



UNIVERSITY OF CALICUT

Abstract

General and Academic - Faculty of Science - Syllabus for first and second semester M.Sc Applied Psychology programme for affiliated colleges under CBCSS PG Regulations 2019 for the academic year 2025–26 - Implemented - Orders Issued.

G & A - IV - K Section

U.O.No. 14164/2025/Admn

Dated, Calicut University.P.O, 10.10.2025

- Read:-*1. U.O.No. 4487/2019/Admn dated 26.03.2019
2. The recommendation of the Board of Studies in Psychology (PG) dated 07.10.2025
3. Remarks of the Dean, Faculty of Science dated 09.10.2025
4. Orders of the Vice-Chancellor dated 10.10.2025

ORDER

1. The Regulations for Choice Based Credit and Semester System for Post Graduate (PG) Curriculum-2019 (CBCSS PG Regulations 2019) for all PG Programmes under CBCSS for Affiliated Colleges and SDE/Private Registration w.e.f. 2019 admission has been implemented vide paper read first above.
2. Accordingly, the Board of Studies in Psychology (PG) approved the syllabus of First and Second semester M.Sc Applied Psychology programme under CBCSS PG Regulations 2019, to be implemented for the academic year 2025–26 in affiliated colleges, vide paper read (2) above.
3. The Dean, Faculty of Science approved the above recommendations of the Board of Studies in Psychology (PG), vide paper read (3) above.
4. Considering the urgency, Vice Chancellor has accorded sanction to implement the aforementioned syllabus of the First and Second semester M.Sc Applied Psychology programme under CBCSS PG Regulations 2019, for the academic year 2025–26 in affiliated colleges.
5. The syllabus of First and Second semester M.Sc Applied Psychology programme under CBCSS PG Regulations 2019, for the academic year 2025–26 in affiliated colleges is therefore implemented, subject to report by the Academic council.
6. Orders are issued accordingly (Syllabus appended).

Arsad M

Deputy Registrar

To

1.The Principals of all Affiliated Colleges
Copy to: PS to VC/PA to R/PA to CE/JCE I/JCE V/EX IV & EG Sections/ CDC/DoA/GA I
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Section Officer

M. Sc Applied Psychology (CBCSS)

2025 Admission onwards

This syllabus outlines the M.Sc. Applied Psychology program offered in affiliated colleges under the University of Calicut. In today's rapidly changing world, the application of psychological research and principles to understand human experiences and socio-political and environmental challenges has taken on new significance. This postgraduate program offers in-depth understanding of human behaviour at an individual level and as embedded in social and cultural context.

A key objective of the program is to provide academic exposure to the students on social and cultural perspectives of understanding individuals and communities—rooted in our cultural heritage, yet open to global perspectives – and thus enabling an understanding of psychology and its application in local context.

This is a two-year, full-time regular program. Eligibility for admission requires a B.A. or B.Sc. in Psychology, ensuring students have a foundational understanding of the discipline. The curriculum builds upon undergraduate studies and offers a comprehensive blend of theoretical knowledge, research training, and practical skills. It includes:

- Advanced coursework in core psychological theories and practices
- Hands-on training in research design, data analysis, and interpretation
- Professional skill development for working in different sectors
- A mandatory internship or practicum
- A research-based dissertation in behavioural science

PROGRAMME SPECIFIC OUTCOME

1. To provide theoretical understanding and its application in different fields of psychology.
2. To impart practical skills that would be necessary for practitioners or academicians in the field of psychology
3. To ensure that professional development is based on a strong ethical foundation
4. To develop a sense of responsibility towards the welfare of one's community
5. To become sensitive to marginalization (gender, caste, class, sexuality) and cultural aspects and its intersections in the field of psychology

PROGRAMME – DETAIL – INTRODUCTION

Course Structure and Components

The M.Sc. Applied Psychology syllabus is organized course-wise and follows a semester-wise sequence. Credits are awarded upon successful completion of each course. The program comprises both core and elective courses as well as audited course.

- **Core Courses** are offered during the first and second semesters.
- **Elective Courses** are introduced from the third semester onwards. The Department must announce the list of elective courses to be offered in an upcoming semester at least two weeks before the end of the current semester.

Courses are designed to integrate theoretical knowledge with practical application.

Audit Courses (I & II Semesters)

In addition to core courses, audit courses are included in the first and second semesters. These are:

1. **Ability Enhancement Course (Semester I):** Community extension program
2. **Professional Competency Course (Semester II):** Life skills training

Each audit course carries **4 credits**, but the grades or scores obtained **will not contribute** to the final marks or overall GPA of the program.

Research Training and Practicum

In Semester II, students begin to develop research skills through minor studies involving:

- Data collection from natural settings
- Techniques such as systematic observation, interviews, and content analysis

These studies are expected to be conducted individually. In contrast, the construction of psychological tools (tests, scales, questionnaires) may be done as a group project.

Summer Internship (April/May)

After the completion of the second semester, during the summer break (April/May), students must undertake a **30-day internship** under the supervision of a qualified psychologist or expert in their chosen area of interest. This practical training aims to develop hands-on skills and real-world experience.

Students are required to:

- Submit a detailed practicum report covering the skills developed, the learning experience, the objectives of the host institution, and the application of psychology in that setting
- Appear for a viva-voce examination, conducted by an external examiner, during the third semester end examinations

The internship organization should align with the student's area of interest, and consent from a supervisor at the host institution is mandatory. Faculty members may assist students in identifying suitable supervisors and can provide orientation to them if needed.

Dissertation

The dissertation is completed in Semester IV and carries 8 credits. This project allows students to engage in independent research under faculty supervision.

SCHEME AND SYLLABUS

Semester I

No.	Name	Core/Optional	Credits	Lecture/Tutorial per week
PSY 1C 01	Cognitive Psychology I	Core	4	4 hours
PSY 1C 02	Personality and Personal Growth	Core	4	4 hours
PSY 1C 03	Research Methodology I	Core	4	4 hours
PSY 1C 04	Applied Psychology	Core	4	4 hours
PSY 1L 01	Practical I (Psychological Testing and Assessment)	Core	4	4 hours
Total			20	20
PSY 1A 01	Community Extension Work	AEC	4	4 hours

II Semester

No.	Name	Core/Optional	Credits	Lecture/Tutorial per week
PSY 2C 05	Cognitive Psychology II	Core	4	4 hours
PSY 2C 06	Research Methodology II	Core	4	4 hours
PSY 2C 07	Applied Social Psychology	Core	4	4 hours
PSY 2C 08	Counselling Psychology	Core	4	4 hours
PSY 2L 02	Practical 2 Field Work & Journal Report	Core	4	4 hours
Total			20	
PSY 2A 02	Life Skill Training	PCC	4	4 hours

SEMESTER 1

COGNITIVE PSYCHOLOGY- I

PSY 1C 01

Core paper

4 Credits

Learning outcomes:

- To demonstrate understanding about cognitive psychology and its development
- To gain knowledge regarding the various theoretical perspectives put forth in attention, perception and learning
- Increased confidence in critiquing approaches
- Exposure to classic and recent research work in the field of attention, perception and learning (Research articles will be given for review)

UNIT I: Introduction to Cognitive Psychology

- What is cognitive psychology and its historical antecedents (Philosophical – Rationalism and Empiricism, Psychological, Cognitive revolution)
- Perspectives of how cognition is viewed (Information processing, connectionist, ecological and evolutionary)
- Methods for investigating cognition (Experimental Cognitive Psychology, Cognitive Neuropsychology, Cognitive Science, Cognitive Neuroscience)

UNIT II: Attention and Perception

- Theoretical approaches to perception: Bottom up approach (Direct perception, Template and Prototype theory, Feature theory – Pandemonium model, Recognition By Components theory); Top down approach (Navon, Effect of context, Configural- superiority effect); Integration (Computational theory)
- Attention: Selective, Sustained, Divided, and Alternating attention; Selection models of attention (Broadbent model, Triesman model), Capacity model (Kahneman's model), Multiple resource model (Wicken's model)

UNIT III: Learning I

- Concept of learning: Reflex, Sequence of behaviour, Habituation
- Classical conditioning: Basic concepts (Acquisition, Extinction, Spontaneous recovery, Disinhibition, Rapid reacquisition, Conditioned inhibition, Generalization, Discrimination); Recent concepts (Blocking effect, Overshadowing, CS pre exposure effect, Higher order, Sensory pre conditioning, Contributions of McKintosh and Rescorla); Applications
- Operant conditioning: Basic concepts (Schedules of reinforcement, Positive and Negative reinforcement, Punishment, Shaping, Contingencies of reinforcement, Escape and avoidance learning, learned helplessness, Biofeedback); Different concepts of reinforcement (Need reduction, Premacks principle, response deprivation theory); Applications

UNIT IV - Learning II

- Other Behavioural theorists: Thorndike, Guthrie, Hull and Gagne
- Cognitive theorists: Kohler, Tolman and Bandura
- Comparing cognitive and behaviorist approaches

Reference

- Eysenck, M. W. (2006). *Fundamentals of Cognition*. New York: Psychology Press.
- Groome, D. (2004). *An introduction to cognitive psychology: Processes and disorders*. New York: Psychology Press.
- Hergenhahn, B. R., & Olson, M. H. (2008). *An introduction to theories of learning*. N. Delhi: Pearson Education.
- Kellogg, R. T. (2003), *Cognitive psychology*, (2nd ed.). N. Delhi: Sage.
- Mazur, J. E. (2002). *Learning and behavior*, (5th ed.). New Jersey: Prentice Hall.
- Sternberg, R. J. (2007), *Cognitive psychology*. N. Delhi: Thomson Wadsworth .

PERSONALITY AND PERSONAL GROWTH

PSY 1C 02

Core paper

4 Credits

Learning outcomes:

- Demonstrate knowledge and understanding of Personality theories to explain uniqueness in human behaviour and trend.
- Appreciate theories that explain personality
- Develop a scientific attitude and ability of reflection and logical reasoning in understanding behaviour/ personality

UNIT I: Personality: Concepts and Definitions

- Approaches to personality
- Functionalistic Vs Differential
- Specific Vs Generalized
- Personal Vs Impersonal
- Unique Vs common
- Idiographic Vs Nomothetic
- Types: Hippocrates, Sheldon, Kretchmer, Friedman, Murray
- Traits: Allport, Eysenck, Cattell, Robert. Hogan, Goldberg
- Personality Assessment- Big Five factor, Robert Hogan – Socio analytical approach, N.S Endler & Magnusson – Interactionism; Mc Adams – Narrative Approach; Hollands – typology

UNIT II: Psychoanalytic Perspectives on Personality

- Classical psychoanalytic theory of Sigmund Freud
- Analytic theory of Carl Jung
- Social Psychological Theories: Alfred Adler, Eric Fromm, Karen Horney, Harry Stack Sullivan, H. Murray
- Psycho social theory of development – Eric Erikson

- Ego Psychology- Anna Freud
- Object relations theories: Margaret Mahler, Heinz Kohut, Melanie Klein, Winnicott.
- Attachment theory: Bowlby
- European tradition in psychoanalysis: Jacques Lacan

UNIT III: Behaviouristic and Cognitive Perspectives

- Behaviorist aspects of personality: Skinner, Dollard and Miller
- Social cognitive learning – Albert Bandura
- Personal construct – George Kelly
- Locus of Control-Julian Rotter

UNIT IV: Humanistic and Existential Perspectives

- Humanistic theories: Carl Rogers, Abraham Maslow
- Existential perspectives : Victor Frankl, Rollo May
- Ideas of personal growth in Personality Theories
- Enlightenment and self-realization in the Indian tradition
- Individuation-Jung
- Dynamics of Personality – Kurt Lewin,
- Psychosynthesis-Assagioli
- Holistic Psychology
- Personality personal growth - Psychological elements in Buddhism, Zen, Sufism, Yoga, Bhagavat Gita.

References:

- Hall & Lindsey (1998) *Theories of Personality*. New York: John Wiley.
- James, F (2002) *Personality and Personal Growth*. New York: Prentice Hall
- Mischel, N. (1999) *Introduction to Personality*. New York: John Wiley
- Pervin, A. L. (2006) *Handbook of Personality* New York: John Wiley.
- Pervin, A. L. (2010) *Personality: Theory and Research*. New York: John Wiley

RESEARCH METHODOLOGY-I

PSY 1C 03

Core paper

4 Credits

Learning outcomes:

- Develop skills in understanding and analysing the scientific basis/validation of a research
- Develop ethic in doing researches on behaviour
- Demonstrate ethically sound behaviour in practices and research in Psychology
- Demonstrate scientific temper in researches in Psychology
- Develop skills in understanding and analysing the scientific basis/validation of a research
- To understand the scientific basis of conducting research works in psychology, like conducting scientific enquiry, pilot study, derive research problem and selecting appropriate method.

UNIT 1 : Research

- Basic concepts – meaning and characteristics of scientific research – factors affecting, steps or stages in research.
- Types of Research – Experimental and Non experimental, Laboratory experiments and Field experiments and quasi experiment, Quantitative and Qualitative Research, Expost Facto research, Survey research and Types of experiments.
- Ethical Problems in Research.

UNIT II : Problem, Hypothesis and Variables

- Meaning and characteristics of a problem, sources of stating a problem, considerations in selecting the problem, formulation of the problem and types of problems.
- Meaning and characteristics of a good hypothesis, Types of hypothesis, Errors in Hypothesis testing and formulation of

Hypothesis.

- Meaning and types of variable, Consideration in the selection of variables, Control of extraneous variables – Techniques.

UNIT III : Review of Literature and Data Collection

- Review of literature – Purpose, source and preparation of Index Card.
- Data collection – Observation, Interview, Questionnaires and Psychological tests and Scales.

UNIT IV : Designs, Analysis and Report Writing

- Meaning, purpose and criteria of research design; basic principles in Experimental designs – Types and their analysis techniques; Single subject and small N designs – Pre, True and Quasi experimental designs and Expos Facto design.
- Analysis of data: Qualitative and quantitative analysis of the data – purpose, conditions and interpretation of major parametric and non parametric statistical techniques.
- General purpose of writing a report, structure and format of a report (API), Style of writing, Typing, Evaluating a report and Preparing a research proposal.
- Computer Applications, Personal computers, Computer language, Data bases, Computer simulations, Laboratory experiments using computers.

References

Breakwell.G.M. et al.(2002) Research Methods in Psychology. London: Sage Publications. Broota.K.D. (2001) Experimental Designs in Behavioural Research. New Delhi: Wiley Eastern Ltd.

Goodwin.C.J.(2003) Research in Psychology: Methods and Designs. New York: John Wiley and Sons, Inc.

Kerlinger.F.N. (2007) Foundations of Behavioural Research.

APPLIED PSYCHOLOGY

PSY 1C 04

Core paper

4 Credits

Learning outcomes:

- Practice as a consultant or practising psychologist in community, organization, sports, child meaning and development, schools, colleges, advertising, Media, Arts, Defence, Politics, Career, guidance, counselling and health
- Get motivated to apply the theories learnt to explain human behaviors.

UNIT I Applied Psychology

- What is applied psychology?
- Applying Psychology in everyday life
- Values, ethics and Issues in applying psychology

UNIT II– Professional Psychology I

- Organization/Occupational psychology
Occupational Psychology in Practice- the individual; The Group; Core areas of practice and research
- Educational Psychology
Educational Psychology, History and Overview, Problems and interventions, Professional issues
- Forensic Psychology
Introduction: working with organizations and offenders; Working with child and adult victims; Violence Assessment and Intervention
- Health Psychology
Introduction: What is Health Psychology, A Biopsychosocial Approach to Health Psychology, Training and working as a Health Psychologist

UNIT III Professional Psychology II

- Personnel Psychology, Work Psychology, Vocational Psychology
Introduction, Role Professional Development, Training and Practice; Goals, Practice and Issues
- Clinical Psychology
Clinical Child
Psychology Clinical
Psychology: Adult
Clinical Health
Psychology
- Environmental Psychology
Human-environment relationship; Salient features of environmental psychology; Recent trends and future directions; Personal space, territoriality, crowding; Indian research on crowding and personal space.
- Positive Psychology
Core values, goals and practices of Positive psychology; and other settings that influence individuals, groups, and organizations
- Cyber Psychology - An Introduction to Human-Computer Interaction; Cyber space & psychological space, Virtual reality and Human. Goals, practice and research
- Media and Consumer Psychology
Media influence of Consumer behavior; Advertising and promotion; buying decision making, recent researches
- Rehabilitation Psychology
History context & Development; Disability; Issues & problem; Future direction in practice and research.
- Cross-Cultural Psychology in Applied Settings: Passages to Differences

UNIT IV Emerging areas in Applied Psychology

- Human Factors and Ergonomics
- Psychology Applied to Terrorism: Psychological Treatment for Victims of Terrorist Attacks
- A Century of Psychology and Law: Successes, Challenges, and Future Opportunities.

- Behavioral Economics Applied: Suggestions for Policy Making
- Psychometrics and assessment of cognition, intelligence, personality and their application.
- Psychology and Societal Development
- Applied Psychology in the International Context

References:

- Nagar, D. (2006). Environmental psychology. New Delhi, India: Concept.
- Jain, U. (1987). The psychological consequences on crowding. New Delhi, India: Sage.
- Rath, J. F. (2011). Rehabilitation Psychology. Oxford Handbook of Counseling Psychology.
- Elliott, Timothy & Uswatte, Gitendra. (2009). Rehabilitation psychology.
- Wrightsman, L. S. & Fulero, S. M. (2008). Forensic psychology (3rd Ed.). Belmont, CA: Wadsworth Publishing Co.
- Davey, G. (2011) *Applied Psychology*. UK: BPS Blackwell
- Rawen, B and Harton (2003) *Applied Psychology: Current Issues And New Directions*. Boston: Sage Publishers.
- Weiten, W & Lloyd, A. M (2007) Psychology Applied to Modern Life. USA: Thomason and Woodworth
- Blustein, David & Murphy, Kerri & T. N. Coutinho, Maria & Catraio, Christine & Backus Dagirmanjian, Faedra. (2011). IAAP Handbook of Applied Psychology. 1002/9781444395150.

PRACTICAL – I
(Lab Experiments)

PSY 1L 01

Core paper

2 Credits

I. Psychophysical Experiments

1. Method of Limits in Absolute Threshold – Two point Threshold
2. Method of Limits in Differential Threshold – Length of Lines
3. Method of Constant Stimuli for Differential Threshold – Weight Discrimination
4. Method of Average error – Brightness Discrimination
5. Maze Learning

II. Intelligences Tests

6. APM - Advanced Progressive Matrices
7. MISIC – Malin's Intelligence Scale for Indian Children
8. WAPIS/WAIS
9. Binnet Kamath Intelligence Tests

III. Creativity

10. Wallach & Kogan Tests for creative Thinking Abilities – An Indian Adaption

IV. Cognitive Test

11. Problem solving
12. EFT – The Embedded Figures Tests
13. Draw a man

V. Physical Activity Measurements & Dexterity

- 14. Finger Dexterity
- 15. Tweezer Dexterity
- 16. Manual Dexterity
- 17. Fatigue in Mental Work
- 18. Fatigue in Physical Work

VI. Personality Tests

- 19. EPPS – Edwards Personal Preference Schedule
- 20. 16PF – 16 Personality Factor Questionnaire
- 21. CPI – California Psychological Inventory
- 22. Picture Frustration Test
- 23. TAT – Thematic Apperception Test
- 24. MMPI – Minnesota Multiphasic Personality Inventory
- 25. Rorschach Ink Blot Test (Introduction)

COMMUNITY EXTENSION WORK

PSY 1A 01

Ability Enhancement Course

Credit- 2

Learning Outcome:

- Conduct reach out programmes to community for extension of psychological support in group level.

The students can do the community extension work as an out-reach programme. This can be an extension of Psychological service, to a needy group in the nearby locality. Students, individually or in group, can visit the place, interact with the community members and identify a local psycho-social need, plan an intervention with the support of any faculty member, organize and implement it. Local support may be generated from arts and sports club, Panchayath, Kudumbasree, NGOs, school PTA, or other voluntary organizations. A written report of the plan, procedure, implementation, skill attained, further scope and limitations experienced can be submitted for the viva voce.

SEMESTER 2

COGNITIVE PSYCHOLOGY – II

PSY 2C 05

Core paper

4 Credits

Learning Outcomes:

- To gain knowledge regarding the various theoretical perspectives in Memory, thinking, and intelligence
- To explore emotion and consciousness within the scope of cognition
- Increased confidence in critiquing approaches
- Exposure to classic and recent research work in the field of memory, thinking, and intelligence (Research articles will be provided for review)

UNIT I: Memory

- Store models: Atkinson-Shiffrin model (Differential capacity of the stores – Iconic store, Magic number 7, Encoding differences of the stores – Acoustic versus Semantic, Retrieval differences of the stores – Serial exhaustive versus Parallel self terminating, Flow of information and serial position curve)
- Levels of processing model and self referencing effect
- Nature of memory model (Episodic, Semantic and Procedural memory)
- Working Memory model (As a modification of the store model; Central executive, Phonological loop, Visuo-Spatial sketch pad and Episodic buffer)
- PDP or connectionist model
- Forgetting (Consolidation theory, Interference theory, Decay theory, Discrimination)

UNIT II: Thinking

- Problem solving: Problem and its type (What is a problem, Well defined and ill defined problem); Approaches to problem solving (Systematic search versus heuristics, Types of heuristics – Means end analysis, Working forward, Working Backward, Generate and

test), Problem solving behaviour (Reproductive – Analogy and transfer, Productive - Insight); Obstacles (Mental set or Entrenchment, Functional fixedness, Transfer)

- Decision making : Classical Theory and its critique – Satisficing, Elimination by aspect, naturalistic decision making; Biases and heuristics, Process of group thinking
- Reasoning: Deductive (Conditional – Types or Propositional calculus and Errors, Syllogistic – Linear, Conditional and Errors); Inductive reasoning – (casual inferences, categorical inferences and reasoning by analogy)

UNIT III : Intelligence & Creativity

- Intelligence- The concept; Relationship between cognition and intelligence; Measuring intelligence.
- Theories- Modern perspectives on intelligence: Sternberg, Goleman, Gardner and JP Das
- Defining creativity; Challenges and issues in measurement of creativity; Creativity and Intelligence; Big C and Small c of creativity
- Models or Theories: Wallas Stage theory; Mednick's remote association; Divergent thinking; Economic theories of creativity

UNIT IV: Expanding horizons of cognitive psychology

- Cognition and emotion- structure of emotions, bottom up and top down process; appraisal theories of emotion; emotion generation and emotion regulation; the relationship of affect with attention, memory, judgment, decision making; the cognitive biases associated with anxiety and depression
- Cognition and consciousness- Functions of consciousness; Assessing consciousness and conscious experience; Global workspace theoretical approach; Unitary consciousness VS separate consciousness.

References

- Chomsky, N. (1959). A review of BF Skinner's Verbal Behavior. *Language*, 35(1), 26- 58.
- Berk, L. E. (2009). *Cognitive development*. (8th ed.). Boston: Pearson Publishing.

- Eysenck, M. W. (2006). *Fundamentals of Cognition*. New York: Psychology Press.
- Groome, D. (2004). *An introduction to cognitive psychology: Processes and disorders*. New York: Psychology Press.
- Kellogg, R. T. (2003), *Cognitive psychology*, (2nd ed.). N. Delhi: Sage.
- Neath, I., & Suprenant, A. M. (2003). *Human memory*, (2nd ed.). Australia: Thomson Wadsworth.
- Skinner, B.F. (1977), 'Why I am not a cognitive psychologist', *Behaviorism*, 5, 1–10.
- Skinner, B. F. (1986). The evolution of verbal behavior. *Journal of the Experimental analysis of Behavior*, 45(1), 115-122.
- Sternberg, R. J. (2007), *Cognitive psychology*. N. Delhi: Thomson Wadsworth .

RESEARCH METHODOLOGY-II

PSY 2C 06

Core paper

4 Credits

Learning Outcomes:

- Develop skill in doing minor researches in Psychology/Human Behaviour
- To apply methods of analysing data for the purpose of enquiring facts related to human behaviour
- Students will demonstrate effective writing conventions by using APA style effectively in empirically based reports, literature reviews and theoretical papers and conducting minor studies in Psychology
- Operationalize , quantify, manage (analyse and interpret the data in a research study in Psychology.
- To use SPSS for research in Psychology.
- Transcribe, code and analyse qualitative data for the purpose of research in Psychology
- Use qualitative methods for depth studies in behaviour

UNIT 1 : Quantitative Data analysis and interpretation

Tabulation and coding

- Summarizing data-Expositioning of data
Descriptive statistics, frequency distribution, Shapes of distributions
Developing data analysis-in different research designs
- Making decisions about data-inferential statistics.
Significance level, Confidence interval, degrees of freedom
Parametric tests and Non-parametric tests, Effect size, issues for interpretation
Using computer in analysis of data.

UNIT II: Qualitative data analysis and interpretation

Techniques to analyze qualitative data:- Hermeneutics- Semiotics - Narrative and Metaphor

Theoretical saturation and theoretical sampling: Transcription, memoing, field notes Coding and theme development- Constructing grounded theory analysis, secondary analysis of qualitative data, analysis of interview/focus group discussion data.

-Using computer in analysis of data (Introducing).

UNIT III: Communicating research-preparing report.

APA style manuscript, literature review, reporting observation-observation schedule. Presenting poster, professional talk, short journal article, publishing a research paper Referencing and plagiarism, intellectual property right-

UNIT IV: Roles of researcher

Addressing social problems through qualitative research (research in social psychology) Researcher as a consultant-policy maker.-Action research-activist research- transformative research

References

- Keller. R., (2013). *Doing Discourse Research. An Introduction for Social Scientists*. New Delhi: Sage Publications Inc.
- Forrester, M.A. (2010). *Doing Qualitative Research in Psychology*. New Delhi: Sage publications
- Mcheod, J. (2011) *Qualitative Research in Counselling and Psychotherapy*. New Delhi: Sage Publications Inc.
- Silverman, D. (2010) *Doing Qualitative Research*. New Delhi: Sage Publications Inc.
- Bailey J. S. & Burch M.R. (2016). *Ethics for Behavior Analysis*. New York & London: Routledge Publication.
- Smith, J.A. (2003). *Qualitative Psychology*. New Delhi: Sage publications.
- Sullivan, C., Gibsen, S. & Riley, S. (2012). *Doing Your Qualitative Psychology Project*.

New Delhi: Sage Publications

- Raulin, M.L. & Graziano, A. M. (2010). *Research Methods- A Process Of Inquiry*.
London : Pearson
- Morgan D. L. (2014). *Integrating Qualitative and Quantitative Methods-A Pragmatic Approach*. New Delhi: Sage publications.
- Flick U. (2015). *Introducing Research Methodology*. New Delhi: Sage publications.
- Israel. M. & Hay L. (2006). *Research Ethics For Social Scientists*. New Delhi: Sage publications.
- Miller T., Birch M., Mauthner M., & Jessop J. (2012). *Ethics In Qualitative Research*.
New Delhi: Sage publications.
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New Delhi: Sage publications.
- Anastasi A. & Urbina S.(1988).*Psychological Testing*. New Delhi.
Prentice-Hall International, Inc.
- Ivankova N.V. (2015). *Mixed Methods Applications In Action Research, From Methods To Community Action*. New Delhi: Sage publications.
- Maxwell, J. H (2013) *Qualitative Research Design: An Interactive Approach*.
. New Delhi: Sage Publications Inc.
- Mc Burney, H. H (2002) *Research Methods*. Singapore: Thomson Asis Pvt Ltd
- Salkind, J. N. (2010) *Encyclopedia of Research Design (Vol 1- Vol 3)* New Delhi: Sage Publications Inc.
- Sanders, L. D (2010) *Discovering Research Methods in Psychology*. West Sussex: BPS Balckwell.
- Schweigert, W. A., (2017). *Research Methods In Psychology*.New Delhi: Medtech Publishing.
- Guert, G. Namey, E.E and Mitcher, M. L, (2013) *Collecting Qualitative Data*.
New Delhi: Sage Publications
- Goodwin, C. J. (2002) *Research in Psychology*. U.S.A: John Wiley & Sons, Inc

APPLIED SOCIAL PSYCHOLOGY

PSY 2C 07

Core paper

4 Credits

Learning Outcomes:

- To understand different psychosocial reasons behind social issues and scientifically plan and execute psychosocial interventions
- Conduct work on minor research projects, based on behaviour to contribute for a positive social change
- explain how basic social psychological findings can be used to bring about desired changes
- compare different explanations for a social psychological phenomenon
- understand the differences between testing theories and testing interventions
- describe the available evidence for selected practical problems

UNIT I : Conceptual Bedrock

Concepts of social structure, social stratification and power; Ideology and social psychological enterprise. Locating the individual in society; Psychosocial interface: Depth, social constructionist, Marxist, Frankfurt School and Gandhian Perspectives; Practical theory; Notional of social anomalies and social problems.

UNITII: Social Cognition and theoretical foundations

Basic concepts in Social Cognition- Dual modes in social Cognition-Automatic and controlled- Attention and encoding- Memory.

Cognitive dissonance, social comparison, reactance, attribution, social identity theory, Field theory, Symbolic Interactionism, Social representation theory and discursive. Theory; Social theory

UNIT III: Human relationships:

- Social Motivation, Pro social Behavior; Aggression; Social emotion; Group dynamics; Group formation. Attachment; attraction; selection process; Self-Personal diversity- gender; Problem solving Conflict- management and resolutions, Attribution Process- Cognitive processing of Attitudes

UNIT IV: Applying Social Psychology

- In community- Stigmatization, social change, Psychological underpinnings of stereotypes, prejudices and discrimination; racism, communalism and terrorism; Issues of Colonization, Globalization, Acculturation and Commercialization
- In Politics-Domains of political Behavior, Psychology and its liberal ideological underpinnings.
- In Media- Influences on Social Behavior: of violence and aggression; nudity and pornography; surrogate advertisements, role of persuasion. Communication devices: the use and abuse of social networking/ technology and its role in social life & politics.
- Other areas of entry point for psychological practice: Business, Public Policies, Issues of – (gender, poverty, disability, marginalization – cultural bias & discrimination, migration, alienation); social suffering – (unemployment, child abuse & domestic violence, Casteism and communalism).
- Social Roles; obligations; rights and skills – of psychologist

Material for additional reading:

Classical studies in Social Psychology

- Social Facilitation and Social Loafing- Triplett's competition studies
- Cognitive Dissonance- Festinger's End of the world study
- Norm formation- Sheriff's Autokinetic Effect study
- Conformity- Asch's Line Judgement Studies
- Obedience- Milgram's Shock experiments
- Tyranny-Zimbardo's Stanford Prison Experiment
- Stereotyping and Prejudice-Hamilton's and Gifford's illusory correlation studies
- Helping in emergencies- Latane and Darley's Bystander studies

References:

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COUNSELLING PSYCHOLOGY

PSY 2C 08

Core paper

4 Credits

Learning Outcome:

- Can have conceptual understanding of counseling process and practice counseling
- Can do group counseling for awareness and premarital counseling.

UNIT 1: Introduction to Counselling:

Definition- Distinction Between Counselling and Psychotherapy -Goals of counseling - Historical and Professional Foundations of Counselling - Counselling process and methods – Characteristics of a helping relationship- Characteristics of an Effective Counselling relationships- Counselling Procedures/Skills-I: Initial procedures, the Initial counseling Interview, and counselling skills. Counselling Procedures/Skill-II: Advanced Empathy, self-disclosure and Interpretation; Action strategies: Role playing, Behavioural techniques, Decision-making Methodologies and problem – solving strategies. Principles and procedures of Group counseling. Ethical and Legal Aspects of counselling

UNIT II: Counselling Process and Theories:

Building counseling relationships – Working in a counseling relationships – Termination of counseling relationships - Psychoanalytic theory – Adlerian Theory – Existential Theory – Person-Centered Theory - Gestalt Theory – Cognitive-Behavioral Theories – Rational Emotive Therapy – Reality Therapy – Family Therapy

UNIT III: Counselling in Diverse Populations and Specialities

Counselling Aged Populations – Gender based counseling – Counselling and spirituality. Career counseling – Marriage, couple and family counseling- Professional School counseling – Abuse, Disability and community Counselling

UNIT IV: Training and Research in Counselling Psychology

Role of relaxation in counseling- Guided Somato psychic Relaxation (GSPR) - Jacobson's Progressive Muscular Relaxation.- Yoga relaxation - EEG, EMG, Bio-feedback relaxation - Transcendental Meditation: Research and Evaluation:

Testing, assessment and diagnosis

Professional Issues in counseling- Evaluation of counseling-purpose,
Difficulties and criteria.

References:

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PRACTICAL – II FIELD EXPERIMENTS

PSY 2L 02

Core paper

4 Credits

Course Objective: The main objective of this course is to familiarize students to specific techniques of data collection on the field and how to analyse and draw interpretation from it. The course will also enable students to understand the process of carrying out literature search, making research reports, and doing presentation.

Students will

- Develop and standardize a psychological test
- Administer (at least five) clinical interviews and write their case histories
- Create an annotated bibliography in a topic of interest (which, if desired, can be developed to become the review of literature chapter for dissertation)
- Carry out interviews (minimum five participants) and use appropriate content analysis technique to draw interpretations
- Develop a systematic observation schedule and carry out observation and report the findings

*Note: If the research topic selected allows, different aspects of the field research can be incorporated to make a case study.

Students have to present the field research carried out in class and a written record incorporating all of the above should be submitted as a journal to the Head of the Department. The journal should be spiral bound, hand-written or printed on both sides. The reporting style used should follow the latest APA formatting guidelines. Two copies should be submitted before the beginning of the second semester examination and one copy shall be returned after the evaluation. The other will be retained in the department library, as record of academic work conducted.

LIFE SKILL TRAINING

PSY 2A 02

Professional Competency Course

4 Credits

Learning outcome

- To conduct life skill training for small group of participants.

The students will undergo life skill training with the support of a faculty member. The students (in small groups) shall identify a life skill and with the approval and support of the trainer conduct a training for a team of 30 members, A written report has to be submitted, which includes, the core life skills, the training process, process of making arrangements, observations, personal learning etc. There will be an evaluative viva voice, at the college level.