

M.Sc. Applied Psychology Program (2 - Year Degree Course)

Syllabus 2021-2022



DEPARTMENT OF APPLIED PSYCHOLOGY
RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT
Institute of National Importance by the Act of Parliament No. 35/2012
Ministry of Youth Affairs & Sports
Government of India
Sriperumbudur – 602 105, Tamil Nadu.
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Course Structure

The course structure of the M.Sc. in Applied Psychology Programme is given below:

M.Sc. (Applied Psychology) Course Structure (Regulations 2021-22)

FIRST SEMESTER			
Code	Title	Credits	Marks
MSAP1C01	Cognitive Psychology	4	100
MSAP1C02	Applied Social Psychology	4	100
MSAP1C03	Understanding Children and Youth	4	100
MSAP1C04	Research Methodology	4	100
MSAP1C05	Practicum-I	3	100
Total Credits/Marks		19	500
SECOND SEMESTER			
Code	Title	Credits	Marks
MSAP2C06	Rehabilitation Psychology	4	100
MSAP2C07	Positive Psychology	4	100
MSAP2C08	Health Psychology	4	100
MSAP2C09	Statistics in Psychology	4	100
MSAP2C10	Practicum-II	3	100
Total Credits/Marks		19	500
THIRD SEMESTER			
Code	Title	Credits	Marks
MSAP3C11	Psychopathology	4	100
MSAP3C12	Psychological Therapies	4	100
MSAP3C13	Community Psychology	4	100
MSAP3C14	Human Resource Management	4	100
MSAP3C15	Practicum-III	3	100
Total Credits/Marks		19	500
Soft Core Course:		2	
FOURTH SEMESTER			
Code	Title	Credits	Marks
MSAP4C16	Internship	3	100
MSAP4C17	Dissertation	12	400
Total Credits/Marks		15	500

Total Credit: 74

FIRST SEMESTER- COURSE STRUCTURE

MSAP1C01	Cognitive Psychology	4
MSAP1C02	Applied Social Psychology	4
MSAP1C03	Understanding Children and Youth	4
MSAP1C04	Research Methodology	4
MSAP1C05	Practicum-I	3

MSAP1C01 Cognitive Psychology

Learning Objectives

- ❖ To learn the fundamental questions and findings of cognitive psychology.
- ❖ To understand the various human cognitive functions.
- ❖ To ascertain the relationship between theories of cognition and empirical research.

UNIT-I: The Foundations of Cognitive Psychology: The Science of the Mind - scope of cognitive psychology, A Brief History, the emergence of modern cognitive psychology, Research in cognitive psychology - Neural basis of cognition - Principal Structures of the Brain – Neurons, communication of neurons, structure of functions of brain.

UNIT-II: Attention and Perception: Selective attention, divided attention, models of attention – filter model and attenuation model. Bottom up and top down processing in perception, Object Recognition – template matching, interactive activation model, feature integration theory, recognition by components theory. Gestalt laws of perceptual organization. Face perception, Speech perception.

UNIT-III: Human Memory Systems: meaning, types of memory, working memory, long term memory. Memory Acquisition; Retrieval; Encoding Specificity; Implicit Memory; Theoretical Treatments of Implicit Memory; Amnesia; Memory Errors and Memory Gaps; Autobiographical Memory, Mnemonic systems.

UNIT-IV: Language and Thinking: Concepts: Definitions and Prototypes; Organization of Language, Phonology, Words, Syntax, Sentence Parsing, Language and Thought, Judgment Heuristics, Anchoring; Reasoning: Confirmation and Disconfirmation, Logic, Decision-Making; Problem Solving: General Problem-Solving Methods, Relying on Past Knowledge. Creativity- steps involved in creative process, obstacles involved in creativity, enhancing techniques of creativity.

UNIT- V: Consciousness: Meaning, history, Consciousness and cognitive psychology, Modern theories of consciousness – DICE, Global Workspace theory, The functions of Consciousness – cognitive neuroscience of consciousness, the function of neuronal workspace, consciousness as justification for action, Indian thoughts on consciousness – Vedic model -the five levels; Buddhist model.

Learning Outcomes

After completing this course the students will be able to

- ❖ Understand the human cognitive functions: attention, perception, memory, language, thinking, problem solving, creativity and consciousness.
- ❖ Analyse the neural bases of cognition and the functions of brain.
- ❖ Evaluate the empirical research methods in modern cognitive psychology.

Text Books

- Reisberg, D. (2010). *Cognition: Exploring the science of the mind*. (4th Edition). W. W. Norton & Company, Inc.
- McBride, D. M., & Cutting, J. C. (2019) *Cognitive Psychology: Theory, Process, and Methodology* 2nd Edition, SAGE Publications, Inc.

Eysenck, M. W., & Keane, M. T. (2015). *Cognitive psychology: A student's handbook* (7th ed.). Psychology Press.

Suggested Reading Materials

Baddeley, Alan (1992). Working memory. *Science*, 255, 556-559.

Bartlett, Sir Frederick (1932). Chapter 5: Experiments on remembering: The method of repeated reproduction (pp. 63-93) in *Remembering*. Cambridge, England: Cambridge University Press.

Dehaene, S et al. (2006). Core knowledge of geometry in an Amazonian indigene group. *Science*, 311, 381-384.

Green CS, Bavelier D (2003). Action video game modifies visual attention. *Nature*, 423, 534-537.

Lehman, D., Lempert, R., & Nisbett, R. (June 1988), The effects of graduate training on reasoning: Formal discipline and thinking about every-day events, *American Psychologist*, 431-442.

Loftus, E. (2003). Make-believe memories. *American Psychologist*, Nov 2003.

McNally, R. J. (2003). Recovering memories of trauma: A view from the laboratory. *Current Directions in Psychological Science*, 12, 32-35

Strayer, D. L., & Johnston, W. A. (2001). Driven to distraction: Dual-task studies of simulated driving and conversing on a cellular telephone. *Psychological Science*, 12, 462-466

Wolfe, JM et al. (2005). Rare items often missed in visual searches. *Nature*, 435, 439-440.

Subhash C. Kak (1997). On the Science of Consciousness in Ancient India. *Indian Journal of History of Science*, vol. 32, 105-120.

Pier Luigi Luisi (2008). The Two Pillars of Buddhism—Consciousness and Ethics. *Journal of Consciousness Studies*, 15, No. 1, 84–107.

MSAP1C02 Applied Social Psychology

Learning Objectives

- To learn the meaning and importance of applied social psychology.
- To develop insights about the basic assumptions and scope of social psychological perspectives.
- To understand and explore human experiences and behaviour within social situations.
- To explore the use of social psychological perspectives in addressing the issues and problems of the real world.

Unit I: Definition of social psychology; Applied Social Psychology: introduction, definition & features. Correspondence between basic and applied social psychology. The role of theory in the field of applied social psychology, Theories, principles and construct; research designs in applied social psychology.

Unit II: Social perception and cognition. Meaning, formation and changes of attitudes, influence of attitude on behaviour, Barriers in changing attitudes. Group Influence: Social Facilitation, Social Loafing, Deindividuation, Group Polarization & Groupthink.

Unit III: Applying Social Psychology to Sports Teams, Team Dynamics: Team Cohesion, Team Confidence, Effective Communication, Team Goal Setting. Team Building: Family Psychology Intervention, Communication Training Intervention. Applying Social Psychology to the Media: effect and consequence of media violence, Applying Social Psychology to the Criminal Justice System: The Crime and the Criminal, The Response of the Criminal Justice System.

Unit IV: Violence against children, causes and consequences, prevention and intervention. Applying Social Psychology to Diversity: Societies: Cultural Diversity, Demographics: Personal Diversity, Gender, Ethnic Background, Social Class. Consequences of Diversity: Opportunities and Challenges, Prejudice and Discrimination, Conflict Management and Resolution

Unit V: Applying social psychology to the classroom: Social comparison, Students' 'Theories' of intelligence and academic self-concept, Stereotype threat: the role of negative stereotypes. Social psychology and environmental problems, Environmental influences on well-being and behaviour. Social psychology and the study of politics: Political leadership, Profiling political leaders, Crisis decision making, Voting behaviour, Theory of reasoned action, Online model of candidate evaluations.

Learning Outcomes

After completing this course the students will be able to

- Apply the importance of social psychological principles in the present context and daily living.
- Evaluate the causes and consequences about the contemporary social problems and their remedial measures.
- Understand the nature and extent of violence against children and its preventive measures.
- Apply social psychology to sports teams, classroom and media.

Text Books

- Gruman, J. A., Schneider, F. W., & Coutts, L. M. (2017). *Applied social psychology: Understanding and addressing social and practical problems* (3rd Ed.). Sage Publications, Inc.
- Steg, L., Buunk, A. P., & Rothengatter, T. (2008). *Applied Social Psychology Understanding and Managing Social Problems*, Cambridge University Press.
- Myers, D. (2010). *Social Psychology* (10th ed.) McGraw-Hill.
- Baron, R. A., & Branscombe, N. R. (2012). *Social Psychology* (13th Edn) Pearson Education, Inc.
- Deb, S., Gireesan, A., & Pravhalkar, P. (2019). *Social Psychology in Every Day Life*, New Delhi, Sage.
- Deb, S. (2016). *Child Safety, Welfare and Well-being: Issues and Challenges*, New Delhi, Springer.
- Myers, D.G. (2006). *Social Psychology*. New Delhi: Tata McGraw Hill.
- Worcel, S., Cooper, J., Goethals, G.R. & Olson, J.M. (2000). *Social Psychology*. CA Wadsworth.

Suggested Reading Materials

- Deb, S. & Gireesan, A. (2015). Contexts of Risks and Exploitation'. In Farrell Ann et al., (Ed.), *The SAGE Handbook of Early Childhood Research*, SAGE Publication, Australia.
- Deb, S. & Modak, S. (2010). Prevalence of Violence against Children in Families in Tripura and Its Relationship with Socio-economic, Cultural and Other Factors. *Journal of Injury and Violence Research*, 2, 1, 5-18.
- Deb, S. & Ray, M. (2016). Child Abuse and Neglect in India: Risk Factors and Protective Measures. In Deb, S. (Ed.) '*Child Safety, Welfare and Well-being*' (2016), New Delhi, Springer.
- Deb, S. (2009). Child Protection: Scenario in India. *International Journal of Child Health and Human Development*, 2, 3, 339-348.
- Deb, S. (2011). Background and Adjustment Capacity of Sexually Abused Girls and their Perceptions of Intervention. *Child Abuse Review*, .20: 213-230.
- Deb, S. (2014). Legislation Concerning Reporting of Child Sexual Abuse and Child Trafficking in India: A Closer Look. In Mathews Ben & Bross C. Donald (Ed.) '*Mandatory Reporting Laws and the Identification of Severe Child Abuse and Neglect*', Australia, Springer.
- Deb, S. and Mathews, B. (2012). Children's Rights in India: Parents' and Teachers' Attitudes, Knowledge and Perceptions. *International Journal of Children's Rights*, 20, 1-24.

- Deb, S., & Walsh, K. (2012). Impact of physical, psychological, and sexual violence on social adjustment of school children in India. *School Psychology International*, 33(4), 391-415.
- Deb, S., Ray, M., Bhattacharyya, B., & Sun, J. (2016). Violence against the adolescents of Kolkata: A study in relation to the socio-economic background and mental health. *Asian Journal of Psychiatry*, 19, 4-13.
- Deb, S., Sun, J., Gireesan, A., Kumar, A., & Majumdar, A. (2015). Child Rights As Perceived by the Community Members in India. *International Law Research*, 5(1), 1-15.

MSAP1C03 Understanding Children and Youth

Learning Objectives

- To learn the theories on growth and development of children and adolescents
- To know the issues and concerns during childhood, role of parenting and familial factors affecting the development of children
- To understand Adolescents in Indian contexts, needs and concerns and changes during adolescence, contemporary model for adolescent healthy growth
- To know meaning and characteristics of youth, goals and principles of positive youth development.

Unit I: Introduction to Human Growth and Development: Physical, Psychosocial and Cognitive Developments during Childhood; Theories of Cognitive, Psychosexual and Psychosocial, Moral Development, Socialization Process and Role of Family, School, Peers, Social Agents and Cultural Factors.

Unit II: Diverse Concern in Childhood: Factors influencing Intelligence, Aptitude, Interest, Creativity, Self-concept, Motivation; Gender Based Issues in Childhood; Impact of Family Violence; Child Abuse and Neglect, Health Issues; Role of Family; Parenting Styles and Parenting Behaviour; Facilitating Factors in the Family for Child Protection.

Unit III: Affirmative Action and Protective Measures for Children – National Legislative Measures for Protection of Child Rights, Social Policies and Programmes for Child Welfare, Role of National and International Agencies for Child Protection.

Unit IV: Understanding Adolescents in Indian Contexts – Size and Structure; Issues and Concerns; Physical, Affective-Behavioural, Socio-Cognitive Changes; Identity; Intellectual, Social, Emotional and Spiritual Intelligence; Mental Health and Well-being; Impact of ICT; Challenges and Concerns of Adolescents, Contemporary Model for Adolescent Growth.

Unit V: Youth: Meaning & Characteristics, the Basics of Youth Development, Positive Youth Development: Goals and Principles, Five Cs, Developmental Assets Framework. Global Youth Development Index (YDI), National Programme for Youth and Adolescent Development.

Learning Outcomes

After completing this course the students will be able to

- Understand the theories on child and adolescent growth and development.

- Evaluate the issues and concerns during childhood
- Analyse the affirmative action and protective measures for children
- Understand adolescents in Indian contexts, and contemporary model for adolescent growth

Text Book

- Deb, S., Bhadra, S., Sunny, A. M., & Sahay, S. (2020). *Childhood to Adolescence: Issues and Concerns*, New Delhi, PEARSON.
- Richard M. Lerner & Laurence Steinberg (2004). *Handbook of adolescent psychology* (2nd ed.) John Wiley & Sons, Inc.
- Berger, K. S. (2015). *The Developing Person through Childhood and Adolescence*, (10th ed.), Worth Publishers.
- David R. Shaffer and Katherine Kipp (2014). *developmental psychology childhood and adolescence* 9th edition, CENGAGE Learning Custom Publishing.
- Deb, S. (2016). *Child Safety, Welfare and Well-being: Issues and Challenges*, New Delhi, Springer.

Suggested Reading Materials

- Michael Pressley & Christine B. McCormick, (2007). *Child and adolescent development for educators*, The Guilford Press.
- Deb, S. & Ray, M. (2016). *Child Abuse and Neglect in India: Risk Factors and Protective Measures*. In Deb, S. (Ed.) '*Child Safety, Welfare and Well-being*' (2016), New Delhi, Springer.
- Deb, S. (2009). *Child Protection: Scenario in India*. *International Journal of Child Health and Human Development*, 2, 3, 339-348.
- Deb, S. (2014). *Legislation Concerning Reporting of Child Sexual Abuse and Child Trafficking in India: A Closer Look*. In Mathews Ben & Bross C. Donald (Ed.) '*Mandatory Reporting Laws and the Identification of Severe Child Abuse and Neglect*', Australia, Springer.
- Deb, S. and Mathews, B. (2012). *Children's Rights in India: Parents' and Teachers' Attitudes, Knowledge and Perceptions*. *International Journal of Children's Rights*, 20, 1-24.
- Deb, S., & Walsh, K. (2012). *Impact of physical, psychological, and sexual violence on social adjustment of school children in India*. *School Psychology International*, 33(4), 391-415.
- Deb, S., Ray, M., Bhattacharyya, B., & Sun, J. (2016). *Violence against the adolescents of Kolkata: A study in relation to the socio-economic background and mental health*. *Asian Journal of Psychiatry*, 19, 4-13.
- Deb, S., Sun, J., Gireesan, A., Kumar, A., & Majumdar, A. (2015). *Child Rights As Perceived by the Community Members in India*. *International Law Research*, 5(1), 1-15.

MSAP1C04 Research Methodology

Learning Objectives:

- To learn the need, purpose and types of psychological research methods.
- To understand the ethical issues involved in psychological research.
- To know various sampling techniques and research designs
- To explore various data collection techniques, both qualitative and quantitative.

Unit I: Purpose and types of research: Basic research; applied research; action research; Quantitative and qualitative research; difference between qualitative and quantitative research and their strengths and weaknesses.

Unit II: Problems, hypotheses constructs, variables and definitions: Definition of problems and hypotheses; The importance and criteria of good research problems and hypotheses; definition and types of variables; constitutive and operational definitions of variables.

Unit III: (a) Sampling: Definition; sample size and representativeness; sample size estimation; kinds of sampling- probability and non- probability.

(b) Research Designs: Meaning, purpose and principles; Experimental design, non-experimental design, other specialised designs like pre-post-test design, the cross-sectional design, single subject study design, the longitudinal study design, survey research, correlational design, observational design and ethnography design.

Unit IV: Methods of Data Collection: (i) Quantitative (structured questionnaire, semi-structured questionnaire and standardized questionnaire) and (ii) qualitative (informal interview, case study, in-depth interview, focus group discussion, observation, participatory rural appraisal, projective tests); tool development.

Unit V: (a) Ethics in research and its importance especially need for informed consent, confidentiality of information, compensation and deciding date and time for data collection as per convenience of the study subjects and giving feedback about the findings. Reference writing styles; (b) Monitoring and evaluation: Utility of monitoring and evaluation of programs; preparing a research proposal and writing research report and article; plagiarism.

Learning Outcomes:

After completing this course the students will able to

- Understand various types of research and its importance in psychology.
- Analyse ethical issues involved in research.
- Create a research problem; write objective and hypothesis along with design of the study
- Apply various data collection techniques.
- Create a good research proposal and report as well as article for the journals.

Text Books

Goodwin, K.A., & Goodwin, C.J. (2017). *Research in Psychology: Methods and Design* (8th Edn) John Wiley & Sons, Inc.

- Best, J.W. and Kahn, J.V. (2006). *Research in education* (9th Edition) Pearson Education.
- Kenneth, B.S., & Bruce, A.B. (2005). *Research Design and Methods*. New Delhi: Tata McGraw Hill Publishing Company Ltd.
- Kerlinger, F.N. (1983). *Foundations of Behavioural Research*. Delhi: Surjeet Publications.
- Kothari, C.R. (1988). *Research Methodology*. New Delhi: Tata – McGraw Hill.
- Russell, B.H. (1988). *Research Methods in Cultural Anthropology*. New Delhi: Sage Publications
- Singh, A.K. (1990). *Tests, Measurements and research Methods in Behavioural Sciences*. Patna: BharatiBhaban Publishers.

MSAP1C05 Practicum-I

(Any Ten Experiment to be conducted)

Cognitive

Bhatia's Battery of Performance Test, Raven's Progressive Matrices, Wechsler Intelligence Scale for Children, Wechsler Adult Intelligence Scale, Self-Directed Search, David's Battery of Differential Aptitude Test, Memory - Wechsler Memory Scale –III , Cognitive Style Questionnaire

Personality

16 PF, Rosenzweig's picture frustration test, Personality Inventory for Adolescent, EPQ, EPI, Myers and Briggs Type Indicator, Sentence Completion Test (projective test)

Life Skills

Decision Making, Problem Solving, Assertiveness, Self Confidence, Self-Esteem, Empathy, Attributional Styles/Locus of Control, Interpersonal Relationship, Creativity, Emotional Stability

Health

Stress Assessment Questionnaire, Quality of Life Index Questionnaire, Subjective Well Being Questionnaire, General Health Questionnaire, Student's Alcohol Syndrome Questionnaire

SECOND SEMESTER - COURSE STRUCTURE

MSAP2C06	Rehabilitation Psychology	---	4
MSAP2C07	Positive Psychology	---	4
MSAP2C08	Health Psychology	---	4
MSAP2C09	Statistics in Psychology	---	4
MSAP2C10	Practicum-II	---	3

MSAP2C06: Rehabilitation Psychology

Learning Objectives

- To know the meaning, definition and methods of rehabilitation psychology
- To learn various approaches to rehabilitation.
- To understand the disability rehabilitation
- To learn rehabilitation in children and other clinical contexts

Unit I: Rehabilitation Psychology: Definition, historical perspective, scope, methods and functions. Multi-disciplinary approach to rehabilitation: Biological, medical, psychological, educational and social aspects. Recent trends in research in rehabilitation psychology.

Unit II: Disability: Degree, Types and Extent of Disabilities in India, Disability Rehabilitation, Disability Law and Human Rights. Work setting of rehabilitation psychologists – Designing training programmes for rehabilitation psychologists – Training needs analysis, implementation of training programmes. Government schemes and policies- Legislations: RCI Act.

Unit III: Street/destitute children: background, prevalence, reasons and problems encountered, role of psychologists in intervention and rehabilitation of street children. Child trafficking and prostitution: factors responsible for trafficking and prostitution, consequences, prevention, intervention and rehabilitation, legal measures for prevention of human trafficking in India.

Unit IV: People affected by natural calamities/war/violence: Definition, rescue, assessment of the physical situation, and psychological (trauma) of the affected people, planning and coordination of the relief work, addressing psychological trauma and arrangement of safe shelter and rehabilitation.

Unit V: Rehabilitation of migrant people, psychiatric cases and people suffering from leprosy, traumatic brain injury, spinal cord Injury, stroke, geriatric issues, limb amputation, transplantation and cardiovascular rehabilitation.

Learning Outcomes:

After completing this course the students will be able to

- Understand history methods and functions of Rehabilitation Psychology
- Apply the rehabilitation procedures in the context of disability
- Analyse the rehabilitation in the context of street children and child trafficking
- Evaluate the rehabilitation process in various clinical contexts like brain injury, stroke limb amputation etc.,

Text Books

- Brenner, L. A., Reid-Arndt, S. A., Elliott, T., Frank, R. G., & Caplan, B. (2019). *Handbook of rehabilitation psychology*, 3rd edition, American Psychological Association.
- Kennedy, P. (Ed.). (2012). *Oxford library of psychology. The Oxford handbook of rehabilitation psychology*. Oxford University Press.

- Aptekar, Lewis, Stoecklin & Daniel (2014). *Street Children and Homeless Children*, Springer, New Delhi
- Deb Sibnath, Mitra Chirasree, Majumdar Bishakha and Sun Jiandog (2011). Effect of '12 Day Induction Training for ART/CCC Counsellors' under GFATM Project in India: an In-depth Study, *Indian Journal of Health and Wellbeing*, 2 (2), 5-11.
- Sharma, D. (2011). *Immoral Trafficking of Women and Children*. Gaurav Book Centre Pvt.Ltd, New Delhi.

Suggested Reading Materials

- Sinha, A., Chandhiok, N., Sahay, S., Deb, S., Bharat, S., Gupta, A., ... & Mehendale, S. (2015). Male circumcision for HIV prevention in India: emerging viewpoints and practices of health care providers. *AIDS care*, (ahead-of-print), 1-3.
- Sahay, S., Nagarajan, K., Mehendale, S., Deb, S., Gupta, A., Bharat, S., Bhatt, S., Bijesh, K. Athakopom, K., Vidisha, Sinha Anju, & Chandhiok, N. (2014). Community and healthcare providers' perspectives on male circumcision: A multi-centric qualitative study in India. *PLOS ONE*, 9, 3, e91213.
- Deb, S., Mitra. C., Majumdar, B. & Sun, J. (2011). Effect of '12 Day Induction Training for ART/CCC Counsellors' under GFATM Project in India: an In-depth Study, *Indian Journal of Health and Wellbeing*, 2 (2), 5-11.

MSAP2C07: Positive Psychology

Learning Objectives

- To understand the aims and scope of positive Psychology
- To learn happiness and its determinants
- To ascertain positive cognitive states
- To the basics of prosocial behaviour and positive relationship

Unit-I: Introduction to Positive Psychology, Assumption and Goals of Positive Psychology; Genesis of Positive Psychology as a separate Branch; Eastern and Western Perspectives of Positive Psychology.

Unit – II: Happiness: Meaning and Measure; Hedonic and Eudaemonic Approach to Happiness; Determinants of happiness; Happiness and Well-being, Positive Emotion: Defining Emotional Terms; Distinguishing the Positive and the negative affect; Broaden-and-Built Theory; Cultivating Positive Emotion

Unit – III: Positive Cognitive States: Optimism; Mindfulness; Flow; Courage. Self – regulation and self –control: The value of self-control; Personal goals and self -regulation; goals that create self – regulation problems; everyday explanations for self-control failure; goal disengagement.

Unit – IV: Prosocial Behaviour: Altruism; Gratitude; Forgiveness; Positive Relationship, Successful Aging: Physical and Mental Health; Social Interaction and Support; Cognitive reserve, Character strengths and virtues, VIA classification.

Unit – V: Positive Schooling: Care; Trust; Respect for Diversity; Goals; Plans; Motivation, Positive Behaviour at Workplace: Positive Organisational Behaviour; Positive Organisational Scholarship; Psychological Capital; Thriving; Flow at Work; Employee Engagement;

Learning Outcomes:

After completing this course the students will able to

- Apply the basic concepts from the course to an analysis of their own lives and personal strength
- Evaluate positive emotional and positive cognitive states
- Understand helping and forgiveness
- Analyse positive behaviour in school and workplace contexts

Text Books

Hart, R. (2021). *Positive Psychology: The basics*, Routledge.

Baumgardner, S. R., & Crothers, M. K. (2014). *Positive psychology*. Pearson Education, New International Edition.

Carr, A. (2011). *Positive psychology: The science of happiness and human strengths*. Routledge.

Snyder, C.R., & Lopez, S.J. (2007). *Positive Psychology: The Scientific & Practical exploration of human strengths*. New Delhi: Sage Publications

Suggested Reference Materials

Baltes, P. B., & Smith, J. (2003). New frontiers in the future of aging: From successful aging of the young old to the dilemmas of the fourth age. *Gerontology*, 49(2), 123-135.

Kumar, U , Archana & Prakash, V. (2015) *Positive Psychology: Applications in Work, Health and Well-being*. New Delhi: Pearson

Bierhoff, H. W. (2002). *Prosocial behaviour*. Psychology Press.

Goldstein, T., Russell, V., & Daley, A. (2007). Safe, positive and queering moments in teaching education and schooling: A conceptual framework. *Teaching Education*, 18(3), 183-199.

MSAP2C08: Health Psychology

Learning Objectives

- To learn the theoretical concept of health psychology and its models.
- To understand the factors predicting health behavior and beliefs.
- To know the psychological aspects and management of chronic and non-communicable.
- To learn the health promotion strategies.

Unit I: Introduction to health psychology. Concept of health, branches of health psychology, models of health with special reference to bio-psychosocial model of health.

Unit II: Health behaviour and belief: Factors predicting health behaviour and beliefs, health awareness and health seeking behaviour, doctor-patient communication and compliance, life style changes.

Unit III: Chronic, non-communicable diseases: Psychological aspects of management, Hypertension, Cardiovascular Disorders, Diabetes mellitus, Arthritis, respiratory infection, Reproductive health, Adolescent risk behaviour, early pregnancy and intervention.

Unit IV: Essential Interventions: Trauma and pain management, emergency health psychology, terminal illness, Psychoneuroimmunology, psychodermatology, psoriasis and STD.

Unit V: Health promotion strategies, psychological intervention, behavioural techniques, lifestyle modification techniques, mindfulness meditation, utility of relaxation and bio-feedback methods, Intervention for care providers for addressing their stress.

Learning Outcomes:

After completing this course the students will be able to

- Understand theoretical concept of health psychology and various psycho-social models of health.
- Analyse the causes and consequences of chronic illness and psycho-social impact of the same and remedial measures.
- Evaluate the reproductive health problems and adolescent risk behaviour
- Apply the need for periodic health assessments and methods to enhance good health through education and awareness.

Text Books

- Taylor, S. E. (2018). *Health Psychology*, 10th Edition, McGraw-Hill Education
- Brannon, L. & Feist, J. (1989). *Health Psychology: An Introduction*. 4th Edition, Wordsworth.
- Deb, S. (2009). *Reproductive Health Management*, New Delhi, Akansha Pub.
- Dimmattes, M.R. & Martin, L.R. (2007). *Health Psychology*. Pearson.
- Friedman, H.S. (1998). *Encyclopaedia of Mental Health*. Academic Press.
- Kleinman, A. (1988). *Rethinking Psychiatry from Cultural Category to Personal Experience*. Free Press. NY.
- Marks D.F. (2002). *The Health Psychology Reader*. Sage.

Ogden, J. (1996). Health Psychology. A Textbook. Open University Press.
Rice, P.L. (1998). Health Psychology. Pacific Grove Books. Cole Pub.

Suggested Reference Materials

- Barua, A., & Kurz, K. (2001). Reproductive health-seeking by married adolescent girls in Maharashtra, India. *Reproductive health matters*, 9(17), 53-62.
- Oliver, M. I., Pearson, N., Coe, N., & Gunnell, D. (2005). Help-seeking behaviour in men and women with common mental health problems: cross-sectional study. *The British Journal of Psychiatry*, 186(4), 297-301.
- Ong, K. L., Cheung, B. M., Man, Y. B., Lau, C. P., & Lam, K. S. (2007). Prevalence, awareness, treatment, and control of hypertension among United States adults 1999–2004. *Hypertension*, 49(1), 69-75.
- Shaikh, B. T., & Hatcher, J. (2005). Health seeking behaviour and health service utilization in Pakistan: challenging the policy makers. *Journal of public health*, 27(1), 49-54.
- Speizer, I. S., Magnani, R. J., & Colvin, C. E. (2003). The effectiveness of adolescent reproductive health interventions in developing countries: a review of the evidence. *Journal of Adolescent Health*, 33(5), 324-348.

MSAP2C09: Statistics in Psychology

Learning Objectives

- To understand the nature and types of statistics in psychology.
- To learn correlation and regression.
- To know the meaning and importance of normal distribution.
- To learn the parametric and nonparametric tests

Unit I: Introduction: Meaning of statistics, Classification of statistics – descriptive vs inferential, parametric vs non-parametric. Levels of Measurement. Measures of central tendency – Mean, median, Mode. Measures of variability – range, average deviation, quartile deviation, standard deviation.

Unit II: Correlation – Meaning, product moment correlation, partial correlation, multiple correlation. Regression – linear, multiple. Brief introduction to factor analysis (without statistical problems).

Unit III: Normal Distribution – Meaning, importance, properties. Hypothesis testing – types of hypothesis testing, type I error, type II error, one tailed and two tailed tests. Mean difference – t test, z test.

Unit IV: ANOVA – One way and two way, ANCOVA, Post hoc comparison – Duncan's multiple range test, Tukey tests, Scheffé test, Dunnett's tests.

Unit V Non parametric tests – chi-square, Mann Whitney U-test, Kruskal Wallis, Rank order (Spearman, Kendell Tau), Biserial, Point Biserial, Tetra choric, Phi Coefficients. Data analysis using SPSS and/or R. Qualitative data analysis tools and techniques.

Learning Outcomes

After completing the course students will be able to

- Understand the meaning of statistics along with different types of statistical analyses.
- Analyse difference between various types of statistics and their place of application.
- Apply the concept of normal distribution and its importance in the statistical inferences.
- Evaluate the various parametric and nonparametric techniques

Text Books

- Aron, A., Aron, E. N., Coups, E. J. (2011) *Statistics for the Behavioural and Social Sciences: A Brief Course*, Fifth Edition, Pearson Education Limited.
- Garrett, H.E. & Woodworth, R.S (1981). *Statistics in psychology and Education*. Vakils, Peffer and Simons Ltd, Bombay.
- Guilford J.P & Fruchter.B. (1978). *Fundamental Statistics in Psychology and Education*. New York, McGraw Hill.
- Howell, D.C. (1992). *Statistical methods for Psychology*. California: Duxbury Press,
- Jeremy Miles & Philip Banyard (2007). *Understanding and Using Statistics in Psychology A Practical Introduction*. Sage Publications
- Siegal, S. (2002). *Non –parametric Statistics for the Behavioural Sciences*. New Delhi: Tata McGraw Hill.

MSAP2C10: Practicum-II

(Any Ten test to be conducted)

Clinical

NIMHANS Neuropsychological Battery, Developmental Screening Test, Taylor Manifest Anxiety Scale, Beck's Depression Inventory, Mental Health Questionnaire, Maudsley Obsessional Compulsive Inventory, Yale-Brown Obsessive Compulsive Scale (Y-BOCS), Minnesota Multiphasic Personality Inventory, Bender Gestalt Test, Irrational Beliefs Test (IBT), Mini Mental Status Examination (MMSE)

Counselling

Problem check list, interest schedules, value inventories, career choice and career planning, Behaviour Orientation Scale, life style inventories, projective techniques, Interpersonal Assessment Inventories, Inventories for Marriage, Couples, and Family Counselling .

Industry/Organisations

FIRO-B, Organizational commitment, Conflict Management Styles, Motivation Questionnaire, Leadership Style Questionnaire, Job Satisfaction Questionnaire, Job Involvement Scale, Occupational Health and Stress Questionnaire, Job Anxiety Scale

Neuropsychological

Bender Gestalt Test, Halstied-Reiten Neuropsychological Battery, NIMHANS neuropsychological battery, Tests of spatial and manipulatory ability (drawing tests, assembly tests), Assessment of Executive functions,

Childhood Assessments

Childhood anxiety disorders, attention-deficit hyperactivity disorder (ADHD), conduct disorder, autism, intellectual disability (intellectual developmental disorder), dyslexia or other learning disabilities.

THIRD SEMESTER - COURSE STRUCTURE

MSAP3C11	Psychopathology	---	4
MSAP3C12	Psychological Therapies	---	4
MSAP3C13	Community Psychology	---	4
MSAP3C14	Human Resource Management	---	4
MSAP3C15	Practicum-III	---	3

MSAP3C11: Psychopathology

Learning Objectives

- To understand the various paradigms of abnormality
- To learn the caused and treatment of psychological disorders
- To know the psychopathology of mood disorders and anxiety disorders
- To understand childhood disorders and its management

UNIT – I Ancient and modern conceptions of mental abnormality, Classification and assessment of mental abnormality - DSM -V and ICD -10, Methods of clinical assessment – interviews, case studies, psychological tests and behavioural observation, Case history and Mental Status Examination

UNIT – II Causes of Abnormal Behaviour: Biological Factors, Psychological Factors and Social Factors. Treatment of Psychological Disorders: Biological Treatments, Psychodynamic Psychotherapies, Cognitive-Behaviour Therapy and Humanistic Therapies.

UNIT – III Mood Disorders and Suicide: Symptoms Associated with Depression, Diagnosis for Depression and Bipolar Disorders, Treatment for Depressive and Bipolar Disorders, Causes of Suicide, Treatment of Suicidal People. Personality Disorders: Causes and treatment.

UNIT – IV Anxiety Disorders: symptoms, diagnosis, causes and treatment. Obsessive-Compulsive and Related Disorders: symptoms, diagnosis, causes and treatment of OCD Cardiovascular Disease and Stress, Substance-Related and Addictive Disorders.

UNIT – V Psychological disorders of childhood: Attention-Deficit/Hyperactivity Disorder, learning disorders, Oppositional defiant disorder, Conduct disorder, Specific learning disorder. Neurocognitive Disorders: Dementia and Delirium- Treatment and Management.

Learning Outcomes

After completing the course students will be able to

- Analyse the ancient and modern conceptions of abnormality
- Apply the knowledge of psychology to treat the abnormal behaviour
- Evaluate various psychological disorders and its causes and treatment

Text Books

Oltmanns, T. F., & Emery, R. E. (2019). *Abnormal Psychology*, Ninth Edition, Pearson.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

Kring A M., & Johnson, S,L. (2018). *Abnormal Psychology the Science and Treatment of Psychological Disorders*, 14th edition, Wiley.

Butcher J.N; Mineka Susan; and Hooley Jill M. (2014). *Abnormal Psychology* (15th Ed.) Dorling Kindersley(India) Pvt.Ltd. of Pearson Education

Suggested Reference Materials

- Puri, B.K., Laking, P.J. & Treasaden, I.H. (1996). *Textbook of psychiatry*. New York: Churchill Livingstone.
- Sue, D., Sue D. W. & Sue S. (2006) “*Abnormal Behavior*” (8th Edi) Houghton Mifflin Company.
- World Health Organization (1992). *The ICD-10 Classification of mental and behavioural disorders: Clinical description and diagnostic guidelines*: Delhi: Oxford University Press.

MSAP3C12: Psychological Therapies

Learning Objectives

- To learn the nature and goals of psychotherapy
- To understand the distinction between psychotherapy and counselling.
- To know the relaxation training and various classical and modern psychotherapies

Unit I: Introduction: Interventions; definitions of psychotherapy; goals of psychotherapy; professional issues, training; ethical issues; personal characteristics of therapists; common and unique features of psychotherapies.

Unit II: Counselling: Meaning, purpose and goals of counselling, Distinction between psychotherapy and Counselling: Process of counselling, Characteristics of Counsellors; methods of counselling; Skills in Counselling.

Unit III: Relaxation training; muscular relaxation; Meditation; Flooding; Systematic Desensitization; Paradoxical Intention; Assertive training.

Unit IV: Psychodynamic Therapy; Humanistic Therapy (Client Centered Therapy); Gestalt Therapy; Behaviour Therapies; Cognitive Behaviour Therapy; Albert Ellis Therapy; Aaron Beck's Cognitive Therapy.

Unit V: Acceptance and Commitment Therapy, Dialectical Behaviour Therapy, Metacognitive Therapy, and Mindfulness-Based Interventions, Group Therapy (in brief); Family/Marital Therapy; Transactional Analysis.

Learning Outcomes

After completing the course students will be able to

- Understand the goals of psychotherapy and its unique features
- Apply the counselling skills
- Evaluate relaxation training and systematic desensitization
- Analyse various individual and group therapies

Text Books

- Sharf, R.S. (2012). *Theories of Psychotherapy & Counselling: Concepts and Cases*, 5th Edition, Cengage.
- Bellack, A.S., Herson, M & Kazdin, A.E. (1983). *International Handbook of Behaviour Modification and Therapy*; New York; Plenum Press.
- Bergin, A.E. & Garfield, S.L. (1994). *Handbook of Psychotherapy and Behavioural Change*. 4th ed. N.Y. Wiley.
- Coleman J.C. Butcher J.N. and Carson B.C. *Abnormal Psychology and Modern Life*, 12th edition. Scot, Foresman and Company.
- Gabbarel, G.O., Beck, J.S., & Holmes, J. (2007). *Oxford Text Book of Psychotherapy*. New York: Oxford University Press.
- J.C. (1980). *Handbook of Psychotherapy Integration* New York: Basis Books.
- Jones, C.C. (1993) *Family Systems Therapy*, Wiley Norcross
- Lane D. & Miller. A. (1992). *Child and Adolescent Therapy. A Handbook* Milton Keynes open Univ. Press.
- Sarason I.G. & Sarason B.R. (2000). *Abnormal Psychology*. Prentice Hall of India Pvt. Ltd. New Delhi.
- Spiegler. M.D. (1997). *Contemporary Behaviour Therapy*. New Delhi. Sage Publications.
- Stein, S.M. Hough, R. & Stein, J. (1999). *Essentials of Psychotherapy*. UK: Hodder Arnold Publishers.
- Steven J.L. & John. P.G. (1985). *Contemporary Psychotherapeutic Models and Methods*. Ohil, Charles E. Merrit.
- Wolberg. L.R. (1989). *The Technique of Psychotherapy*. Vol. I & II London, Warburg and Heinmann.

MSAP3C13: Community Psychology

Learning objectives

- To understand the historical background and fundamental principles of community psychology
- To learn the nature types and levels of community
- To know the community-based Intervention for mental Health and children issues
- To understand the community psychologists in various contexts

Unit I: Community Psychology: definition, historical background, fundamental principles. Ecological Levels of Analysis in Community Psychology, Seven Core Values in Community Psychology, challenges in Community Psychology, Traditional Scientific Research Methods, and Alternative Research Methods Used in Community Psychology.

Unit II: Understanding Communities: nature, types and levels of community, Sense and Importance of Community, Complex Realities of Communities, Spirituality, Religion, and Communities, Online Communities, understanding Human Diversity for Community Psychology.

Unit III: Community-based Intervention for Mental Health: Understanding Mental Health and Mental Illness, Mental Health Problems in India; Identification, Treatment, Prevention, Awareness Generation; Role of psychologists.

Unit IV: Community-based Intervention for Children with Disability and Developmental Disorders and Intervention for the Elderly: Disability Concepts and Prevalence in Childhood;

Policies; Management; Creation of Disability-Friendly Environment; Epidemiology of Elderly; Concerns of Elderly; Policies and Legislative Measures; Positive Ageing; Palliative Care; Interventional Strategies.

Unit V: Community Support For People Affected by Disasters and Pandemics: Definitions of Natural and Manmade Calamities, Magnitude and Causes, Impact on Mental Health; Rescue Arrangements; Disaster Management for Community Well-being; Policies; Rehabilitation; Addressing Psychological Trauma; Role of Community Psychologists.

Learning Outcomes

After completing the course students will be able to

- Understand the theoretical framework of community psychology and its significance for quality of life, well-being and empowerment of individuals in the community.
- Evaluate the role of community psychologist at different levels in addressing mental health issues and effective functioning in the community
- Design community based intervention programmes for reducing the vulnerability, promoting preventive and protective measures and rehabilitation of persons at risk during Disasters and Pandemic Situations

Text Books

- Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M.J., & Dalton, J. H. (2012). *Community Psychology: Linking Individuals and Communities* (3rd ed), Wadsworth, Cengage Learning.
- Deb, S., Sunny, A.M. & Sanyal, N. (2020). *Community Psychology*, New Delhi, Sage.
- Moritsugu, J., Vera, E.G., Wong, F.W., & Duffy, K.G. (2016). *Community Psychology*. (5th Edition). Routledge.
- Cariappa, M. & Geeta, D. (1997). How to help your disabled child. UBSPD.
- Carter, J.W. (1986). Research contributions from community psychology in community health. Behaviour Pub. NY.
- Dalton J.H., Elias, M.J. et al., (2007). Community psychology, linking individuals and communities. Wadsworth, Thomson Learning US.
- Desai, A.N. (1995). Helping the handicapped. Ashish Pub. House.
- Duffy, Karan (2002). Community Psychology (3rd Ed.), Allyn & Bacon.
- Iscoe, I. Block, B.L. & Spielberger, CD (Eds.) (1997). Community psychology: Perspectives in training and research. Appleton Century Crofts. NY.
- Kapur, M. (1995). Mental health of Indian Children, Sage Pub.
- Mandelbawn, B. (1972). Society in India. Popular Prakashan. Bombay.
- Mann, P.A. (1978). Community Psychology: Concepts and Applications. The Free Press.
- Moritsugu, John, Duffy, Karan and Worg Frank (2009). Community Psychology, Allyn & Bacon.
- Murrell Stanley A. (1977). Community Psychology & Social Systems, Humarn Sciences Press, US.
- Part, J.E. & Park, K. (1989). The Text Book of Social and Preventive Medicine. Baranasidas, Jubbulpur.
- Rajan, S.I. et al., (1999). Indian's elderly: Burden or challenge, Sage Pub.

Suggested Reference Materials

- Deb, S., Chatterjee, P. & Walsh, K. (2010). Anxiety among High School Students in India: Comparisons across Gender, School Type, Social Strata and Perceptions of Quality Time with Parents. *Australian Journal of Educational and Developmental Psychology*, Vol.10, pp.18-31. www.newcastle.edu.au/.../Journals/.../Vol%2010/V10_deb_et_al.pdf
- Deb, S., Kumar, A. & Gireesan, A. (2015). Stress and Resilience Capacity of Students: A Burning Public Health Issue. In Kumar Updesh, Archana & Prakash Vijay (Ed.) 'Positive Psychology: Applications in Work, Health and Well-being, New Delhi, PEARSON.
- Deb, S., Strodl, E., & Sun, J. (2014). Academic-related stress among private secondary school students in India. *Asian Education and Development Studies*, 3(2), 118-134.
- Deb, S., Strodl, E., & Sun, J. (2015). Academic stress, parental pressure, anxiety and mental health among Indian high school students. *International Journal of Psychology and Behavioral Sciences*, 5(1), 26-34.
- Khawaja Nigar G. and Bryden J. Kelly (2006). The Developmental and psychometric investigation of the university student depression inventory. *Journal of Affective Disorders*, XX (2006), XXX.
- Kumar, V., & Talwar, R. (2014). Determinants of psychological stress and suicidal behavior in Indian adolescents: a literature review. *Journal of Indian Association for Child & Adolescent Mental Health*, 10(1).
- Patel, Vikram, Flisher alan, Hetrick Sarah and McGorry Patrick (March, 2007). Mental Health of Young People: A Global Public-health Challenge, *the Lancet*.

MSAP3C14: Human Resource Management

Learning Objectives:

- To learn the nature and functions of HRM
- To understand job analysis and its methods to know the recruitment and selection process
- To know the importance of employee compensation and employee absenteeism
- To learn the health and safety measures in organizations

Unit I: Human resource management: Nature, Function, Personnel Management vs. HRM, HRD vs. HRM, Strategic Role, International human resource management.

Unit II: Human Resource Planning: Importance, process, Forecasting Demand, Estimating Supply, Effective HRP, Human resource accounting. Job Analysis: Uses, Process, Methods, job description & job specifications.

Unit III: Recruitment: Objectives & Constraints, Sources, Methods, Selection: Process, Tests for Selection (Cognitive Ability, Motor & Physical Ability, Personality, Achievement), Interview as selection Device.

Unit IV: Job Evaluation: Uses, Methods, job evaluation and Establishing pay structure. Performance Appraisal: Comparing with Performance Management, Methods, Challenges, Legal implications

Unit V: (i) Employee compensation: Incentive Plans: Individual Employee, Team/Group, organisation-wide. Employee Benefits: Pay for time not worked, Insurance benefits, Retirement benefit, Personal & Family friendly benefits. Employee absenteeism: Causes and management.

(ii) Health & Safety: Legal Provisions, Measures, Accidents, Safety Management. Grievance & Discipline: Features & Forms, Model Grievance Procedure, Approaches to Discipline, Disciplinary Action, Essentials for a Good Disciplinary System. Employee Assistance Program and Counselling Services

Learning Outcomes

After completing the course students will be able to

- Understand the importance of human resource in any organization
- Analyse the operative functions dealt by Human Resource Managers
- Understand the psychological aspects involved in various HR functions.

Text Books

- Dessler, G. (2020). *Human Resource Management*, 16th edition, Prentice Hall Inc.
- Bernardin, H.J. (2007). *Human resource management*. New Delhi: Tata McGraw Hill.
- Decenzo, D.A. & Robbins, S.P. (2004). *Personnel and human resource management*. New Delhi
- Rao V.S.P. (2007). *Human resources management: Text and cases*. New Delhi: Excel Books.

MSAP3C15: Practicum-III

The supervised practicum work should be carried out in a registered leading Institution/Agency offering Psychological Services (approval for the Institution/Agency to be obtained from the Department Head before the commencement of the Practicum Work):

The students are expected to conduct four cases studies/diagnostic studies /counselling sessions/therapeutic interventions under supervised guidance and submit detailed reports in the following areas:

1. Clinical Psychology

- In-depth case studies at a Clinical Setting (with prior permission of the Authorities of the Centre/Agency)
- Conduct Mini Mental Examination on the Client
- Administer appropriate diagnostic tools such as tests of Depression, Anxiety, Stress, Personality, Neurological Tests, Behavioural Assessments, Intelligence etc (as applicable on the client)
- Profile the Psychological Inadequacies/Mal-adjustment Patterns/Abnormalities if any, of the Client
- Prepare a detailed Psychological Report based on Counselling Interview, identify the symptoms and classify the disorder based on the diagnostic criteria of DSM – V
- Prepare an Individualized Intervention Plan/Management Strategy (for simple cases), in case the client has serious mental health problems the help of trained professionals at the Centre may be sought

2. Organizational Psychology

The student may approach the HR Team of an Industry/Organisation and conduct diagnostic study to map the Individual Employees Problems/Organizational Issues hampering the productivity of the Individual/Organisation at large by:

- Conducting Interviews with the HR Teams
- In-depth Interviews with the Employees (numbers may be decided)
- Interactions with the Supervisors of the Employees
- Administering Individual Tests for (Employee Oriented Problems) / Group Tests for Organizational Problems
- Profiling the Issues/Problems
- Designing Intervention Plan (for individual employees)/Organizational Development Interventional Strategies (for organizational problems)
- Counselling sessions with Individual Employees/Discussion the OD Strategies with the HR Team for Organizational Problems
- Preparing report

3. Issues Relating to Childhood/Development Disorders

Conducting Case Studies on Childhood Mental and Developmental Disorders:

- Conducting in-depth case studies

- Conducting developmental case study mapping the early childhood difficulties experienced
- Administer appropriate tools for childhood anxiety disorders, attention-deficit hyperactivity disorder (ADHD), conduct disorder, autism, intellectual disability (intellectual developmental disorder), dyslexia or other learning disabilities on the client
- Profile the Psychological Inadequacies/Mal-adjustment Patterns/Abnormalities if any, of the Client
- Prepare a detailed Psychological Report based on the assessments conducted
- Referral (in case the client is not undergoing any intervention) or discuss with the agency personnel if the client is undergoing therapeutic procedures on the proposed intervention/management strategies
- Document the entire process in the form of a report

4. Disability Rehabilitation

Conducting Case Studies on Children/Adolescents/Youth with Disabilities (may be singular or multiple disabilities)

- Conducting in-depth case studies with the Clients with Disabilities (with singular disability can be done on the client directly), in case of multiple disabilities care takers may be involved, particularly if there are problems of intellectual disabilities)
- Document the nature, category, type and degree of disability
- List the restrictions in functional capability of the client due to disabling condition
- Assess the residual skills of the client and the degree of performance of the Daily Living Skills (DLS)/Activities of Daily Living (ADL) (with or without support)
- Assess and prepare a psychological profile of the disabled client with regard to their degree of anxiety/depression, self-esteem, attitude, locus of control, acceptance of disability, self-efficacy, attributional style that determine the overall adjustment and effective daily functioning of the client
- Delineate the Individualized Education Plan (IEP) (in case the client is not studying) or Career Plan
- Details of assistive devices presently being used and assessment of latest adaptive technologies available for enhancing the degree of independence of the client (for education, career, mobility or daily living activities)
- Referral (in case the client is not undergoing any intervention)
- Discussing with the agency personnel if the client is undergoing rehabilitation
- Creating awareness on the concessions, facilities and privileges being provided to the disabled people by the State/Central Governments
- Report preparation

5. Career Psychology

Students may approach school/college/educational institutions to conduct career guidance and counselling programmes

- Administer individual/group tests (interest, aptitude, personality, values etc.)
- Preparing career profiles
- Organizing Career Exhibitions/Talks

- Conducting goal setting and Career Planning/Career Preparedness/Employability Enhancement workshops
- Preparing detailed report on the process

6. School Psychology

Students may approach schools to conduct personal effective/academic skills enhancement programmes

- Administer individual/group tests on personal/social competencies and academic issues
- Preparing psychological profiles of the students
- Holding counselling interviews with the individuals/group sessions
- Preparing intervention modules to enhance academic skills, improve study habits/study skills, cope up with academic pressures, life skills, self-esteem, confidence, removing exam fear/stress etc.
- Conducting workshops on specific issues to impart interventional strategies
- Following-up with teachers/school authorities
- Preparing detailed report on the process

Learning Outcomes

After completing the course students will be able to

- Conduction of In-depth Interviews
- Generate Professional Case Studies
- Administer Psychological Tools/Tests
- Preparing Psychological Profiles and Reports

Break-up of marks for case studies

80 marks (20 marks for each of the four case studies)

20 marks (For Viva-voce on case studies)

FOURTH SEMESTER - COURSE STRUCTURE

MSAP4C16	Internship	---	3 credits
MSAP4C17	Dissertation and Viva-Voce	---	12 credits

MSAP4C16 Internship

Internship aimed at providing practical exposure and hands-on experience to the students and is expected to contribute to their competency building. The internship will be carried out in the beginning of the fourth semester. The duration of the internship is one month without any break.

The internship organisation/specialization area can be as follows: Hospitals / Clinics / Mental Health Centres / Counselling Centres / Industries / Organisation / Educational Institutions/ Research Institutions / Training Institutions etc., It is important that students keep their faculty guides informed regarding the place of internship, contact details of the personnel at the place of internship, and maintain daily activity diary for the internship. The faculty guide will consider these and other related aspects while assigning internal marks.

As part of the internship, the student is expected to submit a report and make a presentation. The report is expected to document the activities carried out, observations, reflections, learnings, and suggestions by the student based on the experiential learning. The daily activity diary should also be submitted to the department at the time of presentation of internship.

MSAP4C17 Dissertation and Viva-Voce

Dissertation

The project work or the dissertation that the students carry out is assessed based on the quality of research they have undertaken. Students are assessed by both internal examiner as well as external examiner by way of viva-voce in front of an examination committee comprised of Head of the Department, external examiner and an internal examiner.

Awarding Marks for Dissertation and Viva- Voce

Marks are awarded based on the internal and external evaluation. Total marks allotted for Dissertation and Viva Voce is 400. Marks are awarded based on the following criteria for the Viva Voce:

- i. Organisation and structure of report
- ii. Presentation
- iii. Novelty and utility
- iv. Interaction