

ACHARYA NAGARJUNA UNIVERSITY

CENTRE FOR DISTANCE EDUCATION

NAGARJUNA NAGAR,

GUNTUR

ANDHRA PRADESH



PROGRAM PROJECT

REPORT

140. MASTER OF SCIENCE (PSYCHOLOGY)

Master of Science (Psychology)

PROGRAMME CODE: 140

MISSION :

Psychology is a science of behaviour and mental processes. Its immediate goal is to understand individuals and groups by establishing general principles and researching specific cases.

OBJECTIVES :

The objective of the programme is to equip students with advanced training in research methods and professional skills that prepare them both for a career involving psychological research as well as for the application of scientific knowledge and methods in various professional settings..

RELEVANCE :

The M.Sc. (Psychology) programme offered through Open and Distance Learning mode is purely relevant and aligned with the goals and mission of CDE, ANU. This programme is structured in order to equip the learners with core competence in research and analytical aspects of scientific evolution there by new areas will be unfolded. This programme is helpful for enhancing the employability skills with the global perspective and conforming to the vision and mission of ANU.

NATURE OF PERSPECTIVE TARGET GROUP OF LEARNERS :

Aim of open and distance education is to enhance the academic competence in those who were deprived of higher education for various socio-economic reasons. This programme is designed for candidates which is helpful in their career advancement, updating the knowledge, upgrading their qualification for school teachers, Psychologists etc.

SKILLS AND COMPETENCE OF THE PROGRAMME :

In consideration of the huge gap in education and industry and also in skill development now it is imperative on the part of every university to reach out every nook and corner of the country where the institutions with significant infrastructure are not available in order to elevate the status of the marginalised sections of the society especially living in rural areas of the country. The only solution appears to be "open and distance education" and Acharya Nagarjuna University takes initiative by reaching out those unreached by ICT enabled blended mode of distance learning programmes. M.Sc. (Psychology) programme is an innovative programme. The learning outcomes of this programme are as follows:

- Professional development of teachers.
- Incorporating generic transferrable skills and competencies
- To develop critical learning, analytical skills and research skills.

INSTRUCTIONAL DESIGN: Course structure and detailed syllabi

ACHARYA NAGARJUNA UNIVERSITY : CENTRE FOR DISTANCE EDUCATION
Master of Science (Psychology) - Program code: 140
Program Structure

Program code	Program	Internal assessment	External exams	Max. Marks	credits
SEMESTER 1					
101SY24	Principals of Psychology	30	70	100	4
102SY24	Social Psychology	30	70	100	4
103SY24	Personality	30	70	100	4
104SY24	Life span Development	30	70	100	4
	Practicals:				
105SY24	Experimental Psychology – I	30	70	100	4
106SY24	Experimental Psychology – 2	30	70	100	4
SEMESTER 2					
201SY24	Bio Psychology	30	70	100	4
202SY24	Cognitive Psychology	30	70	100	4
203SY24	Health Psychology	30	70	100	4
204SY24	Rehabilitation Psychological	30	70	100	4
	Practicals:				
205SY24	Psychological Testing – I	30	70	100	4
206SY24	Psychological Testing – II	30	70	100	4
SEMESTER 3					
301SY24	Psychopathology	30	70	100	4
302SY24	Research Methodology	30	70	100	4
303SY24	Psychology of Teaching and learning	30	70	100	4
304SY24	Practical: Practicum	30	70	100	4
305SY24	Management Stress	30	70	100	4
306SY24	Development of Emotional Competences	30	70	100	4
SEMESTER 4					
401SY24	Counselling Psychology	30	70	100	4
402SY24	Organizational Psychology	30	70	100	4
403SY24	Positive Psychology	30	70	100	4
404SY24	Human Resource Development	30	70	100	4
405SY24	Internship	--	--	100	4
406SY24	Project Vivo-Voce	--	--	100	4

Master of Science (Psychology) - Syllabus

Semester I

101SY24 – Principles of Psychology

OBJECTIVES:-

1. To understand the basic concepts and approaches to psychology.
 2. To comprehend the role of emotions on human health.
 3. To know different levels of human consciousness.
 4. To understand the factors of motivation on human behavior.
-
- I. Historical origins of Psychology as science – Philosophical antecedents – Beginning of Experimental tradition (Weber, Fechner, Wundt) – Approaches to psychology – Behaviorism – Gestalt – Psychoanalytical – Cognitive – Neurobiological.
 - II. Methods of psychology – Introspection method: Observation method; Survey method; Case study ; Interview and experimental method.
 - III. Emotion :- Nature and definition of Emotions – physiological changes of Emotions – theories of emotions : James – Lange; Canon – Band ; and cognitive theories.
 - IV. Motivation :- Definition and functions of motivation – Freud's Unconscious motivation; Maslow hierarchy theory; McClelland's theory of motivation.
 - V. States of Consciousness
Sleep and Dreams; Hypnosis, Meditation, Drug induced states of consciousness.

REFERENCES:-

- Baron, R.A (2007) Psychology (5th Edition).
Pearson Prentice – Hall of India.
- E.G. Parameswaraw, invitation to Psychology, Tata Mc Grawtill Publications.
- Introduction to Psychology.
- General Psychology, Telugu Academy.
- Hilgard E.R. Atkinson R.C & Atkinson R.R “Introduction to psychology, New Delhi oxford and IBM Publishing company.
- Dr .G. Aruna Mohan Psychology Indian Perspectives. Neelkamal Publications.

Semester I
102SY24 Social Psychology

OBJECTIVES:-

1. To comprehend the concepts and scope of social psychology.
 2. To understand the process of social perceptions, social learning.
 3. To know the role of attitudes on discrimination, and social influence.
 4. To learn prosaical behaviors.
-
- I. Definition and scope Social Psychology.
History of Social psychology in India; Methods of Social Psychology – Observation, Survey method, correlation method and Experimental method.
 - II. Social Perception – Attribution Process; Hyder, Jones, Kelley and Davis theories.
Impression formation – Asch experiments.
Social Cognition – Schema and Stereo types.
Interpersonal attractions – Love, Friendship, Relationships.
Social reinforcement theory – NewComb.
 - III. Attitudes – Definition, formation, change, theories of changes, Prejudice, Discrimination and deprivation; Discrimination against women and other groups with reference to India.
 - IV. Pro social behavior Altruism; Gratitude; Forgiveness.
Group effects on individual performance and decision making aggression the ways to manage aggression.
 - V. Social Psychology in action.
Leadership; job satisfaction and Achievement orientation.
Environmental Psychology – Poverty, violence and environmental health hazards.
Gender and ethnic diversity.

REFERENCE – Prof. E.G Parameswaray& Dr Beena Encyclopedia of social Psychology – Neel Kamal Publications.

- Dr Haseen Taj – An introduction to social Psychology, Neelkamal Publications.
- A. Baron & Byrne. D. Social Psychology. Understanding human interaction. New Delhi; Prentice – hall of indiaPvt.,Ltd.,
- Robert A. Baron Nyle, R. Branscome&Gopabhasadwaj (2009) Social psychology. New Delhi, Pearson Publication.

Semester – I
103SY24 – Personality

OBJECTIVES:-

1. To understand the concept, development of personality.
 2. To comprehend various approaches to know about personality.
 3. To learn different personality assessment techniques.
- I. Concept and development of personality.
Psychoanalytical theories of personality – Freud.
Neo Freudian theories – Jung, Adler, Manler.
Liabilities of Psychoanalytical theory.
- II. Dispositional approach – introduction.
Type approach – Eysenck's type approach; Sheldon
Trait theories – Allport and Cattell
MURRY. Need theory
McClelland. Achievement need theory
Atkinson approach – power
The Big five factor theory
- III. Phenomenological approach – introduction
Maslow theory
Kelly's theory of personal constructs.
Carl Rogers theory
- IV. Behaviour theories – introduction
Stimulus – Response theory – Dollard Miller
Operant Conditioning theory – Skinner.
Social learning theory – Bandura.
- V. Personality assessment – Questionnaires inventories, situational tests; Projective tests
Ethics in assessment.

REFERENCES –

- Dr.M. Kumar &Dr.G. Pazhanivelu “personality theories and assessment.
Neelkamal Publications.
- Lindzey: Personality theories.
- The Cambridge : Hand book of personality.
- Guiltord. J.P. Personality – MCGraw Hill Book Company .
- Harlock:- Personality Development.
- Stranger.R – Psychology of personality , Tata MC Graw Hill Publishers.

Semester – I
104SY24 – Life Span Development

OBJECTIVES:-

1. To understand the stages of Human Development.
 2. To comprehend the prenatal development.
 3. To learn the Physical cognitive, Social, Personality developments from birth to death.
-
- I. Concept of development and Growth – Stages of life span development – Research methods ; LONGITUDINAL Methods ; Crose Section Method ; Case study ; observation ; interviews and Experimental methods – Factors influencing development.
 - II. The Prenatal Development Learning and maturation – Infancy and baby hood :- Learning maturation ; Physical and motor skills ; Cognitive Development – piaget theory ; Language development – cornsky theory ; personality and social development – Freud and Erickson. – Early childhood – physical and motor skills; cognitive development :piaget theory ; personality Development : Freud, Erickson, Bandura.
Language Development:
Gender roles, gender stereotyping – Bem theory.
 - III. Late child hood:-Physical and motor skills developments ; Cognitive development ; moral development, personality and social development.
Self concept – Influence of peer relations.
Adolescence:-Physical development and social development; Identity formation.
 - IV. Early adulthood :- Physical and Psychomotor functioning; Cognitive development :- Sachale’s stages; Stern bergs triarchic theory of intelligence ; moral development ; Kohlberg and Gilligan theories; Personality and social development; Relationships of marriage, parenthood; Vocational development; Middle adulthood – Physical changes of middle age, Intellectual development ; Personality and social development – Jung, Erikson, Peck. Inues of occupation.
 - V. Late Adulthood:- Physical changes; issues related to intellectual functioning ; Personality and social development – Erikson: Adjustments of late adulthood Emotional health.

REFERENCE:-

- Hurlock, Development Psychology –
- Child and Adolescent Psychology Telugu academy
- Adolescent Psychology, Telugu academy
- Huslock Development Psychology : A life span approach. New Delhi, Tata M C Graw Hill, Publications.
- Lerner. R.M. S. Hultsch. D.P (1983) – Human Development. A life span Perspective, New JMC, Tata M C Graw Hill Publications.
- Goulet. L.R &Baltes. P.B. Life span Development Psychology. New York. Academic Preb.Inc.

Semester – I
105SY24 – Practical – Experimental Psychology – I

1. Span of attention.
2. Division of attention.
3. Observation and accuracy of testimony.
4. Study habits.
5. Reaction time.
6. Level of aspiration.
7. Achievement motivation.
8. Social motives.
9. Emotional intelligence.
10. Emotional Maturity.

Note:- Any six of the above experimental to be conducted.

- Prof E.G. Parameswaran, Pror K. Ravichandra. Experimental Psychlogy. Neel Kamal Publications.
- Prof S.P. Chaube, Prof Akhilesh chaube .Experinmental Psychology. Neel Kamal Publications.

Semester – I

106SY24 – Practical – Experimental Psychology – II

1. Free Association test.
2. Sentence completion test.
3. Murry personality need inventory.
4. Rorschach (Abridged version) ink blot test.
5. Thematic Apperception test.
6. Eysenck personality inventory.
7. Bell adjustment inventory.
8. 16 P F personality inventory.
9. Multiple assessment of personality (Adult).
10. General health questionnaire (GHQ).

Note:- Any six of the above experiments to be conducted.

- Prof E.G.Parameshwaran, Prof. K.Ravi Chandra, Experimental Psychology – Neelkamal Publication.
- Prof S.P. Chanbe, Prof AkhikeshCaube, Experimental Psychology, Neel Kamal Publications.
- Telugu Academy – Practical manual – Psychology.

Semester – II
201SY24 –Bio – Psychology

OBJECTIVES:-

1. To understand the biological basis of behavior.
 2. To know the role of hormones in behavior.
 3. To comprehend the psychological basis of emotions and perception.
-
- I. Introduction to Bio / Physiological Psychology –
Mechanism of heredity Chromosomes and genes.
Influence of heredity and environment on behavior.
Nervous system and its organization.
The structure and its organization.
The Structure and functions of Neuron,
Synaptic influences and Neurotransmitters.
 - II. Central Nervous system – Brain and spinal cord.
Localization of brain functions.
Peripheral nervous system.
 - III. Hormonal Basis of behavior.
The major endocrine glands and their functions pituitary, thyroid, Adrenal, Pancreas; Gonads.
 - IV. Physiological basis of perception.
Vision: - Structure and functions of eye (Retina, Rods, Cones) Mechanisms of pattern and colour vision, Colour blindness.
Audition: - Structure of ear and processing of auditory information.
 - V. Physiological basis of Emotions and learning
Role of hypothalamus, limbic systems in emotionality
Physiological changes during learning
Role of hippocampus and cerebellum in learning.

REFERENCE:-

1. John P.J. Pinel. Biopsychology. Anazon. Pearson Publications.
2. E. Bruce Sensation and perception.
3. N.R. Carlson. Melissa. A. Birkett. Physiology of behavior. Pearson
4. Nell R. Carlson; Foundation of physiological psychology – Pearson publishers.

Semester – II
202SY24 –Cognitive Psychology

OBJECTIVES:-

1. To understand the concepts of cognitive psychology.
 2. To comprehend the Neuro physiological basis of perception, intelligence, language and thinking processes.
-
- I. Definition and domains of cognitive psychology perception, attention, memory, learning, intelligence, creativity, language, thinking.
 - II. – Principles of perceptual organization.
 - Perceptual processes.
 - Perceptual Constancies
 - Attention.
 - III. Information Processing in learning and memory. Neuro psychological basics of learning and memory.
 - Theories of intelligence.
 - Measurement of intelligence.
 - IV. Language Acquisition,
 - Language processing.
 - Multilingualism and cognition.
 - V. Thinking: - Concept formation; problem solving; Decision making; Reasoning and creativity.

REFERENCY:-

- Edward E.Smith, Stephen M. Kossalyn.
Cognitive psychology – Pearson.
- David croome. An introduction to cognitive psychology pearson.
- Connor whitely – cognitive psychology sage publications
- Kath leen M. Galohi “Cognitive Psycholgy: in and out of the laboratory. Sage publications
- Carolbrown – cognitive psychology. Sage publications.

Semester – II
203SY24 –Health Psychology

OBJECTIVE:-

1. To understand the mind and body relationship.
 2. To know the impact of stress on body and health.
 3. To comprehend the pain management techniques.
-
- I. The mind – body relationship.
Historical view; Concept of Psychological health.
Emergence of behavioral medicines; Definition and Scope of health psychology.
 - II. Stress
Definition and nature of stress.
Stressors – Environmental, Social, Psychosocial, developmental and extreme stressors.
Mediating variables: - Physiological, Psychological response
Control and learned helplessness.
Stress management.
 - III. Psycho physiological disorders, major forms.
Asthma, Headache, Psychodermatitis, peptic ulcer, Insomnia, Cardio vascular disorders, Hypertensions.
 - IV. Immune system defective disorders.
 - a. Cancer ; Aids Appetitive behaviors, Obesity, smoking and etc.,
 - b. Stress related disorders – Diabetes, Arthritis, Sexual dysfunction, speech disorders.
 - V. Pain and pain management techniques.
Physiology of pain
Psychological influence on pain perception
Pain treatment methods
Coping with chronic illness
Complementary health care systems in India.

REFERENCES:-

- Taylor. S E (2006) Health Psychology – New Delhi Tata Mc Graw Hill Publishers
- Teisi Thou (2011) Health Psychology
- SarasonIG & Sarason. B.R. Abnormal Psychology New Delhi, Prentice of Hall of India N.D.

Semester – II
204SY24–Rehabilitation Psycholgoy

OBJECTIVES:-

1. To know the different disabilities existing in the society.
 2. To understand the planning of general interventions like special education and psychological interventions.
 3. To comprehend the evaluation of NGO's working on disability.
-
- I. Nature and Scope of Rehabilitation Psychology
Definition, Scope and methods – Functions of Rehabilitation Psychology – Goals and objectives of Rehabilitation – Multidisciplinary approach – Biological, medical, Psychological, Educational and social aspects. RCI India
 - II. Disabilities: - Concepts and definitions – classification of various disabilities and its prevalence. Types of disabilities: Visual impairment, Hearing and speech impairment; Loco motor disability. Mental retardation – cerebaralpalosy, Autism, Mental illness – Learning disabilities – Multiple handicaps.
 - III. Interventions:-
Screening and early identification of people with developmental disabilities. Early intervention – definition assessment and strategies for intervention – intervention packages for various disabilities – services and programs for disabled individual and their families in India.
Special Education – aims, objectives and functions, Educational assessment and evaluation for persons with disabilities. Educational technology for disabled.
 - IV. Psychological interventions –
Planning intervention: - Psycho analytical approach, learning teories and strategies, Therapetic services and Restorative techniques.
Designing training progammes for professionals: - Monitory and impact studies.
 - V. Evaluation of Non-Government organizations, working on disability.
Capacity building of Non-Government organizations.
Back ground characteristics of N.G.Os.

REFERENCE:-

- Frank. R & Eliot J. Hand Book of Rehabilitation Psychology. Washington. D.C. American Psychological Association.
- Karna G.N United National and the Rights & Disabled persons. A Study in Indian perspective, Gyan Publishing House.

Semester II
205SY24 – Practical – psychological Testing – 1

1. Raven's Progressive matrices.
2. Koh's Block design.
3. Pass – along test.
4. Weschler Adult Intelligence Scale (WAIS).
5. Differential aptitude test.
6. David's battery of aptitude test.
7. Thurstone interest inventory.
8. Concept formation.
9. Problem solving.'
10. Reasoning test.

Semester II
206SY24 – Practical – Psychological Testing- II

1. Passi test creativity
2. Reasoning.
3. Muller – Iyer illusion.
4. Suggestion.
5. Clifton Youth Strength Explorer.
6. Happiness Scale.
7. State Trait anxiety.
8. Value inventory.
9. Prosocial behavior
10. Youth problem inventory.

Semester – III
301SY24- Psychopathology

OBJECTIVES:-

1. To understand the historical development of psychopathology
 2. To comprehend the characters classification of psychopathology
 3. To comprehend the etiology of different disorders.
 4. To know the mental health activities in India.
-
- I. Classification and models of psychopathology :-
 - a. Historical back ground of development of psychopathology
 - b. Basic features of D S M – and I C D – 10:
Similarities differences and evaluation.
 - c. Major theoretical models of psychopathology.

 - II. Disorders of mood, anxiety & behavioral syndromes.
 - a. Characteristics and etiology of depression, bipolar affective disorders.
 - b. Phobia, OCD, PTSD, Panic and adjustment disorders.
 - c. Clinical characteristics and etiology of dissociative disorders, somatoform disorders & other neurotic disorders.
 - d. Eating disorders and sleep disorders.

 - III. Psychotic spectrum disorders.
 - a. Schizophrenia and its spectrum.
 - b. Paranoid, disorder.
 - c. Other Psychotic disorders.

 - IV. Developmental disorders
 - a. Pervasive development disorders.
 - b. Behavioral and emotional disorders.
 - c. Disorders of social function.

 - V. Mental health activities in India.

REFERENCE:-

- Irur'n G Sarason&Barbana R. Sarason (2009) Abnormal psychology : New Delhi A NMOL Publications Pvt., Ltd.,
- Coleman: Abnormal Psychology.
- AlsendraLeema Introduction to Psychopathology, Sage publications.
- Graham Davey Psychopathotogy and abnormal psychology sage Publilications.

Semester – III
302SY24- Research Methodology

OBJECTIVES:-

1. To understand the basic concepts required to conduct experimental Research in Psychology.
 2. To know about different data collection techniques in Research.
 3. To acquaint with basic concepts of statistics and Research design.
 4. To learn the skills of research reporting.
-
- I. Basic Concepts of Experimental method
 - a. Variable – Qualitative, Independent, dependent and extraneous variables.
 - b. Experimental control methods.
 - c. Sampling – probability and Non probability sampling methods.
 - d. Problem and Hypothesis.
 - II. Data Collection methods:-
 - a. Qualitative methods – observation method; Interview; content analysis method
 - b. Quantitative methods – Questionnaires and Rating Scales, (Numerical, Graphical, Standard, Q short, Semantic, differential and sociometry); Errors in rating.
 - c. Types of research.
Experimental – Laboratory and field experiments.
Non experimental – Ex post facto, Field study, survey research, Case studies, Ethnographic studies.
 - III. Statistics.
 - a. Types of Scales (Ordinal, Nominal, Intervals and ratio scales).
 - b. Graphic representation of Data.
 - c. Measures of Central tendency and variability.
 - d. Characteristics of Normal probability curve.
 - e. Correlations : Pearson product moment correlation – Rank order Correlation, Multiple correlation.
 - f. Regression analysis.
 - g. Regression analysis.
 - h. Factor analysis.
 - i. Non parametric – Chi-square, sign test, median test, sign rank test, U test.
 - IV. Research Design.
 - a. Between subject design :- Two randomized group design, more than two randomized group design, factorial design, Matched group designs, Statistical analysis t-test ; (F-test).
 - b. Within subjects design :- Two conditions.
 - c. Single subject design.
 - d. Quasi Experimental designs.
 - V. Writing a research report.
Structure and format ; style of writing Evaluating a research report.

REFERENCE:-

- Kothani C.R. (2004) Research methodology, methods and techniques. New Delhi. New age international Pvt.,Ltd.,
- John J. Shavghnesy. Gugene B. Zechmeister & Jenne. Research methods in psychology ; Tata M C Graw Hills New Delhi.
- Mangal S.K. Statistics in Psychology and education. New Delhi, Pretice – Hall of India.
- Gerard Guthrie (2010) Basic Research methods , New Delhi Sage Publicatoin
- Colin Dyer (2013) Research in Psychology. A Practical guide to methods and statistics. New Delhi. John Wiley & Sons.
- Amit kumar (2011) methods in psychological research, New Delhi Anmol publications Pvt.,Ltd.,
- Krishnaswami in Social sciences, New Delhi, Himalaya Publishing house.

Semester – III
303SY24- Psychology of teaching and learning

OBJECTIVE:-

1. To understand the role of psychology in teaching and learning
 2. To know the process and theories behind learning
 3. To Understand the psychological needs of children with special needs.
-
- I. Definition, nature and scope of Educational psychology.
 - a. The importance and methods of educational psychology.
 - b. The concept of individual difference.
 - II. Process of learning.
 - a. Definition and concept of learning.
 - b. Factors influencing learning – personal and environmental.
 - c. Transfer of learning.
 - d. Memory and forgetting – Causes of forgetting and effective methods of improving memory.
 - e. Concept of motivation in learning: - Methods of increasing motivation in the learner.
 - III. Theories of learning and their implications
 - a. Thorndike.
 - b. Conditioning theories.
 - c. Insight learning.
 - d. Social learning.
 - e. Constructivist theory (Vygotsky).
 - f. Theory of instruction (Bruner).
 - IV. Children with special needs.
 - a. Mentally challenged, visually impaired; hearing impaired; physically challenged, gifted; children with learning disabilities.
 - b. Concept and importance of inclusive education.

REFERENCES:-

- Prof. Chaube, Prof Akhilesh Chaube. Hand book of education and psychology. Neel kamal publications.
- Dr. M.T.V. Nagaraju, Dr M. Mannivanan. “Psychology of Teaching and learning, Neel Kamal Publications.
- Dr. G. Aruna Mohan Mohan “Educational psychology. Neel kamal publications.
- Dr. Dipti Pinakin Bhatt “Advanced education psychology, Neel Kamal Publishers.
- Telugu Academy, Educational Psychology.

Semester – III
304SY24 – Practicum

1. Immediate memory span.
2. Recall – recognition test.
3. Maze learning (Human mazes).
4. Mirror - Drawing apparatus.
5. Habit interference board.
6. Neuroticism Scale Questionnaire (NSQ).
7. Stress Scale.
8. Beck depression Scale.
9. Anger Scale.
10. Mental Health inventory.

Semester III
305SY24- Managing Stress (Skill oriented Course)

OBJECTIVES:-

1. To understand the nature and concept of stress.
 2. To comprehend the models of stress and the coping styles.
 3. To learn the techniques of stress management.
-
- I. Concept of stress, nature of stress, sources of stress, measurement of stress.
 - II. Models of stress – effects of stress on health, performance, productivity, and relationship.
 - III. Coping with stress, definition and nature of coping, coping styles.
 - IV. Stress, management techniques-I. relaxation techniques – meditation, yoga,
 - V. Stress management –techniques-II, cognitive restructuring, time management, interpersonal skills, problem solving. Development of emotional competencies.

REFERENCE:-

- Greenberg J.S. Comprehensive stress management, New York; Mc Graw Hill Publications.
- Schafer. W. Stress management for wellness. Wards woth / Thomson learning.
- Hari haran M.S Rath R (2008) coping with life stress. The Indian expense. Sage publications.
- IGNOU Material on managing stress.

Semester III
306SY24- Development of Emotional Competencies

OBJECTIVE:-

1. Understand the concept of emotional intelligence and emotional competencies and their purpose in life.
2. To know the various components of emotions
3. To learn the strategies to develop emotional competencies and about its application.

I. Introduction to Emotional Intelligence and Emotional competencies.

Concept of emotions, and components of emotional intelligence

II. Assessment of Emotional Intelligence, components emotional competencies,

III. Emotions, self control and assertiveness.

IV. Emotions, self regard and self actualization.

V. Strategies to develop emotional competencies. Application of emotional competencies in various situations.

REFERENCE:-

- INGOU Material.
- CarloynSaarni the development of emotional competencies, Amazon.
- GuittordPrees:“The development of emotional competence.

Semester – IV
401SY24 – Counselling Psychology

OBJECTIVES:-

1. To understand the basic concepts of counseling and types of counseling.
 2. To know about the assessment techniques of counseling.
 3. To learn the theories and techniques of counseling.
 4. To comprehend the common mental disorders.
-
- I. Introduction to Counselling Psychology.
Definition: - Guidance and counseling; Characteristics of a counselor, process of counseling; Ethics in counseling. Counseling services in India.

 - II. Types of counseling.
Individual & group counseling; Educational counseling vocational counseling; Counselling children; Addiction Counselling; HIV / AIDS Counselling.

 - III. Assessment in Counselling.
Interviews; Behaviour observations rating; Environmental assessment; Tests – interesttest, Personality test; Ability tests; Neuropsychological tests.

 - IV. Brief theoretical model: - and technique
-psychanalytical – Free association, Dream analysis interpretation; Transference.
-Behaviour model – Systematic desensitization;Exposure;Avertiontherapy; Positive reinforcementflooding;Modeling. Social skill training Drama and Art therapy.

 - V. Counselling to Mentaldisorders :
Depression ; personality disorders; Gender identity disorders ; Eating disorders.

REFERENCE:-

- Narayana Rao. S. Counselling and guidance. New Delhi. Tata MC Graw Hill Publishing company Ltd.,
- Stettles& Grant W.H. Theories of counseling. New Delhi Tata M C Graw Hills.
- Richard Nelson – Jones (2005) : introduction to counseling skills tests &Activites . New Delhi. Sage Publications.
- Linda Seligman & Lourie W.R Richenberg (2011) theories of counseling and psychotherapy, Systems, strategies and skills, New Delhi. PHI Learning Pvt., Ltd.,
- Leur's&Leuris E.C. The Psychology of counseling New Delhi Harper & Row.

Semester IV
402SY24 – Organizational Psychology

OBJECTIVES:-

1. To understand the basic concepts of organizational psychology.
2. To comprehend the role of psychology in selection, placement and in leadership and motivation.
3. To learn psychological aspects of personnel effective nun.
 - I. Introduction to organizational Psychology.
Definition, nature and Scope of organizational behavior the role and functions of organizational psychologist.
 - II. Selection Placement and training.
Principles and methods of selection PIE models – theory of placement – the nature, methods and techniques of training.
 - a. Performance appraisal: - job Criteria (Job analysis).
Measurement and evaluation of job criteria – employee comparison procedures, Rating procedures, 360 assessment and feedback.
 - III. Leasership and motivation.
Group structure (Norms, roles, status, size, composition and cohesiveness); Group dicision making.
Theories of leadership (Trait, Behaviour, contingency) Recent perspectives. Leasership in Indian context.
Theories of Motivation – Maslow, Adlerfer, Herzberg and Mcclelan.
Process theories – Equity, Experience and Goal theory.
 - IV. Organizational change, Development and Effectiveness.
Significance of change – Resistance to change – Overcoming resistance to change.
Approaches to manage organizational change and issues
 - V. Personnel Effectiveness :-
Interpersonal and organizational communications – coping with conflict and stress – Alcoholism and Absentesim – Time management – Leadership training – Decision making and team building, Employee Counselling.

REFERENCE: -

- Berry, L.M Psychology at work (2nd Ed) 1998, MC Graw Hill Boston
- Davis. K. Human behavior at work 1994 Tata McGraw Hill Publishing Co. New Delhi.
- E.J.McCormick, Introduction to industrial psychology: ND.
- Edgar H. Schein Orgnizatonal Psychology. Printice Hal of india, Pvt Ltd. New Delhi.

Semester IV
403SY24 – Positive Psychology

OBJECTIVES:-

1. To understand the positive perspectives of psychology.
2. To comprehend positive emotional state, personality traits.
3. To understand the importance of pro social behavior for individual and social peace and happiness.

- I. Introduction.
 - a. Psychology from positive perspective
 - b. Eastern and Western perspectives on positive Psychology.
 - c. Building bridges between Humanistic and positive psychology.

- II. Positive emotional states and processes.
 - a. The principles of pleasure: -Understanding positiveeffect, Positive emotions, Happiness and wellbeing.
 - b. Complementary role of eudaimonia and hedonia.
 - c. Making the most of our emotional experience – Emotion focused coping, Emotional intelligence, socio – emotional selectivity and emotional story telling.

- III. Positive personality traits and strengths.
 - a. Classifications and measures of strengths and positive outcomes.
 - b. Self efficacy, Optimism and hope.

- IV. Positive cognitive states and process.
 - a. Wisdom and courage: characteristics of wise and the brave.
 - b. Mindfulness, Flow and spirituality: In search of optimal experience.

- V. Pro social behaviors: - Altruism, Gratitude, Forgiveness, Attachment, love and Flourishing, relationships.

REFERECE:-

- Nicola Garcea, Susan, Harrington and P. Alex. oxford hand book of positive psychology and work edited by.
- C.R. Snyder shane J. Lopez, Positive Psychology sage south asia edition.
- Badhwar, N.K (2014) Wellbeing; Happiness in a worth wile life. New York, Oxford University process.

Semester – IV
404SY24- – Human Resource Development

OBJECTIVES:-

1. To understand the concepts of Human Resource development.
 2. To know the integrating the HRD Processes, methods and mechanism.
 3. To know the integrating process of individual group and organization.
-
- I. Concept of human resource Development :
Importance of Human Factor, Need for human resource development in the Indian context;
Outcomes of HRD; Difference between traditional personnel management function and HRD planning the HRD systems.
 - II. HRD Philosophy, subsystems, objectives, policies and action plans.
 - III. Organizing HRD Systems: - Tasks of HRD department Attributes of HRD manager, Pre requisites for making HRD effective.
 - IV. HRD Process: - HRD Mechanisms / methods;
HRD climate and organizational climate.
Universality of HRD Practices.
 - V. Integrating individual and organization.
Individual and Group, formal Vs informal organizations, organizational culture; integrating individual with organizational Culture.
Integrations of goals and effectiveness.

Semester – IV

405SY24 – Internship

1. The students have to collect 10 case studies as per the proforma.
 - 5 case studies in the area of psychopathology.
 - 1 case study in the area of Health psychology.
 - 4 case studies in the area of Teaching and learning.

Semester – IV

406SY24 – PROJECT -VIVO-VOCE

Duration of the Programme:

Minimum: Two Academic Years from the year of joining of the course (Four Semesters).

Maximum: Five Academic Years from year of joining of the course for securing First Class or Second Class.

INSTRUCTIONAL DESIGN :

Instructional delivery mechanism: University has its own faculty for M.Sc. Psychology department and all the faculty members will act as resource persons. Our University has blended mode delivery mechanism i.e., ICT and Conventional modes.

Media of delivery mechanisms:

- **Printing:** The study material delivery media include Printing of books which are issued to the students who are enrolled for the programme.
- **Online:** On line PDF format content is also given access to the students who wish to study through online mode.
- **Interactive sessions, and Discussion boards:** In distance Education, face to face contact between the learners and their tutors is relatively less and therefore interactive sessions are conducted. The purpose of such interactive session is to answer some of the questions and clarify doubts that may not be possible in other means of communication. This programme provides an opportunity to meet other fellow students. The Counsellors at the study centres are expected to provide guidance to the students. The interactive sessions are conducted during week ends and vacations to enable the working students to attend.
- **Student support services:** Student support services include Internet enabled student support services like e-mails, SMS and even an app is planned. Student feed back mechanism is created and feed back is designed. Student Learning Management System (LMS) is customized to every student. For every student customized examination management system (EMS) is also created facilitating self evaluation, demo tests, model question papers and periodical Internal Assessments.
- **Credit System:** University has adopted Choice Based Credit System (CBSE) under semester mode from 2013. The same has been approved by relevant Statutory boards in Distance mode also.
- **Admission procedure:** In M.Sc. (Psychology) programme candidates can take admission directly. For this purpose, CDE, ANU will advertise for admissions. Then candidates should apply in prescribed format of the CDE after publication of the advertisement.
- **Eligibility Criteria:** The eligibility for admission into this course is the candidate should have passed any Bachelors Degree of this University or that of any other University recognised as equivalent thereto.
- **Fee Structure:** The total course fee is Rs.28,300/-.
- **Policy of programme delivery:** Our University has blended mode delivery mechanism i.e., ICT and Conventional modes. In conventional mode printed material is given and also online mode of delivery with learning management system is adopted.
- **Activity planner:** There is an yearly academic plan and as per plan interactive sessions, assignments, examinations etc are conducted to the candidates.

• **Evaluation System:** Periodical progress of learning is evaluated by web based feed back mechanism in the Learning Management System. Evaluation of learner progress is conducted as follows:

(i) The examination has two components i.e., continuous evaluation by way of assignments (30 %) and term end University Examination (70 %).

(ii) Each student has to complete and submit assignment in each of the theory paper before appearing to the term end examination. The term end examination shall be of 3 hours duration.

(iii) Minimum qualifying marks in each paper is 40 % individually in internal and term end examination. The candidates who get 60 % and above will be declared as passin First Division, 50 % to below 60 % as Second Division and 40 % to below 50 % as Third Division.

(iv) The Centre for Distance Education, Acharya Nagarjuna University will conduct the examinations, evaluations and issue certificates to the successful candidates.

(v) All the term end examinations will be conducted at the examination centres fixed by the CDE.

(vi) Qualitatively the examinations conducted for the students of the Distance Education are on par with the examinations conducted for the regular University students.

LIBRARY SUPPORT AND LIBRARY RESOURCES :


The M.Sc. (Psychology) program is based on the theory and practical papers. Laboratory support is available to students. Further, entire University Library is accessible to all the students of distance education. Additionally every department in the University has a well equipped library which is accessible to all the students. CDE also provides a compendium of web resources to every student to support learning.


COST ESTIMATE :

The Programme fee for I year is Rs.13,300/-, and II year is Rs. 15,000/-. The university will pay the remuneration to Editors and lesson writers as per university norms. DTP charges, Printing of books and Examination fees will be paid by the ANUCDE as per prescribed norms. This institution is providing high quality programmes at low cost.

QUALITY ASSURANCE :

Quality assurance comprises the policies, procedures and mechanisms which that specified quality specifications and standards are maintained. These include continuous revision and monitoring activities to evaluate aspects such as suitability, efficiency, applicability and efficacy of all activities with a view to ensure continuous quality improvement and enhancement. The programme is designed with a focus on the proposed learning outcomes aimed at making the learner industry ready also for career advancement, enterpreneural development, and as wealth creators. There is a continuous evaluation of learning and of competence internally and also by ICT enabled feed back mechanism and Centre for Internal Quality Assurance (CIQA). The University ensures maintaining quality in education provided through open and diatance learning mode. As per the need of the information society and professional requirement, the University ensures to change the mechanism from time to time along with enhancement of standard in course curriculum and instructional design. Therefor, the outcomes of the programme can meet the challenges in the changing society.


DIRECTOR
Centre for Distance Education
Acharya Nagarjuna University
Nagarjuna Nagar,
GUNTUR-522 510.


REGISTRAR
ACHARYA NAGARJUNA UNIVERSITY
NAGARJUNA NAGAR - 522 510.
GUNTUR (A.P.) INDIA.