sympathy, Empathy and Altruism
- Effective Communication: Functions, Models, Barriers and Techniques
- Interpersonal Relationships: Factors affecting Relationships, Techniques to Enhance Relationships

MODULE-4: COPING SKILLS

- Coping with Emotions: Nature and Types of Emotions, Coping with negative emotions- Anger, Anxiety and Depression
- Coping with Stress: Concept of Stressors, Sources of Stress, Management of Stress

ENHANCING POSITIVE TRAITS

- Optimism
- Forgiveness
- Happiness
- Resilience

References

- Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv.6 Gandhi National Institute of Youth Development, Tamil Nadu.
- Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- Santrock W.John (2006). Educational Psychology. (2nd Edn.)New Delhi: Tata.7 McGraw-Hill Publishing Company Ltd
- UNESCO (1997). Adult Education: The Hamburg Declaration, UNESCO, Paris.
- UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris..
- WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations.5 Inter-Agency Meeting, WHO, Geneva.