

ST. TERESA'S COLLEGE, ERNAKULAM
(AUTONOMOUS)

Affiliated to Mahatma Gandhi University, Kottayam.



CURRICULUM FOR
M.Sc. PSYCHOLOGY

Under PG Credit & Semester System
(2020 Admission Onwards)

ST. TERESA'S COLLEGE (AUTONOMOUS), ERNAKULAM
DEPARTMENT OF PSYCHOLOGY

BOARD OF STUDIES IN PSYCHOLOGY

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- 4) Dr. Bindu P,
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- 5) Dr. Fr. Varghese Puthussery,
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All members of the Department of Psychology

FACULTY OF THE DEPARTMENT WHO HAVE CONTRIBUTED TOWARDS
CURRICULUM AND SYLLABUS FOR PSYCHOLOGY

- Ms. Bindu John
- Ms. Krishnendu Ashok
- Ms Jisha Sekhar

ACKNOWLEDGEMENT

The study of psychology is so widespread in modern world with different sub-disciplines or branches of psychology being widely recognized and frequently leveraged in an array of industries. So the curriculum and syllabi of an academic programme offering psychology has to be framed systematically to increase its significance and relevance in present time.

I wish to express my sincere thanks to Dr. Rajeev Kumar N, Director, School of Behavioral Sciences, M.G. University, Kottayam and Dr. Bindu P, Associate Professor, University of Kerala for their selfless and timely service and for giving us all the help and guidance we needed. I also acknowledge my thanks to Dr Velayudhan Arumugham, Department of Psychology, Bharathiar University, Coimbatore for his invaluable suggestions.

Our Director, Dr. Sr. Vinitha and our Principal Dr. Sajimol Augustine have always rendered motivation and help in all our ventures and were the driving force behind this new curriculum. On behalf of the Psychology Department of St Teresa's College, I am happy to express my sense of gratitude to them.

MS. BINDU JOHN

HEAD, DEPARTMENT OF PSYCHOLOGY

CHAIRMAN, BOARD OF STUDIES OF PSYCHOLOGY

PREFACE

As an autonomous college under Mahatma Gandhi University, St. Teresa's College has taken conscientious efforts to strengthen the curriculum by retaining all the fundamental stipulations of the University/Higher Education Council, to ensure a well-balanced Curriculum. Within the constraints of a prescribed syllabi, we have resolved to take a collective effort to create an inspiring academic culture in the institution, essential for teachers and students to access deeper knowledge and participate in its expansion and transmission. It is also to re-articulate the almost lost or forgotten fact that production and transmission of Quality Knowledge, essential for the development of students in particular and society in general, are the primary functions of any Educational Institution.

The syllabi of the new programmes aim to provide the students many opportunities to engage with authentic, real world learning which will foster their reasoning, imagination, intelligence and problem-solving skills, thereby enable them to acquire true knowledge of universal validity and relevance which will lead to individual development, civil efficiency, economic competency and welfare of the whole humanity.

I acknowledge the efforts taken by the teachers in developing the syllabi and course outcomes of the new programmes that focus on the cognitive and intellectual skills of the learners, confidence to carry out independent and scholarly research in area of professional interest to them and to position themselves as globally effective cross- cultural educators.

I congratulate the efforts taken by the Principal Dr. Sajimol Augustine M. and Smt. Shanty B.P who coordinated the syllabus construction of all the new programmes in an effective manner. Transformation is what makes St. Teresa's distinctive; transforming lives in order to make a real impact on the local and international stage through the creation, sharing and application of knowledge. We look forward to sharing with you the outcomes of our new curriculum designing and I hope that these resources will enable you to reflect on the learning gained in our institution.

DR. SR. VINITHA (CELINE E)

DIRECTOR, ST. TERESA'S COLLEGE.

FOREWORD

Autonomy in the field of higher education implies responsibility and accountability and this in turn leads to excellence in academics and proactive governance. St Teresa's College was given autonomous status in the year 2014 and we have made a concerted attempt to maintain a high level of quality in the standard of education that we impart. In 2019, the college was re-accredited with A++ grade (3.57).

Academic autonomy has granted us the freedom to fine tune the syllabus keeping in mind the changing needs of the new generation of students. Education in the current scenario throws up a multitude of challenges and the curricula and syllabi ought to reflect the paradigm shift that has occurred in the various disciplines. Structured feedback was taken from the Students, Alumni and the experts from the industry and the changes suggested by them were duly incorporated in the syllabi.

The Board of Studies constituted for each department meet regularly in the stipulated time frame and in-depth discussions are conducted about the different dimensions of the curricula and syllabi. The IQAC team has facilitated the conduct of a number of workshops and conferences to equip the faculty with the necessary skill set to frame the syllabi, set question papers for internal tests that evaluate whether the COURSE OUTCOMESs enlisted in the syllabus have been achieved and to ensure the fair and transparent conduct of examinations.

The responsibility that autonomy has placed on us is indeed onerous but we have strived together to meet all the challenges that were placed in our way. We have worked towards molding young women as responsible citizens who will carry forward the task of nation building in an exemplary manner. All effort has been made to nurture their academic ambitions as well as their skills in co-curricular activities. To keep pace with the needs of the new generation students, we have decided to introduce new post graduate programmes in the next academic year.

With sincere gratitude I acknowledge the distinct support and constant guidance extended by Rev. Sr. Dr. Vinitha, the Director of the College.

I specially thank the team headed by Smt. Shanty B. P. for coordinating the syllabus construction of the new programmes, the Heads of the Departments and all the faculty members for their diligence, commitment and exceptional contribution towards this endeavor.

DR. SAJIMOL AUGUSTINE. M
PRINCIPAL

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PREAMBLE

The aim of a Post Graduate education is to provide high quality education as well as a supportive learning environment for the students to reach their full academic potential. The higher education has to inculcate in students the spirit of hard work and research aptitude to pursue further studies in nationally/internationally reputed institutions as well as prepare them for a wider range of career opportunities in industry and commerce.

The Board of Studies in Psychology has designed the curriculum for M.Sc. Psychology so as to monitor, review and enhance educational provision which ensures the Post Graduate Education remains intellectually demanding and relevant to current needs of Psychology graduates. The thrust is given in fostering a friendly and stimulating learning environment which will motivate the students to reach high standards, enable them to acquire real insight into psychology and become self-confident, committed and adaptable post graduates.

The Board of Studies acknowledges and appreciates the good effort put in by the faculty members of Psychology Department to frame the syllabus for M.Sc. Programme in Psychology in the institution which will be implemented for the admissions from 2020 onwards.

PROGRAM OUTCOME

PO1: Professionalism, employability and enterprise

- (i) Proficiency in problem solving, creativity and self-management.
- (ii) Confidence in accepting professional challenges, act with integrity, set high standards for oneself.
- (iii) Ability to work independently and along with a team with professional integrity.

PO2: Learning and research skills

- (i) Acquire skills of logical and analytical reasoning.
- (ii) Develop a critical attitude towards knowledge.
- (iii) Equipped to seek knowledge and to continue learning throughout their lives.
- (iv) Develop intellectual curiosity, effective learning and research abilities.
- (v) Commitment to the pursuit of truth and academic freedom.

PO3: Intellectual depth, breadth and adaptability

- (i) Proficiency in curricular, co-curricular and extracurricular activities that deepen and broaden knowledge
- (ii) Develop research skills of analysis, application, synthesis, evaluation and criticality.

PO4: Respect for others

- (i) Develop self-awareness, empathy, cultural awareness and mutual respect.
- (ii) Ability to work in diverse cultural settings and inculcate respect for themselves and others and to be courteous.

PO5: Social responsibility

- (i) Knowledge in ethical behavior, sustainability and personal contribution.
- (ii) Awareness in the environmental, social and cultural value system.

PROGRAM SPECIFIC OUTCOME

The Department of Psychology is committed to provide an enriched educational experience to develop the knowledge, skills and attributes of students to equip them for life in a complex and rapidly changing world. The syllabi are framed in such a way that it provides a more complete and logic frame work in almost all areas of Psychology. On completion of the M.Sc Programme in Psychology, our students should be able to demonstrate the Programme outcomes listed below

By the end of the first year, the students should have been

PSO1: Discuss the main tenets of Cognitive Psychology and Personality Theories

PSO2: Illustrate the concepts of intelligence, learning, and motivation, personality and emotions.

PSO3: Articulate the concepts of health psychology and positive psychology

PSO4: Classify the various psychological disorders in psychopathology

PSO5: Apply different types of psychological assessment tools

By the end of the second year, the students should have been

PSO6: Review the concepts in neuropsychology and counseling

PSO7: Articulate the techniques in cognitive and behaviorally oriented therapies

PSO8: Employ neuropsychological assessment tools for testing

PSO 9: Acquire the concepts of the chosen specialization courses

PSO10: Conduct a mini research project and prepare research reports

ABOUT THE CURRICULUM AND SYLLABI

1. The curriculum and syllabi for this program are on par with any reputed educational institution in India and abroad. Students would also be equipped to prepare and fare well in competitive examinations conducted by UGC/ICSSR/State and Central Civil Services Boards etc. The Programme offers comprehensive instruction in the theory, methods and application of Psychology.
2. The courses include practical-intensive classes as a means to develop application skills.
3. On completion of this programme, a student would build a strong foundation for theoretical and conceptual understanding of Psychology and one specialization branch chosen.
4. Students will be introduced to fundamental ideas, theories and assessment techniques with an emphasis on the applications.
5. Students will be able to handle testing, evaluation and report writing.
6. They will be able to apply theory in different settings (like schools, clinics etc).
7. They will be able to perform well in group and develop professional presentation skills.
8. They will develop leadership skills and instill a sense of ethical decision making that will be beneficial to the organization and the communities they serve.

JOB OPPORTUNITY

The Master's degree course will give students a good base for higher degree program in respective degrees such as M.Phil. and Ph.D. for further research studies. They can join schools both on private and regular basis after clearing certain qualification like B.Ed., NET etc. Students specializing in Clinical Psychology can pursue higher degrees like M.Phil. which is required to practice as Clinical Psychologists after gaining an RCI registration. Students pursuing Organizational Behavior specialization can join HR departments in corporate companies and engage in assessment, training and development activities. With this degree, individuals can gain entry into work environments as varied as consulting with top corporate executives and counseling patients in medical facilities.

PROGRAMME OBJECTIVES

The primary objective is to help the students develop awareness, knowledge and skills in the field of Psychology. In specific, the programme aims to train the students to acquire the requisite competencies as stated below:

PRO 1: Gain a deeper understanding about the fundamental concepts advanced theories and practices of psychology

PRO 2: Students will be able to design, conduct, analyze, and interpret data for a psychological research study.

PRO 3: Students will demonstrate competence in the analysis and critique of scholarly work in their area of expertise in psychology.

PRO 4: Students will demonstrate the skills necessary to write an APA-style research paper.

PRO 5: Students will evaluate and demonstrate understanding of main theories and/or issues in the chosen specialization field of psychology.

PRO 6: Understand the role of psychology in explaining human behavior and apply the same to solve real life problems in various settings.

PRO 7: Students will demonstrate the highest ethical principles required in practicing and applying psychology in personal, professional and social settings

PRO 8: Develop communication skills including presentation skills that will help in expressing ideas and views clearly and effectively.

PRO 9: Student will be able to use the research-based knowledge to analyze and solve advanced problems in the field of psychology

PRO 10: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

PEDAGOGY

The course lays emphasis on the overall development of theoretical knowledge, analytical skills and practical applications skills of a student in the field of psychology. The course comprises of lectures and practical on some of the advanced concepts and areas of psychology in the first semester. In the IInd Semester, students will be introduced to Research Methodology along with different areas of Psychology ranging from Health Psychology to Positive Psychology. In the IIIrd Semester, students will be adding to their base knowledge of Physiology with advanced Neuropsychology along with an understanding of the nuances of Counseling and Psychotherapy. The students will also be able to choose an elective from one of the given choices: Clinical Psychology, Organizational Behavior and Educational Psychology.

Students will move onto advanced Social Psychology in Semester IV along with their chosen electives. A yearlong project work is specially designed to deepen the content as well as application knowledge and to lead them to higher levels of research.

The course is designed in consultation with our Board of Studies, which comprises of experts from academia, research institutions and industry. Thus, the course is tailor made to fulfill the requirements needed to keep pace with the current developments in the industry. While the student will have ample opportunity to acquire hands-on training on modern statistical software wherever necessary to aid research work, she will also be able to benefit from the expertise of one or more supervisors, whenever needed.

Eligibility for admissions

A candidate who has passed B.A/B.Sc. Psychology, approved by M G University with a minimum of 50 % is eligible to pursue the M.Sc. Psychology Programme on a regular basis. Relaxation in percentage is allowed for SC/ST, OEC, SEBC and physically challenged students as prescribed by the University from time to time.

Duration of the course: Four Semesters

Examination pattern: Credit and Semester system (CSS).
Direct Grading system with 7-point scale

Medium of instruction and assessment: English

Faculty under which the Degree is awarded: Science

STRUCTURE OF M.Sc. PSYCHOLOGY

The Programme shall include two types of courses, Core courses and Elective courses. There shall also be a project, activity-based assignment and comprehensive viva-voce as core courses. The Programme also includes assignment/seminar/practical etc. The total credit for the Programme is fixed at 80.

Theory Courses

There are twenty theory courses spread equally in all four semesters in the M.Sc. Programme. Distribution of theory courses is as follows: There are sixteen compulsory courses common to all students. Semester I and Semester II will have eight core courses; and Semester III will have **three** core courses and **one** elective. Semester IV will have **two** core courses and **two** elective courses.

Practical

All four semesters will have a course on practical. The practical examinations will be conducted at the respective examination centers by one external and one internal examiner appointed by the controller of examinations at the end of each semester.

Activity Based Assignment

Activity Based Assignments have been introduced to provide hands on experience to students regarding the theoretical knowledge they acquire. The assignments are based on the theory papers offered in each semester. The activity-based assignments have to be done in Semester I and II. The evaluation of ABA will be done at the end of second semester along with practical examination

Project

The project of the PG programme should be very relevant and innovative in nature. The type of project can be decided by the student and the guide (a faculty of the department or other department/college/university/institution). The project work should be taken up seriously by the student and the guide. The project should be aimed to motivate the inquisitive and research aptitude of the students. The students may be encouraged to present the results of the project in seminars/symposia. The conduct of the project may be started at the beginning of Semester III with its evaluation scheduled at the end of Semester IV. The

project is evaluated by one external and one internal examiner.

Viva Voce

A viva voce examination will be conducted by one external examiner along with an internal examiner at the time of the evaluation of the project at the end of the Semester IV. The components of viva consist of subject of special interest, fundamental concepts of psychology, topics covering all semesters and awareness of current and advanced topics with separate marks.

Course Code

The 16 courses in the programme are coded according to the following criteria. The first two letters of the code indicate the name of programme, i.e., PY stands for Psychology. Next digit is to indicate the semester. i.e., PY1 (Psychology, 1st Semester) followed by the letter C, E or A indicating whether the course is Core Course, Elective Course as the case may be. Next digits indicate course number.

The letter T/A/P/PR/V follows it and is used to indicate Theory/Activity Based Assignment/ Practical/Project/Viva. The last letter will be M which indicates whether the programme is for Masters.

DISTRIBUTION OF COURSES AND CREDITS

SEM	Course Code	Name of the course	No. of Hours/Week	No. of credits	Total Hours/ SEM	Total Weightage	
						Sessional	Final
I	PY1C01TM	Cognitive Psychology	4	4	72	5	30
	PY1C02TM	Personality and Personal Development	4	4	72	5	30
	PY1C03TM	Clinical Psychopathology	4	4	72	5	30
	PY1C04TM	Psychometry	3	4	54	5	30
	PY1C01PM	Psychological Assessment (Practical)	10	3	180	5	15
	TOTAL CREDITS FOR SEM I					19	
II	PY2C05TM	Psychology of Intelligence, Learning, Motivation and Emotion	4	4	72	5	30
	PY2C06TM	Health Psychology	4	4	72	5	30
	PY2C07TM	Research Methodology	3	4	54	5	30
	PY2C08TM	Positive Psychology	4	4	72	5	30
	PY2C02PM	Field Work - Practical	10	2	180	5	15
	TOTAL CREDITS FOR SEM II					18	
III	PY3C09TM	Neuropsychology	4	4	72	5	30
	PY3C10TM	Counseling	4	4	72	5	30
	PY3C11TM	Cognitive and Behaviorally Oriented Therapies	4	4	72	5	30
	PY3EA01TM	<i>Elective</i> - Clinical Psychology & Assessment	3	4	54	5	30

	PY3EB01TM	<i>Elective</i> - Advanced Organizational Behavior	3	4	54	5	30
	PY3EC01TM	<i>Elective</i> - Psychology in Classroom	3	4	54	5	30
	PY3C03PM	Neuropsychological Assessment	10	3	180	5	15
	TOTAL CREDITS FOR SEM III		19				
IV	PY4C12TM	Contemporary Social Issues and Role of Psychology in Social Engineering	5	4	90	5	30
	PY4C13TM	Training Program for Mental Health Promotion	5	4	90	5	30
	PY4EA02TM	<i>Elective</i> - Psychotherapy	5	3	90	5	30
	PY4EA03TM	<i>Elective</i> - Specialization in Clinical Psychology	5	3	90	5	30
	PY4EB02TM	<i>Elective</i> - Human Resource Development	5	3	90	5	30
	PY4EB03TM	<i>Elective</i> - Consumer Behavior and Advertising Psychology	5	3	90	5	30
	PY4EC02TM	<i>Elective</i> - Psychology of Differently Abled	5	3	90	5	30
	PY4EC03TM	<i>Elective</i> - Counseling in School Setting	5	3	90	5	30
	PY4C04PM	<i>Practical</i> – Case Study Based on Internship	5	4	180	5	15
	PY4C01PRM	Project/Dissertation	NIL	2	NIL	5	15
	PYC01VM	Viva Voce	Nil	2	Nil	5	15
	PY4A01PM	Activity Based Assignments	*	2	*	5	15
	TOTAL CREDITS FOR SEM IV		24				
TOTAL CREDITS					80		

ELECTIVE COURSES

There are three Electives Bunches offered in this PGCSS Programme. The first theory course of a bunch is placed in the Semester III, while the second and third theory courses will be done in Semester IV. The student can opt for any one Elective Bunch in an academic year.

The Electives Bunches are

- (i) Bunch A: Clinical Psychology
- (ii) Bunch B: Organizational Behavior
- (iii) Bunch C: Educational Psychology

The course structure of the Electives Bunches is given below.

Semester	Elective	Course Code	Course Title	Teaching hours per week	Credit
III	Clinical Psychology	PY3EA01TM	Clinical Psychology and Assessment	3	3
	Organizational Behavior	PY3EB01TM	Advanced Organizational Behavior	3	3
	Educational Psychology	PY3EC01TM	Psychology in Classroom	3	3
IV	Clinical Psychology	PY4EA02TM	Psychotherapy	5	3
		PY4EA03TM	Specializations in Clinical Psychology	5	3
	Organizational Behavior	PY4EB02TM	Human Resources Development	5	3
		PY4EB03TM	Consumer Behavior and Advertisement Psychology	5	3
	Educational Psychology	PY4EC03TM	Counseling in School Psychology	5	3
		PY4EC02TM	Psychology of Differently Abled	5	3

Distribution of Credits

The total credit for the programme is fixed at 80. The distribution of credit points in each semester and allocation of the number of credits for theory courses, practical, activity-based assignment, project and viva is as follows:

- The credit of theory courses is 4 per course in all the semesters for Core courses and the Elective course selected in the third semester.
- The Elective courses in the fourth semester will have 3 credits.
- The credit for Practical in the first and third semester is 3 credits
- The Practical and Activity Based Assignment in the second semester will have a credit of 2 and 2 respectively.
- The Project and Viva Voce in the fourth semester will have a credit of 2 and 2 respectively.
- The Practical in the fourth semester carries a credit of 4

The distribution of credits is shown below.

Semester	Courses	Credit	Total Credit
I	4 Theory Courses	4 x 4 = 16	19
	1 Practical Course	1 x 3 = 3	
II	4 Theory Courses	4 x 4 = 16	20
	1 Practical	1 x 2 = 2	
	1 Assignment (ABA)	1 x 2 = 2	
III	3 Core Theory Courses	3 x 4 = 12	19
	1 Elective Theory Course	1 x 4 = 4	
	1 Practical	1 x 3 = 3	
IV	2 Core Theory Courses	2 x 4 = 8	22
	2 Elective Theory Courses	2 x 3 = 6	
	1 Case Based Internship	1 x 4 = 4	
	1 Project / Dissertation	1 x 2 = 2	
	1 Viva- Voce	1 x 2 = 2	
TOTAL CREDITS OF THE M.Sc. PROGRAM			80

EVALUATION AND GRADING

The evaluation for each course shall contain two parts such as In-Semester Assessment (ISA) and End Semester Assessment (ESA). The ratio between ISA and ESA shall be 1:3 and 25% weightage shall be given to ISA and 75% to ESA. Both ISA and ESA shall be carried out using direct grading system.

Evaluation (Both ISA and ESA) to be done by the teacher is based on a six point scales shown in the table below:

GRADE	GRADE POINT	RANGE
A ⁺	5	4.50 to 5.00
A	4	4.00 to 4.49
B	3	3.00 to 3.99
C	2	2.00 to 2.99
D	1	0.01 to 1.99
E	0	0.00

Direct Grading System based on a 7 point scale is used to evaluate the performance of students in both ISA and ESA.

For all courses (theory & practical) / semester/overall program letter grades and GPA/SGPA/CGPA are given in the following table

RANGE	GRADE	INDICATOR
A ⁺	4.50 to 5.00	Outstanding
A	4.00 to 4.49	Excellent
B ⁺	3.50 to 3.99	Very good
B	3.00 to 3.49	Good (Average)
C ⁺	2.50 to 2.99	Fair
C	2.00 to 2.49	Marginal
D	1.99	Deficient (Fail)

IN-SEMESTER ASSESSMENT (ISA)

The sessional evaluation is to be done by continuous assessments of the components given below.

The components of the **In-Semester assessment for Theory and Practical** and their weights are as in the following table.

THEORY		PRACTICALS	
COMPONENTS	WEIGHTAGE	COMPONENTS	WEIGHTAGE
Assignment	1	Written / Lab test	3
Seminar/ Presentation	2	Lab Involvement and Record	1
Test Papers (Average of 2)	2	Viva	1
TOTAL	5	TOTAL	5

The two test papers should be in the same model as the end semester examination question paper. For test papers questions shall be set in such a way that the answers can be awarded A⁺, A, B, C, D, E grade. Students with attendance less than 75% in a course are not eligible to attend End Semester examination of that course. The performance of students in the seminar and assignment should also be documented in terms of grades.

The components for the **In- Semester Assessment for Assignments and Seminars** and their weights are as in the following table:

ASSIGNMENTS		SEMINAR	
COMPONENTS	WEIGHTAGE	COMPONENTS	WEIGHTAGE
Punctuality	2	Content	2
Content	3	Presentation	3
TOTAL	5	TOTAL	5

The components of the **In-Semester assessment for Activity Based Assignments** and their weights are as in the following table:

ACTIVITY BASED ASSIGNMENT	
COMPONENTS	WEIGHTAGE
Quality of Content	2
Knowledge/Coverage	1
Viva	2
TOTAL	5

The components of the **In-Semester Assessment for Project** and their weights are as in the following table:

PROJECT	
COMPONENTS	WEIGHTAGE
Relevance of the topic and analysis	2
Project content and presentation	2
Project viva	1
TOTAL	5

The sessional evaluation of the project is done by the supervising guide of the department or the member of the faculty decided by the head of the department. The project work may be started at the beginning of the Semester III. The supervising guide should keenly and sincerely observe the performance of the student during the course of project work. The supervising guide is expected to inculcate in student(s), the research aptitude and aspiration to learn and aim high in the realm of research and development. A maximum of two students may be allowed to perform one project work if the volume of the work demands it. Project evaluation begins with

- The selection of problem
- Literature survey
- Work plan
- Experimental / theoretical setup/data collection
- Characterization techniques/computation/analysis
- Use of modern software for data analysis
- Preparation of dissertation

The project internal grades are to be submitted at the end of Semester IV.

The components of the **In-Semester Assessment for Comprehensive Viva- Voce** and their weights are as in the following table:

VIVA - VOCE	
COMPONENTS	WEIGHTAGE
Fundamental concepts	3
Awareness of current topic/advanced topic	2
TOTAL	5

The components of the **In-Semester Assessment for Case Study based on Internship** and their weights are as in the following table:

CASE STUDY BASED ON INTERNSHIP	
COMPONENTS	WEIGHTAGE
Presentation	2
Case study	2
Report	1
TOTAL	5

General Instructions for In-Semester assessment

- The In-Semester assessment should be fair and transparent. The responsibility of evaluating the sessional assessment is vested on the teacher(s) who teach the course. The evaluation of the components should be published and acknowledged by students. All documents of internal assessments are to be kept in the institution for 2 years.
- The assignments/ seminars / test papers are to be conducted at regular intervals. These should be marked and promptly returned to the students.
- One teacher appointed by the Head of the Department will act as a coordinator for consolidating grade sheet for In-Semester assessment in the department in the format supplied by the Controller of the examinations. The consolidated grade sheets are to be published in the department notice board, one week before the closing of the classes for

Final Assessment. The grade sheet should be signed by the coordinator and counter signed by the Head of the Department and the college Principal.

- The consolidated grades in specific format are to be kept in the college for future references. The consolidated grades in each course should be uploaded to the Institution Portal at the end of each semester as directed by the Controller of the Examinations.
- A candidate who fails to register for the examination in a particular semester is not eligible to continue in the subsequent semester.
- Grievance Redressal Mechanism for Internal evaluation:

There will be provision for grievance redressal at three levels, viz,

- (i) at the level of teacher concerned,
- (ii) at the level of Departmental Committee consisting of Head of the Department, Coordinator and teacher concerned,
- (iii) at the level of College Committee consisting of the Principal, Controller of Examinations and Head of the Department.

College level complaints should be filed within one week of the publication of results and decisions taken within the next two weeks.

END SEMESTER ASSESSMENT (ESA)

The End Semester Assessment of all semesters shall be conducted by the institution on the close of each semester. The End Semester Assessment will be of 3 hours duration for each lecture-based courses and practical courses. There is no minimum grade for a pass in ISA but a minimum C grade is required for a pass in ESA. Students with less than 75% aggregate attendance during a semester are not eligible to attend ESA of any course.

If a student represents her Institution/University/State/ Nation in Sports/NCC/NSS or Cultural or any other officially sponsored activities such as College Union/University Union etc. she shall be eligible to claim the attendance for the actual number of days participated subject to a maximum of 15 days in a semester based on the specific recommendations of the Head of the Department or teacher concerned.

For reappearance/ improvement, students may appear along with the next batch.

QUESTION PAPER PATTERN FOR THEORY COURSES.

All the theory question papers are of three-hour duration. All question papers will have three parts. The question shall be prepared in such a way that the answers can be awarded A+, A, B, C, D, E.

Part A: Questions from this part are very short answer type. Eight questions have to be answered from among ten questions. Each question will have weight one and the Part A will have a total weight of eight. A minimum of two questions must be asked from each module of the course.

Part B: Part B consists of application and short essay type questions from the course concerned. Six questions out of eight given have to be answered. Each question has a weight two making the Part B to have total weight twelve.

Part C: Part C will have four questions. Two questions have to be answered out of four questions. Each question will have a weight five making the total weight ten in Part C.

Maximum weight for external evaluation is 30. Therefore, Maximum Weighted Grade Point (WGP) is 150

DIRECTIONS FOR QUESTION SETTERS

1. Questions shall be set to assess knowledge acquired, standard and application of knowledge in new situations, critical evaluation of knowledge and the ability to synthesize knowledge.
2. Due weightage shall be given to each module on content/teaching hours allotted to each module.
3. The question setter shall ensure that questions covering all skills are set.
4. A question paper shall be a judicious mix of short answer type, short essay type/application type and long essay type questions.
5. The questions shall be set in such a way that the answers can be awarded A⁺, A, B, C, D, E grade.
6. Different types of questions shall be given different weights to quantify their range as shown below:

	Type of Questions	Weight	Number of questions to be answered
Part A	Short Answer type questions	1	8 out of 10
Part B	Short essay/ problem solving type questions	2	6 out of 8
Part C	Long Essay type questions	5	2 out of 4

PRACTICAL, PROJECT AND VIVA VOCE EXAMINATIONS

Practical Examination:

First and second semester practical examinations are conducted at the end of Semester II and third and fourth semester practical examinations are conducted at the end of Semester IV. The practical examinations are conducted immediately after the second and fourth semester theory examinations respectively. There will be two practical examination boards each year to conduct these practical exams. All practical examinations will be of five hours duration.

[One external examiner will be selected from the panel of examiners and one internal examiner will be selected by the department.]

Evaluation of Practical Examinations:

The scheme of Evaluation of the practical examination will be decided by the Board of Examiners. The different weights for **End Semester Assessment of Practical** components are shown in the following table.

COMPONENTS	WEIGHTAGE
Written/Lab test	10
Lab involvement and Record	3
Viva	2
TOTAL	15

Activity Based Assignment:

The Activity Based Assignments based on the theory papers of the first and second semesters is to be compiled and presented as a spiral bound ABA Report for external evaluation along with practical examination. Evaluation of ABA will be done at the end of second semester along with practical examination.

The different weights for **End Semester Assessment of Activity Based Assignment** components are shown in the following table.

COMPONENTS	WEIGHTAGE
Record	5
Viva	10
TOTAL	15

Project Evaluation:

The project is evaluated by two external examiners deputed from the board of examination. The dissertation of the project is examined along with the oral presentation of the project by the candidate. The examiners should ascertain that the project and report are genuine. Innovative projects or the results/findings of the project presented in national seminars may be given maximum advantage. The supervising guide or the faculty appointed by the Head of The Department may be allowed to be present at the time of project evaluation. This is only to facilitate proper evaluation of the project.

The different weights for **End Semester Assessment of Project** components are shown in the following table.

COMPONENTS	WEIGHTAGE
Relevance of the Topic and Analysis	3
Project Content and Presentation	7
Project Viva	5
TOTAL	15

Comprehensive Viva- Voce Examination:

Viva voce examination is conducted only by the two external examiners of the board of practical examinations. The viva voce examination is of 2 credits. The components of the **Final Assessment for Comprehensive Viva- Voce** and their weights are as in the following table:

COMPONENTS	WEIGHTAGE
Fundamental Concepts	9
Awareness of current topic/advanced topic	6
TOTAL	15

Both project evaluation and viva voce examination are to be conducted in batches of students formed for the practical examinations.

REAPPEARANCE/IMPROVEMENT:

- A student who fails to secure a minimum grade (Grade C) for a pass in a course will be permitted to write the examination along with the next batch.
- The candidates who wish to improve the grade/grade point of the End-Semester Assessment of a course / courses she has passed can do the same by appearing in the End-Semester Assessment of the semester concerned along with the immediate junior batch. This facility is restricted to first and second semesters of the Programme.
- There shall be supplementary examinations (no improvement) for third semester.
- One Time Betterment Programme: A candidate will be permitted to improve the CGPA of the Programme within a continuous period of four semesters immediately following the completion of the Programme allowing only once for a particular semester. The CGPA for the betterment appearance will be computed based on the SGPA secured in the original or betterment appearance of each semester whichever is higher.

If a candidate opts for the betterment of CGPA of a Programme, she has to appear for the external

examination of the entire semesters excluding practicals/project/comprehensive viva voce. One time betterment Programme is restricted to students who have passed in all courses of the Programme at the regular (first) appearance.

PROMOTION

- A student who registers for a particular semester examination shall be promoted to the next semester.
- A student having 75% attendance and fails to register for examination of a particular semester will be allowed to register notionally and is promoted to the next semester, provided application for notional registration shall be submitted within 15 days of the commencement of the next semester.

COMPUTATION OF CGPA

Grade Point Average (GPA): ISA and ESA are separately graded using a six-point scale and the combined grade point with weightage 1 for ISA and 3 for ESA shall be applied to calculate the grade point average (GPA) of each course.

The Semester Grade Point Average (SGPA): After the successful completion of a semester SGPA of a student in that semester is calculated using the formula given below -

$$\text{Semester Grade Point Average (SGPA)} = \frac{\sum (C_i \times GPA_i)}{\sum C_i}$$

where C_i and GPA_i are the credit point and GPA of each course respectively.

Cumulative Grade Point Average (CGPA) for the Programme is calculated as follows:

$$\text{CGPA} = \frac{\sum (C_i \times SGPA_i)}{\sum C_i}$$

where C_i and $SGPA_i$ are the total credit point and SGPA of each semester respectively.

Note: A separate minimum of **C** Grade each for ISA and ESA (for both theory and practical) is required for pass for a course. For a pass in a Programme, a separate minimum of Grade **C** is required for all the individual courses. If a candidate secures **D** Grade for any one of the courses offered in a Semester/Programme, only **D** grade will be awarded for that Semester/Programme until she improves this to **C** grade or above within the permitted period.

Note on compliance with the UGC minimum standards for the conduct and award of postgraduate degrees: Credit and semester system is followed in this program.

The program has 4 semesters with eighteen weeks in each semester. In each semester there are 450 hours including both lecture and practical hours which is in compliance with the minimum 390 hours stipulated by the UGC.

All Rules and regulations are subject to change as and when modified by MG University to which St Teresa's College [Autonomous] is affiliated.

SYLLABI OF THE COURSES OF

M.Sc. PSYCHOLOGY

SEMESTER I

PY1C01TM - COGNITIVE PSYCHOLOGY

Total Credits: 4

Lecture Hours: 4 hrs p/w

OBJECTIVES:

COURSE OUTCOMES:

CO1: Discuss the history of Scientific Psychology and contributions of scientists.

CO2: Design a psychological experiment.

CO3: Apply the concepts of cognitive processes to everyday life.

CO4: Explain Cognition, Models of Knowledge organization

CO5: Apply creative thinking and reasoning

CO6: Apply the theoretical concepts of cognition to everyday life situations

Module 1: Introduction to Cognitive Psychology (12 hrs)

Unit 1: History and emergence of Cognitive Psychology.

Unit 2: Cognitive Psychology an interdisciplinary field.

Unit 3: Contributions of various schools of Psychology to cognitive Psychology (in brief).

Unit 4: Introduction to models of cognitive Psychology: Information Processing, connectionism.

Unit 5: Limitations of laboratory studies and importance of ecological validity.

Module 2: Attention (12 hrs)

Unit 1: Model of attention: Functions of executive, preconscious and conscious processing, alerting mechanism. (IPA model)

Unit 2: Selective attention: Features of Bottom-up and top-down processing,

Unit 3: Automaticity, multi-tasking and division of attention.

Unit 4: Major concepts in attention- Bottle neck & spotlight concepts, early and late selection.

Unit 5: Theories of attention Filter model-Broadbent, attenuation theory-Treisman, multimode theory-Johnston & Hainz, resource & capacity allocation model-Kahneman,

schema theory-Neisser.

Module 3: Sensation & Perception (12hrs)

Unit 1: Theories of perception: (top down & bottom up views): Gestalt approach, Gibson-affordance theory, Marr & Nishihara- computational approach, Gregory- inferential theory, Neisser-Schema Theory.

Unit 2: Theories of pattern recognition: Biederman-Geon theory, Neisser-View based approach. Selfridge--pandemonium model, Eleanor Gibson, & Lewin-Distinctive features Learning Resources

Unit 3: Theories of Pain perception: specificity, pattern and gate control theories. Pain threshold and pain management.

Unit 4: Theories of constancies and illusions; (in depth).

Unit 5: Classical and modern psychophysics: classical psychophysical methods (in detail), Brief discussion of- Fechner's contributions, Weber's law, Stevens's power law, signal detection theory and ROC curve.

Module 4: Memory (12 hrs)

Unit 1: Encoding: Theories and models of memory: James - two store model, Atkinson & Shiffrin (3store) - Information processing approach, Craik, Lockhart & Tulving- levels of processing, Zinchenko- levels of recall.

Unit 2: Working memory models: Baddeley & Hitch (declarative) & Anderson's ACT* model (procedural).

Unit 3: Storage: Long -term memory: features and distinctions of: episodic and semantic memory, declarative and procedural memory, Implicit and explicit memory, autobiographical memory, prospective memory, flash bulb memory.

Unit 4: Retrieval: Recall, recognition, reconstruction, confabulation, illusory memory, memory as an active process, reliability of eye witness testimony.

Unit 5: Forgetting: detailed discussion of: interference, decay, organic/ biological causes, encoding failure, failure of reconstruction, motivated forgetting,

Module 5: Cognition (12 hrs)

Unit 1: Elements of thought: Concepts, propositions, mental imagery. Brief discussion of various theories of concept formation and mental imagery (analog and propositional coding)

Unit 2: Models of knowledge organization (in semantic memory): prototype, feature comparison, hierarchical model, Connectionist Models (Parallel Distributed Processing) of McClelland, Rumelhart, & Hinton), Networks models– Quillian, Spreading Activation - Collins & Loftus, schemas.

Unit 3: Reasoning: Inductive & deductive reasoning, cognitive errors.

Unit 4: Creativity: features of creative thinking, Convergent & divergent thinking, productive and reproductive thinking, insight.

Unit 5: Psycholinguistics: (language and thought) linguistic relativity & verbal deprivation hypotheses. Theories of language acquisition: Skinner- behaviorism, Chomsky (LAD) Lenneberg-genetic readiness.

Module 6: Applying Cognitive Psychology concepts to everyday life (To read: not to be included in short and long essays) (12 hrs)

Unit 1: Top-down influence of motivation & learning and role of culture on attention, perception and memory.

Unit 2: Visuo-spatial sub-codes, Contributions of Hubel & Wiesel. Perceptual Organization (Gestalt Laws)

Unit 3: Subliminal Perception, Perceptual Defense, Synesthesia.

Unit 4: Meta-Memory, Mnemonics.

Unit 5: Artificial Intelligence, Meta-Cognition.

Assignment: Students should individually (re) design one of the experiments from classic studies of above topics to understand and apply experimental method: controlling extraneous variables, introducing independent variable and error free assessment of dependent variable.

Recommended References:

- Galotti, K. (1999). Cognitive Psychology: In and Out of Laboratory. New Delhi-Wiley. Glass,
- A.L. & Holyoak, K.J. (1986). Cognition, Singapore: McGraw-Hill Book Company.
- Hayes, N. (2000). Foundations of Psychology (3rd edition) London: South-Western Cengage Learning. Braisby,
- M. W. & Foley, H. J. (1992). Sensation & perception. US&A: Allyn and Bacon.
- Robinson-Riegler, G. & Robinson-Riegler, B. (2008). Cognitive Psychology, India: Pearson Education.
- Solso, R. (2005). Cognitive Psychology. India: Pearson Education.
- Sternberg, J. S. (2009). Applied Cognitive Psychology: Perceiving, Learning and Remembering. Cengage Learning India Pvt Ltd

PY1C01TM - COGNITIVE PSYCHOLOGY

	Part A 8/10 (1 weight)	Part B 6/8 (2 weight)	Part C 2/4 (5 weight)
Module I	1	1	-
Module II	2	2	1
Module III	1	2	1
Module IV	2	1	1
Module V	2	1	1
Module VI	2	1	-
Total	10	8	4

**MODEL QUESTION PAPER
FIRST SEMESTER M.Sc. PSYCHOLOGY
EXAMINATION**

PY1C01TM - COGNITIVE PSYCHOLOGY (CORE)

Time: 3 hrs

Total Weights: 30

Part A

I. Answer any 8 questions, each question carries weight 1

(8x 1=8 weightage)

1. Why is linguistics important to cognitive science?
2. What are the basic cognitive processes undertaken by the central executive?
3. Briefly describe various theories of pattern recognition.
4. Write a short note on Gate control theory of pain perception.
5. Discuss the statement "Memory is an active process".
6. What are the characteristics of confabulation, illusory memory and false memory?
7. Explain the role of propositions in thinking.
8. What are the Gestalt laws of perceptual organization?
9. Explain Synesthesia.
10. What is Artificial Intelligence

Part B (Short Essay)

II. Answer any 6 questions, each question carries weight 2

(6x2=12 weightage)

11. Explain major assumptions about information processing approach and connectionist with appropriate examples.
12. Describe how bottom up processing differs from top down processing in attention.
13. Distinguish various theories of attention on the basis of metaphor they use and stage at which select for analysis occur.
14. Describe direct perception theories.
15. Define illusion, explain various illusions and their theoretical explanations.
16. Briefly describe how the concept of working memory emerged and how does the models of working memory describe information processing
17. Describe various observations and studies on long term memory's susceptibility to error.
18. Explain the Theories of language acquisition.

Part C (Essay Type Questions)

Answer any two questions, each carries a weight of 5.

(2x5=10 weightage)

19. Explain the contributions of various schools of psychology to cognitive psychology in detail.
20. Describe the major theories of attention.
21. Elucidate various classical and modern psychological methods and their applications.
22. Explain in detail the different causes of forgetting and retrieval failures.

SEMESTER I

PY1C02TM - PERSONALITY AND PERSONAL DEVELOPMENT

Total Credits: 4

Lecture Hours: 4 hrs p/w

OBJECTIVES:

- To understand the concept of personality & personal development
- To analyze the characteristics of a psychologically healthy individual
- To apply the study of personality to personal development

COURSE OUTCOMES:

CO1: Discuss the critical stages of personality development

CO2: Analyze dynamics and inner motives of self and others

CO2: Apply the knowledge to greater self-awareness and psychological well-being.

Module 1: Personality: (To read) not to be included in essay or short essay questions. (10 hrs)

Unit 1: Definition and the concept of self and personality.

Unit 2: Personality development: Critical periods / influences in development.

Unit 3: Introduction to Structure and dynamics of personality (Note) the following theories should be studied on the basis of it.

Unit 4: Introduction to View of human nature: freedom, optimism, rationality, holism, constitutionalism, changeability, subjectivity, reactivity, homeostasis, knowability. (Note) each theory should be discussed on the lines.

Unit 5: Introduction to Evaluation of theory on critical evaluation parameters: verifiability, heuristic value, parsimony, internal consistency, comprehensiveness &

functional significance. (Note) each theory should be discussed on the lines.

Unit 6: Personality assessment: Objective, projective, semi- projective tests. (Note) To read, not for assessment

Module 2: Psychodynamic perspective (14 hrs)

Unit 1: Freud,

Unit 2: Adler, Jung,

Unit 3: Erikson,

Murray.

Unit 4: (in brief) Sullivan, Horney, Fromm

Unit 5: Comparison of Freudian and Neo Freudian concepts.

Module 3: Learning and Social cognitive/ learning perspective (12 hrs)

Unit 1: Skinner,

Unit 2: Dollard & Miller,

Unit 3: Rotter,

Unit 4: Bandura.

Unit 5: (Note) Limit discussion to application of behavioral principles to understanding personality. Discussions and assignments based on module 1.

Module 4: Humanistic and existential perspective (12 hrs)

Unit 1: Maslow

Unit 2: Rogers,

Unit 3: May

Unit 4: Frankl

Unit 5: Discussion and/or assignments: Characteristics of healthy personality, contributions of existentialism and humanism to Psychology and other fields.

Module 5: Trait and Cognitive perspective (12 hrs)

Unit 1: Allport: trait concept, Characteristics of healthy personality

Unit 2: Cattell

Unit 3: Eysenck

Unit 4: Big 5/ personality type theory

Unit 5: Kelly

Module 6: Eastern approaches and narrow band theories (12 hrs)

Unit 1: Indian perspective of 4 stages of life

Unit 2: Triguna theory, Yoga

Unit 3: Buddhism

Unit 4: Sufism

Unit 5: Limited Domain theories: Authoritarian personality, Feminist psychology (brief).

Activity based assignment:

1. Content analysis of an autobiography based on: characteristics of a mature personality (Allport, Maslow), Self-actualizing tendencies (Rogers).
2. Case study on application of projective tests.

Recommended References:

1. Frager, R. & Fadiman, J.(2007).Personality and Personal Growth. Pearson Education, Inc.
2. Hall, S.C., Lindsey, G. & Campbell, J.B. (1998) Theories of personality. Wiley India(P) Ltd.
3. Hjellev, L. A. & Zeigler, D. J. (1992). Personality theories: basic assumption, research and applications. McGraw –Hill.
4. Janis, I. L., Mahl, G.F., Kagan, J.& Holt, R.R. (1969). Personality; dynamics, development & assessment. Harcourt, Brace &World Inc.

Additional Reading:

Pervin L. A. (1985) Personality – Theory and research. New York: John Wiley & sons.

Schultz, D. & Schultz, S. E.(1994). Theories of personality. Brooks/Cole Publishing Company.

PY1C02TM - PERSONALITY AND PERSONAL DEVELOPMENT

	Part A 8/10 (1 weight)	Part B 6/8 (2 weight)	Part C 2/4 (5 weight)
Module I	2	1	-
Module II	2	1	1
Module III	1	1	1
Module IV	1	2	-
Module V	2	2	1
Module VI	2	1	1
Total	10	8	4

MODEL QUESTION PAPER

FIRST SEMESTER M.Sc. PSYCHOLOGY EXAMINATION

**PY1C02TM - PERSONALITY AND PERSONAL
DEVELOPMENT**

Time: 3 hours

Maximum weight: 30

PART A

(Answer any 8 questions.)

Weight 1 each

(8 x 1 = 8 weightage)

1. Differentiate Nature and nurture
2. Explain the Concept of knowability in personality theory
3. Explain Free association
4. Explain Dynamism
5. How according to Dollard and Miller, does certain innate tendencies and learning processes to combine to form personality?
6. Reciprocal determinism
7. Types of love
8. Explain each factor in big five theory
9. Critically evaluate the Indian perspective of four stages.
10. Show that the interior of a set in a topological space is the complement of the closure of the complement of the set.

PART C

(Answer any two questions.)

Weight 5 each

(2x5=10 weightage)

11. Evaluate the personality theory of Alfred Adler.

12. Explain the social learning theory proposed by Julian Rotter.
13. Explain Frankl's existential view on personality
14. Explain the theory of personality by Cattell.

SEMESTER I

PY1C03TM – CLINICAL PSYCHOPATHOLOGY

Total Credits: 4

Lecture Hours: 4 hrs p/w

OBJECTIVES:

To help students to understand clinical features, etiology and management of different types of abnormal behavior

To equip students to take case histories and diagnose

To train students to form psychopathology formulation

COURSE OUTCOMES:

CO1: Students will be equipped to make provisional diagnosis and psychopathology formulation of a case.

CO2: They also become aware of the management of various mental disorders

Module 1: Classificatory Systems and Neurodevelopmental Disorders (14 hrs)

Unit 1: Current classification systems: DSM 5 and ICD 11; Case history and MSE, Clinical formulation.

Unit 2: Conceptualizing childhood psychopathology: Behavioral deficit and behavioral excess, Psychopathologies of timing, quantity versus quality distinction, equifinality and multifinality, Interviewing and taking case history of children.

Unit 3: Intellectual Disabilities, Autism Spectrum Disorder, Specific Learning disorders and Communication Disorders

Unit 4: Separation Anxiety disorder, School Phobia, Selective Mutism, Reactive Attachment Disorder, ADHD,

Unit 5: Conduct Disorder, Oppositional Defiant Disorder, Tic Disorders, Elimination

disorders- Encopresis and Enuresis, Eating Disorders- Pica, Anorexia Nervosa, Bulimia Nervosa

Module 2: Schizophrenia Spectrum and other Psychotic Disorders (12 hrs)

Unit 1: Clinical symptoms and subtypes

Unit 2: Etiology: Biological factors, Psychosocial theories: Psychoanalytic theories, Family theories – Schizophrenogenic mother, communication deviance, double bind communication, marital schism and skew, expressed emotion

Unit 3: Socio cultural factors

Unit 4: Management: Pharmacotherapy, Behavior therapy, Cognitive behavior therapy, Family therapy, Neuropsychological assessment and cognitive retraining, Half way homes, day hospitals, Vocational rehabilitation

Unit 5: Schizoaffective Disorder, Delusional Disorder, and Brief Psychotic Disorder.

Module 3: Mood Disorders (12 hrs)

Unit 1: Depressive disorders- Disruptive Mood Dysregulation Disorder, Major depressive disorder single and Recurrent episodes,

Unit 2: Persistent Depressive disorder (Dysthymia), Premenstrual Dysphoric Disorder.

Unit 3: Bipolar and related disorders- Bipolar disorder I and II, Cyclothymic disorder

Unit 4: Etiology: Biological views, Psychodynamic Theories, Cognitive Behavioral views- Management. Mood disorder among creative individuals

Unit 5: Suicide: Types, Epidemiology, Signs and symptoms of suicidal risk, Factors associated with suicide risk, Causal factors, Management.

Module 4: Anxiety, Trauma, and stress related and somatoform Disorders (12 hrs)

Unit 1: Anxiety Disorders: Generalized Anxiety disorder, Panic Disorder and Agoraphobia, Specific Phobia, Social anxiety disorder

Unit 2: Etiology and Intervention-Trauma Related disorder - Post traumatic stress disorder, Etiology and Intervention.

Unit 3: Obsessive Compulsive and related Disorder - OCD, Body Dysmorphic

disorder, Hoarding disorder, Trichotillomania, Excoriation Etiology and Intervention.

Unit 4: Somatoform Disorders: Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion disorder.

Unit 5: Etiology and Intervention of somatoform disorders

Module 5: Sexual disorders and Personality Disorders (12 hrs)

Unit 1: Sexual response cycle, Sexual dysfunctions: Delayed ejaculation, erectile disorder, female orgasmic disorder, female sexual interest /arousal disorder, genito pelvic pain or penetration disorder, male hypoactive sexual desire disorder, premature ejaculation

Unit 2: Etiology, management. Gender Dysphoria, Paraphilic disorders – Voyeurism, Exhibitionism, Frotteurism, Fetishism, Transvestic disorder, sadism, Masochism, Paedophilia, Etiology and Management.

Unit 3: Personality Disorders: Cluster A - Paranoid, Schizoid and Schizotypal

Unit 4: Cluster B - Antisocial, Borderline, Narcissistic and Histrionic

Unit 5: Cluster C - Avoidant, Dependent and Obsessive compulsive Etiology: Biological, Psychodynamic, and Cognitive-Behavioral theories, Management

Module 6: Substance Related Disorders and Neurocognitive disorders (10 hrs)

Unit 1: Alcohol, Opioid, Cannabis,

Unit 2: Cocaine, Amphetamines, tobacco, Marijuana, Caffeine, Nicotine,

Unit 3: Hallucinogens, Inhalant and sedative related disorders

Unit 4: Etiology and Management of substance related disorders

Unit 5: Neuro cognitive disorders: Delirium, Dementia, Amnesic disorder

Note

Students are expected to read and discuss the clinical features of all the disorders.

Psychopathology of various disorders will be taught in the class.

Recommended References:

Ahuja, A. A short Textbook of Psychiatry VI Edition.

Jaypee. Millon, T., Blaney, H. P., & Davis, D. R. (1999). Oxford Textbook of Psychopathology. Oxford University Press New York.

Barlow, David. H & Durand, Mark. V. (2015). Abnormal Psychology: An Integrative Approach (7th Edition) CENGAGE Learning

Carson, Robert. C, Butcher, James, & Mineka, Susan. (1996). Abnormal Psychology and Modern Life (Tenth Edition), Harper Collins College Publishers.

Fish, F. & Hamilton, M. (Eds). (1979). Fish's Clinical Psychopathology Bristol: John Wright & Sons.

Diagnostic and Statistical Manual of Mental Disorders, IV Edition American Psychiatric Association, Jaypee, 2005

Kaplan, H. & Sadock, B. J. (1998). Synopsis of Psychiatry (9th Edition). New Delhi: B.I. Waverly

Kring, Ann. M, Johnson, Sher. L. Davison, Gerald. C & Neale, John. M. (2014). Abnormal Psychology (11th Edition) UK: John Wiley & Sons

Oltmanns, Thomas. C & Emery, Robert. E. (2017). Abnormal Psychology (3rd Edition), Tamilnadu: Pearson

Wenar, C. & Kerig, P. (2000). Developmental Psychopathology, Singapore: McGraw Hill

PY1C03TM CLINICAL PSYCHOPATHOLOGY

	Part A 8/10 (1weight)	Part B 6/8 (2 weight)	Part C 2/4 (5 weight)
Module I	2	2	1
Module II	1	1	1
Module III	1	1	1
Module IV	2	2	-
Module V	2	1	-
Module VI	2	1	1
Total	10	8	4

MODEL QUESTION PAPER

**FIRST SEMESTER M SC PSYCHOLOGY EXAMINATION
PY1C03TM CLINICAL PSYCHOPATHOLOGY**

Time : 3 hours

Maximum weights :30

Part A

(Short Answer Questions. Answer any 8 questions)

Weight 1 each

(8x1=8)

1. Explain Quantity versus quality distinction
2. Explain Expressive language deficits in Communication Disorder
3. Explain Negative Symptoms of schizophrenia
4. Explain Socio-cultural factors affecting schizophrenia
5. Explain Comorbidity.
6. Explain Bipolar disorders
7. Explain Illness anxiety disorder.
8. What is La belle indifference?
9. What are stimulants?
10. Discuss Cluster C personality disorders

Part B (Short Essay)

Answer any six questions

Weight 2 each

(6x2=12 weightage)

11. Evaluate current classification system on psychopathology.
12. Describe the etiological considerations and interventions for separation anxiety

disorder.

13. Differentiate catatonic schizophrenia from Paranoid Schizophrenia.
14. Explain various therapies useful in Schizophrenia.
15. Outline the chief causes and risk factors of suicide.
16. Examine the diagnostic characteristics of PTSD.
17. Examine the clinical picture and features of male sexual dysfunctions.
18. Examine the clinical picture of delirium.

Part C (Essay Type Questions)

Answer any two questions.

Weight 5 each

(2x5=10 weightage)

19. Compare the clinical features of Schizophrenia and other Psychotic disorders.
20. Determine the role of biological and psychosocial factors in the development of depressive disorders.
21. Determine the effectiveness of psychologically based treatment approaches in the management of Obsessive Compulsive and related disorders
22. Elaborate on the major types of Paraphilic disorders and its etiological factors

SEMESTER I
PY1C04TM- PSYCHOMETRY

Total Credits: 4

Lecture Hours: 3 hrs p/w

OBJECTIVES:

- To provide foundation on the basics of Psychological Testing.
- To equip students in constructing psychological tests
- To equip students to understand the chief characteristics of tests
- To develop skills in analyzing decisions and applying tests

COURSE OUTCOMES:

CO1. The student will be able to understand the nature and characteristics of measurement in psychology and distinguish between testing and assessment

CO2. The student will be able to choose appropriate data collection techniques in different assessment settings

CO3. The student will be able to construct an appropriate test for collecting data based on local demands

CO4. The student will be able to understand the different aspects to be taken into consideration for the standardization of a test.

CO5. The student will be able to carry out assessment considering ethical issues involved in psychological testing

CO6. The student will be able to use tests manually and using computers in research

Module 1: Basics of Assessment (9 hrs)

Unit 1: Basic ideas in statistics- Defining statistics, Measurement, Numbers, Use of statistic in Psychology, Functions of statistics, scope and limitations

Unit 2: Definition of psychological test, Uses of tests, Characteristics of tests, Testing Vs assessment

Unit 3: Levels of measurement-Nominal, Ordinal, Interval, Ratio scales

Unit 4: Properties of scales- Identity, magnitude, equal intervals, absolute zero

Unit 5: Types of tests- Speed test, power test, Individual test, group test, Aptitude tests, achievement tests, Projective tests.

Module 2: Methods of Assessment (9 hrs)

Unit 1: Behavioral assessment, Data collection methods: Brief overview

Unit 2: Observation – Purpose, Types-Participant, Non participant,

Unit 3: Survey- Questionnaire- Open ended, closed ended, funnel type, and mailed questionnaires, Inventories.

Unit 4: Behavioral rating scale- Broad band and narrow band scales, Characteristics of rating scales, Types of rating scale- Graphic, numeric, Descriptive and comparative rating scales

Unit 5: Interview and Case study- Structured, unstructured, telephonic interviews

Module3: Test construction (9 hrs)

Unit 1: Steps in test construction- Brief overview

Unit 2: Scaling Methods- Method of equal appearing intervals by Thurstone, Method of summated rating by Likert, Cumulative scaling by Guttman

Unit 3: Constructing the Items- Meaning and types of items, Guidelines for item writing

Unit 4: Item Analysis- Item difficulty- Method of judgment, empirical method

Unit 5: Item discriminability- test of significance, correlational technique, item response theory and Item characteristics Curve

Unit 6: Revising the Test, Publishing the Test

Module4: Psychometric properties (9 hrs)

Unit 1: Reliability: Meaning and significance.

Unit 2: Types of reliability- Test retest, Alternate forms, Split half, Coefficient alpha, KR-20, Inter scorer reliabilities.

Unit 3: Standard error of measurement. Factors influencing reliability

Unit 4: Validity: Content, Criterion- Predictive and concurrent, Construct- Convergent and Discriminant.

Unit 5: Validity coefficient and standard error of estimate, Factors influencing validity.

Module 5: Norms (9 hrs)

Unit 1: Partition values: Percentiles, Quartiles

Unit 2: Norms: Development of norms- Steps- Defining target population, selecting sample, standardizing conditions for implementation.

Unit 3: Types of norms- Age equivalent norms, grade equivalent norms, Percentile norms

Unit 4: Norm-referenced and Criterion referenced Tests

Unit 5: Standard score norms- Why standard score norms? Normalised standard scores- T score, stanine score, deviation IQ, Sten

Unit 6: Test Manual- Use, Information to be contained in the manual- Dissemination of information, Interpretation, validity, reliability, Administration and scoring, Scales and norms

Module 6: Application and Issues of Testing (9 hrs)

Unit 1: Testing in Educational settings - Achievement batteries, Teacher mad class room tests.

Unit 2: Testing in Occupational settings – Assessment of performance, Prediction of job performance, and Occupational Uses of tests.

Unit 3: Testing in Clinical and counseling settings- Intelligence tests, neuro psychological assessment, Behavioral assessment, Career assessment

Unit 4: Computer-assisted psychological assessment

Unit 5: Ethical and social considerations in psychological testing – User qualification and professional competence, Protection of Privacy, Test related factors, Responsibilities of test publishers.

Recommended References

1. Gregory, R.J (2015). Psychological Testing: History, Principles, and Applications (7th ed.). England: Pearson Education Limited
2. Anastasi, A., & Urbina S.(2017). Psychological testing (7th ed.). India: Pearson India Education services Pvt. Ltd.
3. Singh, A. K. (2016). Tests, measurements and research methods in behavioral sciences (5th ed.). Patna: Bharati Bhawan Publishers.
4. Husain, A. (2012). Psychological Testing. India: Dorling Kindersley India Pvt Ltd.
5. Kaplan, R. M., & Saccuzzo, D. P (2005) Psychological testing (3rd edition). California: Brooks/ Cole publishing company.
6. Murphy, K. R., & Davidshofer, C. O. (1994). Psychological testing - Principles and applications. New Jersey: Prentice Hall.
7. Ramsay, M. C., Reynolds, C. R., & Kamphaus, R.W. (2002). Essentials of Behavioral Assessment. New York, John Wiley & Sons, Inc.

PY1C04TM - PSYCHOMETRY

	Part A 8/10 (1 weight)	Part B 6/8 (2 weight)	Part C 2/4 (5 weight)
Module I	2	1	-
Module II	2	1	1
Module III	1	2	-
Module IV	2	1	1
Module V	2	1	1
Module VI	1	2	1
Total	10	8	4

MODEL QUESTION PAPER

**FIRST SEMESTER M.Sc. PSYCHOLOGY EXAMINATION
PY1C04TM PSYCHOMETRY**

Time : 3 hours

Maximum weights : 30

PART A

(Answer any 8 questions.)

Weight 1 each

(8x1=8 weightage)

1. What are the uses of statistical methods in psychology?
2. Explain Levels of measurement.
3. What is Case study?
4. Define Item difficulty
5. Define Inter scorer reliability
5. What is Standard error of estimate?
7. Differentiate Norm referencing and criterion referencing
8. What are the information included in the test manual?
9. What are the uses of occupational tests?
10. What is Computer assisted psychological assessment?

PART B

(Answer any six questions.) Weight 2 each

(6x2=12 weightage)

11. How do Projective tests differ from Achievement tests?
12. Explain the different types of questionnaires

13. Describe the process of test conceptualization
14. Examine how item characteristics curve and item response theory are used in item analysis
15. Define Reliability. Explain the nature of reliability.
16. What are the factors that affect the validity of a test?
17. What are standard score norms? Explain the different types of standard score norms?
18. Elucidate the advantages and disadvantages of behavioral assessment

PART C

(Answer any two questions)

Weight 5 each

(2x5=10 weightage)

19. What is a psychological test? What are its uses? Explain the characteristics of a good test.
20. Elaborate the process of Item analysis
21. Explain the different factors that affect the reliability and validity of a test
22. Explain norm referencing and compare that with criterion referencing

SEMESTER I

PY1C01PM - PSYCHOLOGICAL ASSESSMENT (PRACTICAL)

Total Credits: 3

Teaching Hours: 10 hrs p/w

OBJECTIVES:

- To familiarize students to psychological tests those, assess cognitive functions
- To apply theoretical knowledge in practice
- To enhance the professional skills of the student

COURSE OUTCOMES:

CO1. Students will develop the skill to assess various cognitive functions using appropriate psychological assessments

Psychological Assessment of Cognitive abilities

Attention
Perception
Memory
Intelligence
Problem solving
Creativity
Emotion
Aptitude
Achievement
Motor abilities

A minimum of 8 tests should be included in the record for practical examination

Skill development

In addition to the psychological tests, the practical paper is meant for additional skill development. This covers the following:

1. Journal club: intended towards the development of analytical skills. The student may get familiarized with the latest trends and methods in psychological research and helps him to have updated information.
2. Paper presentation: the student is expected to make individual paper presentations, (which can also be based on individual exploratory studies- discuss the relevance of the topic, method used, analysis done and substantiate the findings.) This is intended towards the development of basic communication and presentation skills.
3. Debate/group discussion: discussion based on issues of social relevance will be made and student participation in the above will be monitored.
4. Extempore: students are expected to make presentations based on current social issues.

One teacher will be in charge of these activities 1 practical hr per week will be devoted for the same. The evaluation of the above will be done as part of internal assessment.

The skill development programme is applicable in all the three semesters.

ACTIVITY BASED ASSIGNMENT – ABA

(To be compiled along with second semester activities and submitted as ABA reports) Evaluation of ABA will be done at the end of second semester along with practical examination

This has been introduced to provide hands-on experience to students regarding the theoretical knowledge they acquire. It also enables the students gain professional skills. This is based on the theory papers offered in each semester.

COGNITIVE PSYCHOLOGY- Conduct a psychophysical experiment, Apply tests for memory and problem solving among students in the campus.

PERSONALITY AND PERSONAL DEVELOPMENT - Content analysis of an autobiography of a mature personality (Allport). Self-actualizing tendencies (Rogers).

CLINICAL PSYCHOPATHOLOGY - Psychopathology formulation of a case:

Case summary will be given. Students are expected to ask for necessary details of the case and make psychopathology formulation. They should also make a note of tests which need to be administered to get specific information. Both the test and the rationale should be mentioned.

Conduct a program to sensitize students and teachers to mental health issues and thereby reduce stigma associated with mental illness. Make a report of the programme, sample and the difficulties experienced while implementing it

PSYCHOMETRY

Research lab – Interview; Observation; psychophysics experiment; locally standardization of tests, constructing a test.

For each subject the students have to produce separate reports which will be given credits and will be evaluated along with the practical record at the University exams.

SEMESTER II

PY2C05TM - PSYCHOLOGY OF INTELLIGENCE, LEARNING, MOTIVATION AND EMOTION

Total Credits: 4

Total Lecture Hours: 4 hrs p/w

OBJECTIVES:

- To explain different theoretical approaches to intelligence, learning, motivation and emotion To analyze the role of experimentation and theory building in understanding human behavior.
- Student will be able to apply emotion, learning and motivational concepts to explain personal experiences.

COURSE OUTCOMES:

CO1. Student will be able to apply emotion, learning and motivation concepts to explain personal experiences.

CO2. Student would acquire skills to analyze and apply knowledge of learning principles and motivational concepts to improve academic performance and communicate in simple language to school students.

Module 1: Early and Modern Theories of Learning (14 hrs)

Unit 1: Associationism & behaviorism – development of the key concepts and principles of – Thorndike, Pavlov, Skinner, Watson, Guthrie, Estes.

Unit 2: Drive, incentive & purposive behavior: neo-behaviorists- Hull, Spence, Tolman.

Unit 3: Attribution theory: Weiner (brief)

Unit 4: Neurophysiological approach: Hebb (brief).

Unit 5: Discussion / assignments on various experiments and their value to understanding learning concepts.

Module 2: Social and Cognitive Theories of Learning (12 hrs)

Unit 1: Cognitive approach: gestalt-Koffka & Kohler, Lewin.

Unit 2: Cognitive development: Piaget & Bruner (brief).

Unit 3: Social & situational approach: Bandura (brief), Wenger & Lave, Salomon.

Unit 4: Learning styles: (Kolb) experiential learning, problem based learning, discovery learning.

Unit 5: Discussion / assignments on application of learning theories to education. (Note) not for examination.

Module 3: Process theories of Motivation (12 hrs)

Unit 1: Motivational concepts: hedonism, homeostasis, instincts, needs, drives, incentives, motivational cycle.

Unit 2: Drive: Hull & Spence Psychoanalytic: (in brief)

Unit 3: Instinct/ Ethology: Lorenz & Tinbergen.

Unit 4: S-R: Skinner. Associationism: Watson.

Unit 5: Cognitive view: Tolman, Lewin, Expectancy- valance: Rotter, Vroom, Weiner.

Opponent process: Solomon & Corbit, Wagner (SOP) theory.

Module 4: Content theories of Motivation (12 hrs)

Unit 1: Hierarchy of motives: Maslow's, ERG theory Alderfer.

Unit 2: Two factor theory: Herzberg, Sensation seeking: Zackerman

Unit 3: Self-worth theory: Covington, achievement motivation: Atkinson.

Unit 4: Arousal theory: Yerkes-Dodson law.

Unit 5: Discussion / assignments- not for examinations- contribution motivational theories to organizational and sports psychology.

Module 5: Intelligence (12 hrs)

Unit 1: Intelligence and changes in defining and assessing intelligence.

Unit 2: Psychometric / Factor Theories and Multiple intelligence Theories: Spearman, Thurston, Guilford, Gardner and Steinberg

Unit 3: Biological theories: Cattell & Jenson. Hierarchical approach: Carroll.

Unit 4: PASS model: J.P. Das. Emotional Intelligence: Goleman.

Unit 5: (To read - not for examination) methods to assess intelligence

Module 6: Emotion (to read not for essay and short essay) (10hrs)

Unit 1: Theories of emotion: comparison and critique of: Canon-Bard, James-Lange.

Unit 2: Arousal-interpretation theory: Schachter & Singer.

Unit 3: Cognitive appraisal theory: Lazarus, Smith & Kirby.

Unit 4: SPAARS approach

Unit 5: (discussion/assignment) role of culture in experiencing and expressing emotions.

Activity based assignment

Visit /interact with play school/primary students to make a report of the type of teaching/learning practices through observation.

Introduce any learning/ reinforcement technique and test its effectiveness among middle school children.

Identify / differentiate the motivation behind high and low achieving student or adult through content analysis of biography or interview.

Recommended References:

1. Beck, R.C. (2005). Motivation: Theories & Principles. Pearson Education India. Cofer, C.N. & Appley, M.H. (1964). Motivation: Theory and Research, John Wiley & Sons Inc.
2. Hayes, N. (2000). Foundations of Psychology (3rd edition) London: South-Western Cengage Learning.
3. Hilgard, E.R. & Bower, G.H. (1975), Theories of Learning. USA: Prentice-Hall, Inc. Klein, S.B. () Learning: Principles and Applications. New Delhi: McGraw-Hill, Inc.
4. Mowrer, R.R. & Klein, S.B. (2000). Contemporary Learning Theories. USA: Lawrence Erlbaum Asso, Inc.
5. Petri, H.L. (1991) Motivation: Theory, Research and Applications. USA: Wordsworth Publishing Company.

**PY2C05TM - PSYCHOLOGY OF INTELLIGENCE, LEARNING, MOTIVATION
AND EMOTION**

	Part A 8/10 (1 weight)	Part B 6/8 (2 weight)	Part C 2/4 (5 weight)
Module I	2	1	1
Module II	1	1	1
Module III	2	1	1
Module IV	2	2	-
Module V	2	2	-
Module VI	1	1	1
Total	10	8	4

SEMESTER II
PY2C06TM - HEALTH PSYCHOLOGY

Total Credits: 4

Lecture Hours: 4 hrs p/w

OBJECTIVES:

- To understand the role of psychology in health and wellbeing
- To understand stress and coping strategies, prevent illness and promote good health
- To investigate the bio-psychosocial correlates of illness from Health Psychologist's perspective

COURSE OUTCOMES:

CO1. Students will be well aware of mind-body relationship, human immune functioning, relevance of healthy life style, role of coping mechanisms, stress management, etc.

CO2. They will be able to take up the role of Health Psychologist.

Module 1: Introduction to Health Psychology (12 hrs)

Unit 1: Definition of health psychology, Need of Health Psychology, Mind -body relationship - a brief history,

Unit 2: Biopsychosocial model in Health Psychology; Biopsychosocial versus biomedical model, Advantages and Clinical implications of biopsychosocial model,

Unit 3: The concept of Health Literacy. Health Promotion, Health behaviors, changing health habits; Attitude change,

Unit 4: Health belief model, Theory of planned behavior, Cognitive behavioral approaches to health behavior change,

Unit 5: Trans theoretical model of behavior change, Health behavior change through social engineering, Venues for health habit modification.

Module 2: Psychoneuroimmunology (12 hrs)

Unit 1: The immune system; Assessing immune functioning

Unit 2: Stress, Negative affect, and immune functioning, interpersonal relationships

Unit 3: Coping resources as moderators of the stress- Immune functioning relationship

Optimism, self-efficacy, interventions to improve immune functioning; relaxation

Unit 4: AIDS: Psychosocial impact of HIV infection

Unit 5: Cancer: Psychosocial factors of Cancer, Coping with cancer and Interventions

Module 3: Stress and Coping (12 hrs)

Unit 1: Define stress, Theories of stress; fight or flight, GAS, Tend and Befriend.

Unit 2: Psychological Appraisal, Sources of chronic stress,

Unit 3: Coping with stress; personality, coping resources,

Unit 4: Coping style; problem-focused and emotion-focused coping, specific coping strategies, coping and external resources, coping outcomes

Unit 5: Social support: Effect of social support on Psychological distress; Physiological and Neuroendocrine Responses to stress; Illness and health habits, Enhancing social support

Unit 6: Coping interventions; mindfulness training, disclosure and coping effectiveness training & stress management.

Module 4: Management of Pain (10 hrs)

Unit 1: Significance and nature of pain

Unit 2: Clinical issues in pain management

Unit 3: Pain control techniques

Unit 4: Management of chronic pain: pain management programs

Unit 5: Placebo as healer

Module 5: Management of Chronic and Terminal Illness (14 hrs)

Unit 1: Emotional response to chronic illness; denial, anxiety, depression.

Unit 2: Personal issues in chronic disease

Unit 3: Coping with chronic illness, psychological interventions and chronic illnesses.

Unit 4: Psychological issues in advancing and terminal illness

Unit 5: Stages of dying, psychological management of the terminally ill.

Module 6: Psychophysiological disorders (12 hrs)

Unit 1: Coronary Heart Disease (CHD): Role of stress, personality, depression and other psychosocial risk factors, and management.

Unit 2: Hyper tension: role of stress, psychosocial factors and treatment.

Unit 3: Stroke: Risk factors, consequences and rehabilitative interventions.

Unit 4: Diabetes: Types and health implications, Problems in self-management and interventions

Unit 5: Interventions with Diabetics, Special problems of adolescent Diabetics

To read:

Specific Health Related Behaviors: Benefits of exercise, accident prevention, cancer related health behaviors, developing healthy diet, weight control and obesity, eating disorders and sleep. Patient provider relations: Nature of communication, how to improve patient provider communication.

Activity Based Assignment

To take up the role of health psychologist to help to prevent illnesses and promote holistic health and wellbeing of the community.

To visit patients with chronic illnesses/pain and palliative centre and prepare health profiles and intervention plans.

To spread the importance of healthy lifestyle by conducting classes in hospitals, schools or other community settings.

Recommended References:

Shelley, E. T. (2012). Health Psychology; seventh edition. McGraw Hill Education(India) Private ltd. New Delhi

Marks, D. F.,Murray, M., Evans, B., & Estacio, E.V. (2006). Health Psychology. India: Sage Publications

Sarafino, E. P. (1999). Health Psychology. John Wiley & Sons Inc

PY2C06TM - HEALTH PSYCHOLOGY

	Part A 8/10 (1 weight)	Part B 6/8 (2 weight)	Part C 2/4 (5 weight)
Module I	2	2	-
Module II	1	1	1
Module III	2	1	1
Module IV	2	1	1
Module V	2	1	1
Module VI	1	2	-
Total	10	8	4

SEMESTER II
PY2C07TM - RESEARCH METHODOLOGY

Total Credits: 4

Lecture Hours: 3 hrs p/w

OBJECTIVES:

- To provide foundation on the basics of research methods in Psychology
- To sensitize students on the importance of scientific research and ethical issues

COURSE OUTCOMES:

CO1. Students will be able to write research proposals, design research and will be equipped in report writing.

Module 1: Scientific research (9 hrs)

Unit 1: Philosophy of Research - Ontology, Epistemology, Axiology.

Unit 2: Definition, meaning and characteristics of scientific research

Unit 3: Research strategies - Descriptive research, Correlation research, Experimental Research.

Unit 4: Validity of research, factors affecting research

Unit 5: Steps in research, Ethical issues.

Module 2: Variables and Sampling (9 hrs)

Unit 1: Variables: Definition, Types- Independent, Dependent, Continuous, Discrete, Moderator, Mediator, active, attribute.

Unit 2: Controlling variables- Randomization, Matching, Pairing, Counter balancing

Unit 3: Sampling: Fundamentals, Factors influencing sampling,

Unit 4: Sampling errors, Types,

Unit 5: Sample size estimation.

Module 3: Experimental Research Design (9 hrs)

Unit 1: Variance- Experimental variance, extraneous variance, Error variance

Unit 2: Methods to control extraneous variance.

Unit 3: Principles of experimental design- Replication, Randomization, Local control

Unit 4: Experimental designs- Types - One group, Two group, Factorial designs.

Unit 5: Non experimental designs- Quasi experimental designs, Correlational design Contrast design and case study designs

Module 4: Fundamentals of qualitative research (10 hrs)

Unit 1: Difference between qualitative and quantitative research, Need for qualitative research in Psychology, Characteristics of qualitative research, Components of qualitative research design

Unit 2: Paradigms of qualitative Research- Constructivism, Transformative, Pragmatism
Traditions in qualitative research: Grounded theory, Narrative Approach, Ethnography, Discourse analysis.

Unit 3: Basic designs- case study, comparative study, retrospective study.

Unit 4: Data collection: Observation, Interviews, Focus group discussions, Documents, Audiovisual Materials, Coding and categorizing: Types of coding- open, thematic

Unit 5: Data analysis: Content analysis, Narrative analysis, Discourse analysis, Thematic analysis

Module 5: Carrying out data analysis (9 hrs)

Unit 1: Normal Distribution- Parameter, Statistic, Level of significance, one tailed and two tailed tests

Unit 2: Parametric tests- 't' test, F test, Karl Pearson coefficient of correlation

Unit 3: Non parametric tests- Chi square test, Mann –Whitney U test, Kruskal Wallis test, Rank correlation

Unit 4: Correlation and Regression- Basic concepts- Meaning and significance of correlation coefficient, Prediction

Unit 5: Choosing appropriate statistics - Where to use parametric and non-parametric tests

Module 6: Report writing (8 hrs)

Unit 1: Purpose of research report

Unit 2: Structure of research report

Unit 3: Style of writing a research report

Unit 4: Preparing a research proposal.

Unit 5: Guidelines for publication of articles

Recommended References:

1. Gravetter, F.J. & Forzano, L.B. (2012). Research methods for the behavioral sciences (4th ed.). NY:
2. Linda Schreiber-Ganster Creswell, J. W. (2014). Research design: qualitative, quantitative, and mixed methods approaches (4th ed.). Thousand Oaks, California: SAGE Publications.
3. Singh, A. K. (2016). Tests, measurements and research methods in behavioral sciences (5th ed.). Patna: Bharati Bhawan Publishers.
4. Flick, U. (2010). Introduction to Qualitative Research (4th ed.). New Delhi: Sage Publications.
5. Garret, H. E. (2005). Statistics in Psychology and Education. New Delhi: Paragon International.
6. Krishna Swamy, O. P. (1993). Methodology of research in Social Sciences. Himalaya Publishing house.
7. Kothari, C. R. (1998). Research Methods and techniques. New Delhi: Wiley Eastern. Miles,
8. J. (2001). Research Methods and Statistics. Exeter, Crucial.
9. Race, N., Kemp, R., & Snelgar, R. (2009). SPSS for Psychologists (4th ed.). Palgrave: Macmillan.

PY2C07TM - RESEARCH METHODOLOGY

	Part A 8/10 (1 weight)	Part B 6/8 (2 weight)	Part C 2/4 (5 weight)
Module I	1	2	-
Module II	2	1	1
Module III	2	2	-
Module IV	2	1	1
Module V	2	1	1
Module VI	1	1	1
Total	10	8	4

SEMESTER II

PY2C08TM - POSITIVE PSYCHOLOGY

Total Credits: 4

Lecture Hours: 4 hrs p/w

OBJECTIVES:

- To develop an understanding of the key concepts, approaches and researches in the field of positive psychology.
- To understand the applications of positive psychology concepts at every Stage of human development.
- To develop an understanding of the implications of the science and application of positive psychology to biological, cognitive, interpersonal and emotional outcomes.

COURSE OUTCOMES:

CO1. Students will be able to integrate and apply core concepts of positive psychology into their own lives and professional practice

Module 1: Psychology from a Positive Perspective (12 hrs)

Unit 1: Introduction to Positive Psychology

Unit 2: Perspectives on Positive Psychology: Western perspective- Athenian, Judeo-Christianity, Islam. Eastern perspective- Confucianism, Taoism, Buddhism, Hinduism.

Unit 3: East and West: Individualism, Collectivism, Orientation to time, Thought processes, Different ways to positive outcomes

Unit 4: Classification and measures of strengths: The VIA Classification of Strengths

Module 2: Positive Psychology across the Lifespan (12 hrs)

Unit 1: Living Well at Every Stage of Life- Resilience in Childhood, Positive Youth Development, Life tasks of adulthood, Successful ageing

Unit 2: Positive Psychology for children and adolescents- Hope, Optimism, Benefit finding and Quality of life

Unit 3: Ageing well in the 21st century: Popular beliefs- Old people are Sick people/Cognitively deficient/Isolated and lonely

Unit 4: Drain society's resources/ Depressed, Activity Restriction model of depressed affect

Unit 5: Interventions to increase activity and decrease depression

Module 3: Emotional Approaches (12 hrs)

Unit 1: Positive Affectivity: Differentiating positive and negative affectivity, Measures of positive affectivity, Structure of positive affectivity, Causes & correlates of positive affectivity, Significance of positive affectivity

Unit 2: Broaden-and-build model of positive emotions

Unit 3: Happiness and Subjective well-being: Living a pleasurable life

Unit 4: Complete Mental Health: Emotional, Social and Psychological Well-being

Unit 5: Emotional Intelligence

Unit 6: Socio-emotional Selectivity

Unit 7: Emotional Storytelling

Module 4: Cognitive Approaches (12 hrs)

Unit 1: Self-Efficacy: Developmental antecedents of self-efficacy, Measures of self efficacy, Self- efficacy's influence in life arenas, Collective self-efficacy

Unit 2: Optimism: Learned optimism (Seligman), Childhood antecedents of learned optimism, Measures of Learned optimism, Optimism (Scheier& Carver), Childhood antecedents of optimism, Measures of optimism

Unit 3: Hope: Hope theory, Childhood antecedents of hope, Measures of hope, Hope and wellbeing, Collective hope

Unit 4: Flow: Flow state, Autotelic Personality, Measuring Flow and Autotelic Personality, Fostering flow and its benefits

Module 5: Interpersonal Approaches (12 hrs)

Unit 1: Love: Traditions of love (Singer), Models for explaining love, Measurement of love

Unit 2: Enhancement of closeness (Minding): Knowing and Being Known, Attribution, Acceptance and respect, Reciprocity in minding, Continuity and minding, Minding behaviors

Unit 3: Empathy and Egotism: Altruism, Egotism motive, Forms of Egotism-motivated Altruism, Empathy motive, Empathy- Altruism Hypothesis, Genetic and Neural foundations of empathy, Cultivating Altruism, Measuring altruism

Unit 4: Forgiveness: Antecedents of forgiveness, cultivating forgiveness, Measuring forgiveness, Associations of forgiveness with health and well-being

Unit 5: Gratitude: State and Trait Gratitude, Cultivating gratitude, Measuring gratitude, Good of gratitude

Module 6: Positive Environments (12 hrs)

Unit 1: Positive Schooling: Components of positive schooling, Characteristics of positive schools

Unit 2: Positive Workplaces: Contemporary positive approaches to workplace,

Unit 3: Positive Organizational Behavior, Positive Psychological Capital,

Unit 4: Creating Positive workplaces

Activity based assignment

1. Complete the VIA Survey of Character Strengths at

<http://www.viacharacter.org/www/Character-Strengths-Survey>. Students will print out their results and bring them to class.

2. During class, students will be assigned to interview another class member for 30 minutes and then be interviewed themselves by a class member for 30 minutes. During these interviews, the goal will be to understand what is “best” about the other student, which in positive psychology is labeled signature strengths. Based on their interview of another class member, as well as that student’s signature strength questionnaire, students will complete a paper of no more than 1 page, 12 point font, double spaced, Times New Roman lettering, 1 inch margins, in black ink. This paper will describe what is best about this student.

Recommended References

Lopez, S.J. & Snyder, C.R. (2011). *The Oxford Handbook of Positive Psychology* (2nd Edition). New York: Oxford University Press.

Lopez, S. J., Pedrotti, J.T. & Snyder, C. R. (2015). Positive Psychology: The Scientific and Practical Explorations of Human Strengths (3rd Edition). New Delhi: Sage Publications.

Recommended Reading

1. Csikszentmihalyi, M. (2002). Flow: The Classic Work on How to Achieve Happiness. London: Rider.
2. Diener, E. (2000). Subjective Wellbeing: The Science of Happiness and A Proposal for A National Index. *American Psychologist*, 55, 34-43.
3. Emmons, R.A., & Crumpler, C.A. (2000). Gratitude as a human strength: Appraising the evidence. *Journal of Social & Clinical Psychology*, 19, 56-69.
4. Fredrickson, B.L. (2001). The role of positive emotions in positive psychology: The broaden and - build theory of positive emotions. *American Psychologist*, 56, 218-226.
5. Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin*, 131, 803-855.
6. Lyubomirsky, S. (2007). *The How of Happiness: A New Approach to Getting the Life You Want*. New York: Penguin Press.
7. Peterson, C. (2000). The future of optimism. *American Psychologist*, 55, 44-55.
8. Seligman, M.E.P., & Csikszentmihalyi, M. (2001). Positive Psychology: An introduction. *American Psychologist*, 55, 5-14.
9. Seligman, M.E.P., Steen, T.A., Park, N., & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. *American Psychologist*, 60, 410-421.
10. Seligman, M. E. P. (2011). *Flourish: A Visionary New Understanding of Happiness and Wellbeing*. New York: Free Press.
11. Seligman, M. E. P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. New York: Free Press.

PY2C08TM - POSITIVE PSYCHOLOGY

	Part A 8/10 (1 weight)	Part B 6/8 (2 weight)	Part C 2/4 (5 weight)
Module I	2	2	-
Module II	2	1	1
Module III	2	1	1
Module IV	1	1	1
Module V	2	2	1
Module VI	1	1	-
Total	10	8	4

SEMESTER II

PY2C02PM - FIELD WORK (PRACTICAL)

Total Credits: 2

Teaching Hours: 10 hrs p/w

OBJECTIVES:

- To familiarize students to psychological tests.
- To apply theoretical knowledge in practice
- To enhance the professional skills of the student

COURSE OUTCOMES:

CO1. Students will be equipped to do different assessments in practical situation and do field work based on knowledge acquired from different courses

Psychological Assessment of Personality Syllabus Content:

Objective Tests

Eysenck Personality Inventory / Questionnaire
16 Personality Factor Test
Edwards Personal Preference Schedule
Mathew Maladjustment Inventory
Emotional Intelligence inventory
Beck's Depression Inventory
State Trait Anxiety Inventory
Bell Adjustment Inventory
Minnesota Multiphasic Personality Inventory
Multidimensional Assessment of Personality Inventory
Global Adjustment Scale

Projective Tests

Sentence Completion Test
Word Association Test
Rozenweig's Picture Frustration Test
Thematic Apperception Test
Rorschach Ink Blot Test
Projective Drawings

Qualitative Methods

Content Analysis
Systematic Observation
Case Study
Interview
Test Construction

Minimum of 8 practical to be reported in the practical record for evaluation

SEMESTER III

PY3C09TM - NEUROPSYCHOLOGY

Credit-4

Lecture hours- 4 hrs p/w

OBJECTIVES:

- To enable the students to understand the basics of functional aspect of brain
- To understand the brain – behavior relationship
- To understand localization of psychological processes and functions

COURSE OUTCOMES:

CO1. Students will be equipped to differentiate between neurological deficits associated with normal aging and brain dysfunction

CO2. Student will be able to localize brain dysfunction associated with cerebral trauma

Module 1: Neuropsychology – Basic Concepts (10 hrs)

Unit 1: Neuropsychological syndromes and Functional systems

Unit 2: Disconnection syndrome and Double dissociation of functions

Unit 3: Brain plasticity, cerebral dominance, lateralization of function,

Unit 4: Hemispheric asymmetry, cerebral commissurotomy

Module 2: Disruption of Higher Cerebral Functions (14 hrs)

Unit 1: Common neurological disorders

Unit 2: Cerebrovascular disorders.

Unit 3: Aphasia, agnosia, apraxia, amnesia.

Unit 4: Cognitive and brain changes associated with normal aging.

Unit 5: Neuropsychological defects associated with stroke, brain tumours and head injuries

Unit 6: Neuropsychological defects associated with cortical and subcortical dementias,

Module 3: Functional Aspects of Frontal Lobe (12 hrs)

Unit 1: Basic Anatomy of frontal lobe

Unit 2: Frontal lobe syndrome, strategy application disorder, prospective remembering, confabulation, utilization behavior, frontal adynamia,

Unit 3: Lesion studies and cognitive change

Unit 4: Laterality and frontal lobe,

Unit 5: Frontal lobe and personality.

Module 4: Functional aspects of temporal lobe (12 hrs)

Unit 1: Basic Anatomy of temporal lobe

Unit 2: Auditory perception, Visual perception, olfactory function

Unit 3: Behavioral changes with temporal lobe epilepsy,

Unit 4: Hallucination and illusions

Unit 5: Electrical stimulation, lesion and cognitive change

Module 5: Functional aspect of parietal lobe (12 hrs)

Unit 1: Basic anatomy of parietal lobe

Unit 2: Sensory and perceptual disturbances

Unit 3: Disorders of intersensory association, and spatial orientation,

Unit 4: Constructional apraxia, spatial alexia and acalculia,

Unit 5: Unilateral spatial neglect

Unit 6: Disorders of body schema

Unit 7: The Gerstmann syndrome, parietal lobe and STM

Module 6: Functional aspect of occipital lobe (12 hrs)

Unit 1: Anatomy of occipital lobe

Unit 2: Cerebral blindness, hysterical blindness,

Unit 3: Visual agnosia,

Unit 4: Visual hallucination, electrical stimulation

To read (not to be included for examination) History of Neuropsychology, blood brain barrier. Cellular organization of nervous system - structure and background of neurons, neural impulse, types of neurons, neurotransmitters, central nervous system, peripheral

nervous system, Limbic system, Neurohistology techniques – stain techniques, Radiological procedures, Electrophysiological procedures, Imaging of brain metabolism, Cerebrospinal fluid studies, Behavioral examination, New advances in imaging techniques – brain mapping, functional MRI

ACTIVITY BASED ASSIGNMENT (mandatory for internal assessment)

Application of assessment and neuro-rehabilitation program for at least one case

Neuro Rehabilitation Program

Executive functions

The Right Count

The task: From a two-letter root, the maximum number of four-letter words has to be found, by finding the two missing letters. The idea is to find as many words as possible in as little time as possible.

Hurray for Change!

The task -There are two tasks to this exercise. In the first part, series of 4 to 16 letters or words must be linked in alphabetical order. The second part demands to alternately sort two series of items.

The Towers of Hanoi

The task: In this exercise, the patient must configure colored rings on a series of pegs in order to match a target. There are some rules to respect: He can move the top-most ring on each peg to another peg, but he can only move one ring at a time and he can never put a larger ring on top of a smaller ring. From time to time, a given peg may not hold any rings: he may move any available ring he likes on to an open space.

Writing in the Stars

The task: Heavenly inspiration is required for this new twist on the old cross-word puzzle. The user is given a list of nine words. Only six of them can be used to fill the empty squares and connect with each other to form the six-point star.

Verbal memory

Elephant Memory

The task: The saying that elephants never forget is a true fact. Will the patient be able to build up memory over a few seconds or minutes and hold on to it? In this task, the user is

presented with a grid of words to memorize. He will then be asked to recognize these same words from a longer list that also contains distraction or decoy words.

Words, Where are You?

The task: This exercise consists of memorizing the location of several words on a grid, and then recalling them in the same spot in a grid as the user has seen them previously.

Visual memory

Shapes and Colors

The task: In this exercise, the patient has to memorize several figures of various shapes and colors and then recognize them among slightly different ones.

Bird Songs

The task: Try to memorize the name and song of various common bird species. Try to spot out the characteristic traits (color of feathers, size of beak, tone range, tune, etc). They will make your learning easier

Recommended References

1. Darby, D., & Walsh, K. (2005). *Walsh's Neuropsychology. A Clinical Approach*, Fifth edition. UK: Elsevier.
2. Kolb, B., & Whishaw, I. Q. (2003). *Fundamentals of Human Neuropsychology*, Fifth edition.
3. Schneider, A. M., & Tarshis, B. (1986). *Introduction to Physiological Psychology*, Third edition. New York: Random House
4. Zillmer, E. A., & Spiers, M. V. (2001). *Principles of Neuropsychology*. USA: Wadsworth.

PY3C09TM - NEUROPSYCHOLOGY

	Part A 8/10 (1 weight)	Part B 6/8 (2 weight)	Part C 2/4 (5 weight)
Module I	1	2	-
Module II	2	1	1
Module III	2	1	1
Module IV	1	1	1
Module V	2	1	1
Module VI	2	2	-
Total	10	8	4

SEMESTER III

PY3C10TM - COUNSELING PSYCHOLOGY

Credit-4

Lecture hours- 4 hrs p/w

OBJECTIVES:

- To understand the techniques used in major facets of counseling
- To describe the role and functions of counselors in a variety of settings
- To conduct training programs in the community level

COURSE OUTCOMES:

CO1. Students will be equipped with major counseling skills.

CO2. Student will have thorough knowledge on different perspectives in the field and the scope of counseling needs for special population and exposure to real life counseling.

Module 1: Introduction (10 hrs)

Unit 1: Definition and Scope of counseling,

Unit 2: Related concepts: Case work, Anecdotal methods, Cumulative records, Guidance.

Difference between counseling and psychotherapy.

Unit 3: Goals of Counseling, Counsellor and Counselee Characteristics. Values in Counseling, Conditions facilitating effective counseling.

Unit 4: Types of counseling: Crisis, Facilitative, Preventive and Developmental,

Unit5: Ethics in Counseling, Legal aspects in counseling

Module 2: Skills/Procedure in Counseling (14 hrs)

Unit 1: The initial procedures, the initial counseling interview,

Unit 2: Counseling skills, Advance empathy, Theme identification,

Unit 3: Nonverbal skills (SOLER); Listening techniques - Active listening, forms of poor listening

Unit 4: Self disclosure, Perception check, Interpretation, Confrontation

Unit 5: Immediacy, Probing, Leading techniques

Module 3: Approaches to Counseling (12 hrs)

Unit 1: Affective approaches: Client-centered counseling, Gestalt counseling

Unit 2: Affective approaches: Existential counseling, Adlerian counseling and Psychoanalytic counseling;

Unit 3: Cognitive approaches: Rational Emotive Behavior Therapy

Unit4: Trait factor counseling

Unit5: Behavioral approaches: Reality Therapy and Behavioral counseling.

Module 4: An overview of Egan's Model of Counseling (12 hrs)

Unit1: Problem-management and Opportunity-development approach to Helping – Outline of the three stages.

Unit 2: Stage 1 – The Current Picture: Help clients clarify the key issues,

Unit 3: Stage 2- The preferred picture: Help clients identify and set goals.

Unit 4: Stage 3- The Way Forward: Help clients develop strategies and plans for goal implementation

Unit5: Stage 4 - The Action Arrow: help clients implement their plans, ongoing evaluation, becoming a competent helper

Module 5: Group Counseling (12 hrs)

Unit1: Types of groups, group terminology,

Unit 2: Why counseling in groups?

Unit 3: Goals of Group counseling

Unit 4: Stages and phases of group formation,

Unit 5: Effective group leader and group member behaviors.

Module 6: Counseling Special Populations (12 hrs)

Unit1: Working with the Elderly and children with special needs.

Unit 2: Special problems in counseling: problems related to human sexuality

Unit 3: Sex education and counseling, divorce, HIV/AIDS counseling,

Unit 4: Addiction counseling, family counseling,

Unit 5: Suicide prevention counseling, Tele counseling.

To Read:

Opening Techniques – Greeting, topics, physical arrangements, attitudes; Helping clients manage reluctance and resistance; Relaxation techniques, Mindfulness meditation, Biofeedback, EEG, EMG.

Activity based assignment:

Verbatim reports of one case of counseling which depicts most of the counseling skills.

Identify the skills used in counseling process.

Conduct a group counseling and report the same

Service learning at places where counseling for special population is done.

Recommended References:

1. Brammer & Shostrom (1968) Therapeutic Psychology, New Jersey: Prentice – Hall
2. Capuzzi, D. & Gross, R. D. (2008). Counseling and Psychotherapy: Theories and Interventions. California: Sage publications
3. Egan, G. (2007). The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping, Ninth Edition
4. George, R. L., & Christiani, J. S. (1986) Counseling: theory and practice. New York: Prentice Hall
5. George, R. L., & Christiani, J. S. (1981) Theory, method and process of counseling and psychotherapy, New York: Prentice Hall
6. Gladding, T.S. (2003) Counseling; a comprehensive profession; 7th edition; Pearson India
7. Patterson (1962). The Counseling Process, New York: Brooks/Cole
8. Woolfe, R. & Dryden, W. (1996) Handbook of Counseling Psychology. New Delhi: sage Publications

PY3C10TM COUNSELING PSYCHOLOGY

	Part A 8/10 (1 weight)	Part B 6/8 (2 weight)	Part C 2/4 (5 weight)
Module I	2	2	-
Module II	2	1	1
Module III	2	1	1
Module IV	1	1	1
Module V	2	1	1
Module VI	1	2	-
Total	10	8	4

SEMESTER III

PY3C11TM - COGNITIVE AND BEHAVIORALLY ORIENTED THERAPIES

Total Credit-4

Lecture hours- 4 hrs p/w

OBJECTIVES:

- To understand the role of learning in the geneses of adaptive and maladaptive behavior To apply the principles of learning in everyday life.

COURSE OUTCOMES:

CO1. Student will be able to carry out functional behavior analysis.

CO2. Student will be able to recommend and apply suitable behavior modification techniques for children and adult maladaptive behaviors.

Module 1: Behavior Modification (10 hrs)

Unit 1: The nature of behavior therapy. Origins of behavior therapy

Unit 2: Assumptions of behavior therapy

Unit 3: Behavioral assessment – traditional versus behavioral assessment, approaches to behavioral assessment

Unit 4: The initial interview

Unit 5: Functional behavioral analysis Note: Each therapy should be discussed on the basis of; theoretical foundation (rationale), methods and techniques, goals and applications and detailed discussion of at least one case study.

Module 2: Counter conditioning techniques (12 hrs)

Unit 1: Progressive Muscle relaxation: procedure of Jacobson's technique, other relaxation techniques

Unit 2: Systematic desensitization: background, applicability, determining feasibility, method and procedure.

Unit 3: Desensitization in groups, automated desensitization Unit 4: Theory of

desensitization

Unit 5: Classroom discussion of application of systematic desensitization in dealing with phobia and relaxation training in dealing with overcoming pain.

Module 3: Contingency management (14 hrs)

Unit 1: Reinforcement, punishment, reinforcers, schedules of reinforcement, contingency, contingency management

Unit 2: Contingency contracting, covert control

Unit 3: Contingency punishment: time-out, response cost, differential reinforcement

Unit 4: Token economy: methods to ensure efficient token system in institutions

Unit 5: Modeling: types - overt modeling, covert modeling, self-modeling, role therapy

Unit 6: Classroom discussion of application of contingency contracting in dealing with improving performance of children with autism and intellectual disability, covert control in dealing with adolescent behavior, contingency punishment in dealing with child behavior problems and modeling in dealing with aggressive behavior.

Module 4: Elimination and extinction procedure (12 hrs)

Unit 1: Graduated extinction, covert extinction, negative practice, stimulus satiation

Unit 2: Anxiety induction therapies: implosive therapy, flooding/response prevention

Unit 3: Punishment and aversion procedures: contingent aversive control- contingent aversive control with mild aversive stimuli, contingent aversive control with strong aversive stimuli, contingent aversive control by the withdrawal of reinforcement, counter conditioning, covert/cognitive punishment.

Unit 4: Aversive counter conditioning procedures

Unit 5: Concerns: ethical use of aversive stimuli, outcomes of punishment

Unit 6: Classroom discussion of application of negative practice in dealing with tics, stimulus satiation in dealing with smoking, flooding/response prevention in dealing with anxiety disorders, punishment in dealing with alcoholism and sexual deviations.

Module 5: Cognitive behavior therapies (12 hrs)

Unit 1: REBT (Ellis): irrational ideas, method. Thought stopping strategy, covert assertion

Unit 2: Cognitive learning therapy (Beck): theory, technique & applications

Unit 3: Personal science, overcoming learned helplessness, improving self-efficacy

Unit 4: Assertiveness training

Unit 5: Classroom discussion of application of Cognitive Behavior therapy in dealing with OCD, assertiveness training in dealing with abuses and domestic violence.

Module 6: Self-control techniques (12 hrs)

Unit 1: Stimulus control (dealing with obesity)

Unit 2: Biofeedback

Unit 3: Self speech, false feedback and reattribution.

Unit 4: Stress inoculation

Unit 5: Classroom discussion of application of stimulus control in dealing with obesity

Activity based training: Apply at least one of the techniques learned in any domestic/ school/ organizational setting and make a report of the same.

To Read Classical and Operant Conditioning concepts and principles.

Recommended References

1. Rimm, D. C & Masters, J. C. (1979). Behavior Therapy; Techniques and empirical findings. New York: Academic Press.
2. Hofmann, S. G. (2012). An introduction to Modern CBT. USA: Wiley-Blackwell. Jena,
3. S. P. K. (2008). Behavior Therapy- techniques Research and Applications. New Delhi: Sage Publications.
4. Carson, R. C., Butcher, J. C & Mineka, S. (2000.) Abnormal Psychology and Modern Life. New Delhi: Pearson Education.

**PY3C11TM – COGNITIVE AND BEHAVIORALLY ORIENTED
THERAPIES**

	Part A 8/10 (1 weight)	Part B 6/8 (2 weight)	Part C 2/4 (5 weight)
Module I	2	2	-
Module II	2	1	1
Module III	2	1	1
Module IV	2	1	1
Module V	1	1	1
Module VI	1	2	-
Total	10	8	4

SEMESTER III

PY3C03PM NEUROPSYCHOLOGICAL ASSESSMENT (PRACTICAL)

Total Credits: 3

Teaching Hours: 10 hrs p/w

OBJECTIVES

- To identify, quantify and describe changes in behaviour related to the cognitive integrity of the brain and to understand the instances where neuropsychological consultation is useful
- To learn comprehensive assessment of a wide range of cognitive and behavioural areas of functioning
- To apply theoretical knowledge in practice and to enhance the professional skills of the student.

COURSE OUTCOMES:

CO1. Students will develop the skill and knowledge to evaluate patients with neurological problems, able to decide on necessary evaluation measures for specific brain function.

CO2. Provided neuro rehabilitation based on findings of assessments

Areas of Neuropsychological assessment	Tests used
Orientation / Screening	Mini Mental State Examination, Addenbrooke's Cognitive Examination
Sensation / Perception	Halsted Reitan Neuropsychological battery subtest
Attention and Motor function	Letter Cancellation test, Digit span test, Copying task , Finger Oscillation Test
Visual Spatial	Visuo Object Space Perception subtest Benton's line orientation test, Block design test
Language skills	Verbal fluency test (FAS test)

Memory	Rey Auditory Verbal Learning Test, Wechsler Memory Scale, Benton Test of Visual Retention
Abstract Reasoning/ judgment/ problem solving	Wisconsin Card Sorting Test, Stroop Test, Trail Making test, Clock drawing, Tower of London, Standard Progressive Matrices
Emotional /Psychological Distress	Beck's Depression Scale, Neuropsychiatric Inventory Hospital Anxiety and Depression Scale
Activities of Daily Living	Instrumental Activities of Daily Living

Recommended Reference

Zillmer, E. A., & Spiers, M. V. (2001). Principles of Neuropsychology. Wadsworth.

SEMESTER IV

**PY4C12TM - CONTEMPORARY SOCIAL ISSUES AND ROLE OF
PSYCHOLOGY IN SOCIAL ENGINEERING**

Total Credits: 4

Lecture hours: 5 hrs p/w

OBJECTIVES:

- To be understand and analyze social origin of personal problems.
- To develop critical thinking and perspective taking skills to understand and explain human rights violations.
- Apply psychological and principles methods to facilitate social change.

COURSE OUTCOMES:

CO1. Student would be able to apply psychological principles and methods to understand social issues and initiate techniques to change Behaviour.

CO2. Student will be able to put social issues into a psychological perspective, communicate it in simple manner to others and suggest solutions for it.

Module 1: Environmental issues & hazards (15 hrs)

Unit 1: Pollution related physical and mental health hazards.

Unit 2: Importance of protecting bio- diversity. Realistic risk perception in dealing with environmental issues.

Unit 3: Solutions to environmental issues from various fields.

Unit 4: Application of psychological principles to influence public opinion to adopt responsible environment-related behavior. Behavioural economics.

Unit 5: Discussions based on media reports of local environmental issues, role of social activism.

Module 2: Issues of migration, globalization and technology (15 hrs)

Unit 1: Cross cultural Psychology: Dynamics of cultural contact (brief), acculturation.

Unit 2: Relevance of cultural identity to self-concept.

Unit 3: Migration: causes and consequences (Indian/Kerala context). Discuss NRI/ NRKs and migrant unskilled laborers in Kerala.

Unit 4: Communication devices: The use and abuse of social networking/ technology. Its role in social life & politics: special reference to communal issues.

Unit 5: Content analysis of social media comments/ abuse/ misinformation/propaganda.

Module 3: Issues related to economic development (15 hrs)

Unit 1: Social mobility, economic development and social tensions.

Unit 2: Endogenous/sustainable development solutions in the fields of agriculture, energy& tourism.

Unit 3: Role of local leadership and community (panchayat, kudumbasree) in social mobilization and implementation of Government policies

Unit 4: Application of psychological methods to social auditing and economic issues.

Unit 5: Discuss appropriate case studies, developing power / lobbying groups.

Module 4: Gender issues (15 hrs)

Unit 1: Gender self-concept. Gender equity and equality, Gender based violence (psychodynamic explanations of violence).

Unit 2: Role of women and Gender minorities in dealing with environmental, economic, social issues.

Unit 3: Gender minorities. Ethical considerations in dealing with gender minorities.

Unit 4: Socialization process of girls in different social classes.

Unit 5: Discuss: possibility of social change in gender issues through behaviour modification.

Module 5: Psychology of deprivation (15 hrs)

Unit 1: Poverty and deprivation concepts- realistic and perceived, levels and kinds of deprivation, factors affecting deprivation in India.

Unit 2: Psychological consequences and management of resource deprivation and poverty.

Unit 3: Inequality of inclusion in economic 'development': gender, class, caste.

Unit 4: Consumerism and materialism: psychological significance of possessions.

Unit 5: Reading and discussion of dalit, women and minorities literature / perspective of poverty and deprivation. Solutions: lobbying, power brokering.

Module 6: Human rights violations (15 hrs)

Unit 1: Marginalization, de- individualization - causes, consequences, solutions.

Unit 2: Management of issues of the aged Institutionalization of aged.

Unit 3: Issues of urban slums – (social and psychological issues; cognitive. crowding, dehumanizing, criminality, prostitution, human trafficking.

Unit 4: Orphans and abused children.

Unit 5: Conduct an interview / discuss case studies of survivors among above mentioned groups.

Activity based assignment: Write to newspapers/ magazines/ electronic media or submit reports on activities/ discussions conducted.

Recommended References:

1. Baron, A. S., Schmader, T., Cvencek, D. & Melzoff, A.N. (2014). The gendered self-concept: How implicit gender stereotypes and attitudes shape self-definition. In Leman, P.J. & Tenenbaum (Eds.). Gender and development. pp. 109-132.
2. Bell, P. A., Fisher, J. D., Baum, A. S. & Greene.T. C. (2005). Environmental psychology 5Th edition. Psychology Press Holt, Rinehart& Winston Inc.
3. Keith, K. D. (2011) (Eds.) Cross cultural Psychology: contemporary themes and perspectives. Wiley-Blackwell.
4. Menon, L. (1997). Gender issues and social dynamics. Kanishka Publishers, New Delhi.
5. Misra, G. (1990). Applied social Psychology, Sage Publications, New Delhi.
6. Naovi, K.A. (1982). Problems, strategies and conditions of Asian countries and in particular in India. UNSCO, SS-82/WS/74.
7. Richins, M. L. & Rudmin, F.W. (1994). Materialism and economic Psychology. Journal of Economic Psychology. Vol.15 pp.217-231.
8. Rudmin, F.W. (1991). To have possessions: a handbook of property and ownership. Journal of social behavior and personality. Vol 6 No. 6 pp.85-104

**PY4C12TM - CONTEMPORARY SOCIAL ISSUES AND ROLE OF
PSYCHOLOGY IN SOCIAL ENGINEERING**

	Part A 8/10 (1weight)	Part B 6/8 (2 weight)	Part C 2/4 (5 weight)
Module I	2	2	-
Module II	1	1	1
Module III	2	1	1
Module IV	2	1	1
Module V	1	1	1
Module VI	2	2	-
Total	10	8	4

SEMESTER IV

PY4C13TM TRAINING PROGRAM FOR MENTAL HEALTH PROMOTION

Total Credits - 4

Lecture hours – 5 hrs p/w

OBJECTIVES:

- To understand the significance of mental health promotion
- To develop public speaking skills
- To design and execute intervention and training programs

COURSE OUTCOMES:

CO1. Student would be to develop public speaking skills, prepare a training module in mental health issues suitable for any age group.

Module 1: Third mental health revolution and the concept of primary prevention (15 hrs)

Unit 1: Public mental health promotion v/s clinical - therapeutic approach to mental health.

Unit 2: Redefining the concept of mental health & illness.

Unit 3: Challenges and possibilities and levels of primary prevention.

Unit 4: Brief analysis of: Community (public health) and social action models of mental health,

Unit 5: Caplan's preventive psychiatry, Ecological model, adapting general systems theory.

Module 2: Mental health enhancement training programs- Need, characteristics and methods (15 hrs)

Unit 1: Crisis intervention, Encounter groups.

Unit 2: Leadership training.

Unit 3: Life skills training programs.

Unit 4: motivational training,

Unit 5: Parenting skills training.

Module 3: Short term training programs: an introduction (15 hrs)

Unit 1: Dimensions of training programs: time, contractor, facilities, staff, and participants.

Ethics and etiquettes. Phases of short-term training (in detail):

Unit 2: contracting,

Unit 3: designing, developing,

Unit 4: conducting,

Unit 5: terminating and evaluating.

Module 4: Essential Skills for trainers (15 hrs)

Unit 1: Interpersonal skills: decision making, problem solving, communication, leadership & assertiveness.

Unit 2: Establishing norms & credibility, pacing, starting & stopping, dealing with hostility, disinterest and other forms of participant behaviours.

Unit 3: Presentation skills: writing, data collection, analytical, time scheduling, technical & evaluation.

Unit 4: Maintaining professional and personal ethics, managing health and avoiding burn out.

Unit 5: (Note: not for exams) Group discussion/ interview of a trainer on the basis of above

Module 5: Modes of presentation and levels of learner involvement (15 hrs)

Unit 1: Warm up activities & creating a climate of learning

Unit 2: Presentation: Lecture, Demonstration.

Unit 3: Group learning: panel debate, brain storming.

Unit 4: role play, drama,

Unit 5: case study, critical incident, in-basket

Module 6: Concluding and evaluating the program (15 hrs)

Unit 1: Termination of sessions

Unit 2: Session feedback

Unit 3: Termination of program

Unit 4: Outcome feedback

Unit 5: Self-evaluation& personal ethics

Activity Based Assignment: (compulsory) Individual students should design and execute an appropriate training module of an area of interest in a group of not less than 10 participants and submit an audio-visual report.

A student should attend a minimum of 2 training workshops and volunteer in intervention programs during the course of the PG program

Recommended Texts:

1. Hart, L. B.(1991). Training methods that work: A handbook for trainers.
USA: Crisp Publications, Inc
2. Korchin, S. J. (2004). Modern Clinical Psychology: Principles of Prevention in The Clinic and Community. Delhi: CBS publishers.
3. Loughary, J. W. & Barrie, H. (1979). Producing Workshops, Seminars and Short-Term Courses: A Trainer's Handbook. USA: Follett Publishing Company.

PY4C13TM TRAINING PROGRAM FOR MENTAL HEALTH PROMOTION

	Part A 8/10 (1 weight)	Part B 6/8 (2 weight)	Part C 2/4 (5 weight)
Module I	2	2	-
Module II	1	1	1
Module III	2	1	1
Module IV	2	1	1
Module V	1	1	1
Module VI	2	2	-
Total	10	8	4

SEMESTER IV

PY4C04PM INTERNSHIP AND CASE STUDY (PRACTICAL)

Total Credits: 4

Total Learning Hours: 200

In the fourth semester, each student is expected to have practical exposure based on his/her area chosen from electives.

The student has to do the internship for a minimum of 10 hrs per week, thus making a total of 200 hours by the end of the fourth semester.

This is to be done under the supervision of a teacher and the student must submit a report on his activities in the institution setting (clinical setting/ organization/ school setting/ community/sport institution/forensic setting).

The student should also do case study and submit 5 individual cases of relevance as separate work. Apart from internal evaluation, both the report and case study will be evaluated for the external examination.

SEMESTER IV

PY4C01PRM - PROJECT/DISSERTATION

Total Credit: 2

The student has to do a dissertation based on a topic of his own choice and under the supervision of a teacher. The project work shall begin by the third semester. The student has to plan a research proposal and make an initial synopsis presentation wherein he introduces the problem, its relevance, the method, expected outcome etc., and internal evaluation of the presentation will be made. The supervising teacher will monitor the student's progress in the study which will be evaluated internally. The final project report has to be submitted in the prescribed format (APA guidelines) by the end of the fourth semester which will be evaluated for the external examination. The student should produce a synopsis of his research work for the external examination and also make a power point presentation of the same.

SEMESTER IV

PYC01VM – VIVA-VOCE

Total Credit - 2

There will be a comprehensive viva at the end of the fourth semester based on the theory papers the student has covered in the four semesters, which will be evaluated externally

The viva voce examination will be conducted by one external examiner along with an internal examiner at the time of the evaluation of the project at the end of the Semester IV.

The components of viva consist of subject of special interest, fundamental concepts of psychology, topics covering all semesters and awareness of current and advanced topics with separate marks.

SEMESTER IV
PY4A01PM -ACTIVITY BASED
ASSIGNMENT

Credit - 2

(All four semester activities to be presented as report for external evaluation along with practical)

PSYCHOLOGY OF INTELLIGENCE, LEARNING AND MOTIVATION Visit /interact with play school/primary students. Make a report of the type of teaching/learning practices. Apply/test the effectiveness of different learning/ memory /reinforcement techniques

HEALTH PSYCHOLOGY Application of pain management intervention in a health setting

RESEARCH METHODOLOGY Research Lab- Review of research articles, Research Lab- Review of research articles, Writing report (APA style), qualitative exploratory research works using observation, Analyzing data using SPSS.

POSITIVE PSYCHOLOGY

1. Watch a movie related to positive psychology in the class and write a review of the movie.
2. Positive Journal for 6 weeks (Write down three good things that happened in the past week).
3. Read a positive psychology article/ book chapter and write down a general reflection on the reading.
4. Share the greatest challenge you've overcome in your life with your classmates and write it down.
5. Go to the Authentic Happiness website and take the VIA Survey of Character Strengths. List your top five character strengths. Write a brief reflection on the following questions: Were any surprise to you? Why? In what kind of activities could you use your strengths and virtues most effectively?
6. Share and write down the happiest moment in your life.
7. Choose a pleasurable activity to do with your classmates and do it until completion.
8. Write down the positive qualities of your classmates and give to them.
9. Write down your Life Story- The Present and Future (Present-Describe your life and who you are now. How do you differ from your past self? What are your strengths now? What challenges are you facing? Future- Write about your ideal future. How will your life be different than it is now?

How will you be different than you are now?

10. Help-seeking and help giving. Take an area in which you need someone's help. Ask someone from the class to help you.

NEUROPSYCHOLOGY Application of assessment and neuro-rehabilitation program for at least one case

Neuro Rehabilitation Program Executive functions

The Right Count

The task: From a two-letter root, the maximum number of four-letter words has to be found, by finding the two missing letters. The idea is to find as many words as possible in as little time as possible.

Hurray for Change!

The task -There are two tasks to this exercise. In the first part, series of 4 to 16 letters or words must be linked in alphabetical order. The second part demands to alternately sort two series of items.

The Towers of Hanoi

The task: In this exercise, the patient must configure colored rings on a series of pegs in order to match a target. There are some rules to respect: He can move the top-most ring on each peg to another peg, but he can only move one ring at a time and he can never put a larger ring on top of a smaller ring. From time to time, a given peg may not hold any rings: he may move any available ring he likes on to an open space.

Writing in the Stars

The task: Heavenly inspiration is required for this new twist on the old cross-word puzzle. The user is given a list of nine words. Only six of them can be used to fill the empty squares and connect with each other to form the six-point star.

Verbal memory Elephant Memory

The task: The saying that elephants never forget is a true fact. Will the patient be able to build up memory over a few seconds or minutes and hold on to it? In this task, the user is presented with a grid of words to memorize. He will then be asked to recognize these same words from a longer list that also contains distraction or decoy words.

Words, Where are You?

The task: This exercise consists of memorizing the location of several words on a grid, and then recalling them in the same spot in a grid as the user has seen them previously.

Visual memory Shapes and Colors

The task: In this exercise, the patient has to memorize several figures of various shapes and colors and then recognize them among slightly different ones.

Bird Songs

The task: Try to memorize the name and song of various common bird species. Try to spot out the characteristic traits (color of feathers, size of beak, tone range, tune, etc). They will make your learning easier

COUNSELING PSYCHOLOGY Verbatim reports of one case of counseling which depicts most of the counseling skills. Identify the skills used in counseling process.

Conduct a group counseling and report the same

Service learning at places where counseling for special population is done

COGNITIVE AND BEHAVIORALLY ORIENTED THERAPIES Apply at least one of the techniques learned in any domestic/ school/ organizational setting and make a report of the same.

CONTEMPORARY SOCIAL ISSUES AND ROLE OF PSYCHOLOGY IN SOCIAL

ENGINEERING Write to newspapers/ magazines/ electronic media or submit reports on activities/ discussions conducted.

TRAINING PROGRAM FOR MENTAL HEALTH PROMOTION Individual students should design and execute an appropriate training module of an area of interest in a group of not less than 10 participants and submit an audio-visual report. *A student should attend a minimum of 2 training workshops and volunteer in intervention programs during the course of the PG program*

For each subject the students must produce separate reports. Apart from the ABA mentioned in the four semesters, the student during the entire programme can also do any of the following under ABA. Activity Based Assignments will be evaluated during the fourth semester external examination and will be given a credit of 2.

Report of field visits

- Attending national seminars/workshops
- Presentation of scientific papers in national seminars
- Publication of research articles in journals (minimum one)
- Obtaining a course certificate through MOOCS
- Developing / standardizing a psychological tool
- Developing a programme for Community Outreach

ELECTIVE COURSES

III & IV SEMESTER

ELECTIVES FOR SEMESTER III

SEMESTER III

Elective: CLINICAL PSYCHOLOGY

PY3EA01TM- CLINICAL PSYCHOLOGY & ASSESSMENT

TOTAL CREDITS: 4

Lecture Hours: 3 hrs p/w

OBJECTIVES:

- To provide an understanding about the field of clinical Psychology
- To explain the role of clinical psychologist
- To describe different types of psychological assessment

COURSE OUTCOMES:

CO1. Students will be equipped to conduct different types of interview and assessment.

CO2. They will learn ethical practice of clinical psychology and assessment.

CO3. Students will also learn to write psychological report

Module 1: Clinical Psychology – Introduction (9 hrs)

Unit 1: Definition and Characteristics of clinical psychology,

Unit 2: Professional activities and employment settings of clinical psychologists,

Unit 3: Distinguishing clinical psychology from related professions,

Unit 4: Training in clinical psychology,

Unit 5: Ethical guidelines of clinical psychology

Module 2: Clinical Interview (9 hrs)

Unit 1: Goals, General skills and specific behaviors of interviewer, Components of interview – Rapport and Techniques,

Unit 2: Pragmatics of interview – Note taking, Audio and Video recording, Interview room, confidentiality.

Unit 3: Types of clinical interview – Intake, Diagnostic interviews,

Unit 4: case history, mental status examination, Crisis interviews,

Unit 5: Structured versus unstructured, Directive versus nondirective. Issues related to reliability and validity of interviews

Module 3: Clinical Assessment (9 hrs)

Unit 1: Types of referral settings – Psychiatric setting, General medical setting, Legal context, Educational context, Psychological clinic.

Unit 2: Goals – Diagnostic clarification and classification, Description, Prediction and Plan of management. Clinician versus Psychometrist,

Unit 3: Evaluating psychological tests-. Theoretical orientation, Practical considerations, Standardization, Reliability and Validity. Incremental and conceptual validity,

Unit 4: Interpreting assessment data - Clinical judgment and computer assisted assessment and interpretation, Factors affecting clinical judgment – Preconceived notions, confirmation bias, hindsight bias, overconfidence. How to improve accuracy of clinical judgment.

Unit 5: Ethical practice of assessment – professional relationship, privacy, Inviolacy, labeling, competent use of assessment instrument, accurate interpretation, communicating test results, maintenance of test security. Psychological Report - general guidelines and format.

Module 4: Intellectual and Educational Assessment (9 hrs)

Unit 1: Stanford-Binet Scales,

Unit 2: Wechsler scales, Kaufman scales, Culture fair tests.

Unit 3: Issues and Controversies in intelligence assessment – Correlates of IQ, heritability of IQ, Malleability of IQ, Intelligence over the life span,

Unit 4: Tests of Achievement,

Unit 5: Tests of Aptitude.

Module 5: Personality Assessment (9 hrs)

Unit 1: Objective Methods: MMPI, CPI,

Unit 2: Millon Scales, NEO-personality Inventory.

Unit 3: Projective Methods – Rorschach,

Unit 4: Thematic Apperception Test,

Unit 5: Projective Drawings

Module 6: Behavioral Assessment (9 hrs)

Unit 1: Defining features of Behavioural assessment, Functional analysis, Behavioral Interviews, structured interviews,

Unit 2: Behavioral Questionnaires, Behavior rating scales,

Unit 3: Analogue technique, Self-Monitoring, Direct observation,

Unit 4: Psychophysiological recording methods.

Unit 5: Assessment of dysfunctional cognitions - Self-statements, Automatic Thoughts and cognitive schemas, irrational beliefs.

To Read

History and recent developments in Clinical Psychology

Recommended References

1. Groth-Marnat, G. (1999). Handbook of psychological assessment, 3rd ed., New York: John Wiley & Sons, Inc.
2. Hecker, J. E. & Thorpe, G. L. (2011). Introduction to Clinical Psychology: Science, Practice, And Ethics, 4th ed., India: Dorling Kinsley.
3. Pomerantz, A. M. (2008). Clinical Psychology: Science, Practice and Culture, New Delhi: Sage publications
4. Korchin, J. S. (2004). Modern Clinical Psychology: Principles of Intervention In The Clinic And Community. CBS Publishing.
5. Wolman, B.B. (1965). Handbook Of Clinical Psychology, N.Y: McGraw Hill Inc.

PY3EA01TM Elective - CLINICAL PSYCHOLOGY & ASSESSMENT

	Part A 8/10 (1 weight)	Part B 6/8 (2 weight)	Part C 2/4 (5 weight)
Module I	2	1	-
Module II	1	1	1
Module III	2	2	1
Module IV	2	1	1
Module V	2	1	1
Module VI	1	2	-
Total	10	8	4

SEMESTER III

Elective – ORGANIZATIONAL BEHAVIOR

PY3EB01TM ADVANCED ORGANIZATIONAL BEHAVIOR

Credit-4

Lecture hours- 3 hrs p/w

OBJECTIVES:

- To develop a good understanding of the human behavior in organizations.
- To understand and appreciate the different individual, Interpersonal and organizational processes going on in an organization.
- To gain awareness and knowledge of contemporary issues and approaches to Organizational change and development faced in organizations.

COURSE OUTCOMES:

CO1. Student will be able to develop ability to understand organizational behavior in terms of psychological concepts.

CO2. Student will be able to design and practice organizational development techniques.

CO3. Student will be able to understand the different causes of stress and design appropriate strategies for managing it.

CO 4. Student will be able to support organizations for conflict resolution and negotiation.

Module: 1 Understanding Organizational behavior (9 hrs)

Unit 1: Definition, goals and elements

Unit 2: Diversity at work, Developing skills, Managerial roles, Decision roles,

Unit 3: Framework of Organizational behavior- Environmental processes, Individual processes, Interpersonal and team processes, organizational processes, Change processes

Unit 4: Organizational misbehavior- cheating, Fraud and theft, Virtual crime, swearing, Swindling, Lying, denial, Rudeness and bullying, sabotage, Illegitimate absenteeism, Gossip:

Unit 5: Managing organizational misbehavior.

Module 2: Individual Processes in organizations- I (9 hrs)

Unit 1: Personality- Factors determining personality, the big five personality theory,

Unit 2: Personality profiling using DISC methodology, Fundamental Interpersonal Relations Orientation Behavior.

Unit 3: Different Psychological types and Cognitive styles- The Jungian framework

Unit 4: Four types of problem solving behaviors, personality traits relevant to behaviors in organizations

Unit 5: Perception-Need for studying perception in organizations, Basic stages in perceptual process, Perceptual organization in organizations, Judgmental errors, Perceptual errors, Perceiving others, Reducing perceptual errors, Applying JOHARI window and perception mapping

Unit 6: Learning and reinforcement- Importance of learning, Barriers to learning, programmed learning, Experiential learning styles, Behavior modification, OB mode

Module 3: Individual processes in organizations II (9 hrs)

Unit 1: Attitudes and values- Importance of attitudes in work environment, Attitude behavior link, Work attitudes, relationship to job behavior,

Unit 2: Role of emotional intelligence, increasing EQ, social intelligence, Appreciative intelligence,

Unit 3: Organizational commitment, Belief system, trust, symptoms of lack of trust, Building trust, value conflict.

Unit 4: Work motivating performance- Motivation Cycle, Motivation By goal setting, MBO, Reward system for high performance, Types of rewards and their implications, Job design, Job redesign, Motivating through flexible work arrangements,

Unit 5: Empowerment- Motivation by empowerment, Outcomes of empowerment

Unit 6: Work stress- Nature of stress, experiencing stress, Types of stress, Causes of stress, personality and stress, Life changes, Organizational factors, Environmental factors, Consequences.

Unit 7: Managing stress, easing child care and elder care burden, Rest through paid time off, Preventing repetitive stress injuries.

Module 4: Interpersonal Processes in organizations (9 hrs)

Unit 1: Communication- Communication process, Components, Networks of communication, Active listening, Improving interpersonal communication using TA

Unit 2: Groups and teams- Formal and informal groups, Functions of groups, Models of group development, Group roles, Group cohesiveness, Threats to group effectiveness, Managing culturally diverse groups, Evolution of groups into teams, Types of teams

Unit 3: Leadership- process of leadership, skills, Leadership through decision making, Leadership through power, Leadership through vision, Leadership through authenticity: Cultural differences in leadership.

Unit 4: Conflicts and negotiations- Views on conflict, Forms of conflict, Levels of conflict, Handling conflict, Stimulating conflict,

Unit 5: Negotiation strategies- Distributive and integrative: Elements of negotiation, Third party negotiation, Outcomes of negotiation

Module 5: Organizational processes in organizations (9 hrs)

Unit 1: Decision making- Phases of decision making, Types of decisions, Techniques used in different steps of decision making, Effective evaluation of alternatives,

Unit 2: Group decision making models, Errors in decision making, Overcoming errors, ethical decisions.

Unit 3: Culture and ethical behavior - Elements of culture, Approaches to culture, Maintaining and transmitting culture, changing culture, whistle blowing, Rating culture.

Unit 4: Why does unethical culture exists? Ways to create ethical culture

Unit 5: Power- Power and authority, Interpersonal sources of power, Structural sources of power, Approaches to understanding power, Lower level employee power, Effective use of power

Unit 6: Politics- Organizational politics, Forces creating political behavior, Personality and political behavior, Dangers of political behavior and overcoming political behavior.

Module 6: Change processes in organizations (9 hrs)

Unit 1: Change – process of change, Goals of change, pressures for change, Implementing change

Unit 2: Resistance to change, Organizational Development - Features of OD, Objectives of OD, QWL

Unit 3: O D interventions,-Sensitivity training, Team building, Quality circles, T A, P C approach,

Unit 4: Individual counseling, career planning, Role playing.

Unit 5: Interventions to Implement OD- Job related-Work flow, job evaluation, Job redesign.

Unit 6: Socio-technical interventions- System analysis, flexible work hours, Job sharing, Job evaluation.

Unit 7: Structural interventions- Change in physical setting, formalization and organizational mirroring

Case Study Discussion Evaluate various empowerment activities, motivating activities, leadership, ethics, changing culture, power, politics and OD interventions done in organization that you visit.

Recommended References

Kavitha Sing, Organizational Behavior (2013). Doring Kindersley India Pvt. Ltd, New Delhi

1. Hellriegel, Slocum and Woodman, Organizational behavior (7thEdn) (1995). New York, West Publishing Company.
2. Michael G Aamodt. Applying Psychology to Work (2014). Wadsworth Cengage learning, Singapore
3. Fiona M Wilson, Organizational Behavior and Work (2014). New Delhi, Oxford University Press.
4. Kondalker, V. G. Organizational Behavior (2018). New Delhi, New Age International Publishers.
5. Luthans, F. (2005). Organizational Behavior (Tenth Edition). United States: McGraw Hill
6. Stephen, R. P., Timothy A Judge, Niharika, Vohra . Organizational Behavior 16thedn. (2016).. India: Pearson education,
7. Gareth R Jones and Mary Mathew, Organizational Theory, design and change (2013). New Delhi, Dorling kinderly India pvt. Ltd,

PY3EB01TM Elective - ADVANCED ORGANIZATIONAL BEHAVIOR

	Part A 8/10 (1 weight)	Part B 6/8 (2 weight)	Part C 2/4 (5 weight)
Module I	2	1	-
Module II	1	1	1
Module III	2	2	-
Module IV	2	1	1
Module V	2	1	1
Module VI	1	1	1
Total	10	8	4

SEMESTER III

Elective – EDUCATIONAL PSYCHOLOGY

PY3EC01TM PSYCHOLOGY IN CLASSROOM

Total Credit-4

Lecture hours- 3 hrs p/w

OBJECTIVES

To understand students and class room functioning

To analyze different approaches in Education

To explore the scope of school counseling

To understand the different ways to motivate students in classroom

COURSE OUTCOMES:

CO1. Students will be able to provide counseling to school students using different counseling approaches and manage classroom dynamics

Module 1: Education Psychology – Basic concepts (9 hrs)

Unit1: Role and scope of educational Psychology

Unit2: Teaching in the real world: Misconception about teaching

Unit3: Learning to Teach, What is good teaching

Unit4: Teacher – student relationship

Unit5: Teacher preparation and quality

Module 2: Understanding the Learner (9 hrs)

Unit1: Differences in Intelligence, Socioeconomic status, Culture

Unit2: Gender, gifted students, at risk students

Unit3: Increasing learner motivation: extrinsic and intrinsic motivation

Unit4: Personal factors in motivation

Unit5: Model for promoting student motivation

Module 3: Productive learning environment (9 hrs)

Unit 1: Effective Teaching: Effective teaching skills

Unit 2: Classroom management, making rules, dealing with misbehavior

Unit 3: Cognitive and behavioral approaches to intervention

Unit 4: Intervention continuum

Unit 5: Management of violence and aggression

Module 4: Approaches to Instruction (9 hrs)

Unit1: Teacher centered approach: Characteristics, planning for teacher centered instruction

Unit2: Direct instruction, lectures and lecture discussion

Unit3: Accommodating learner diversity

Unit4: Learner centered approach: characteristics, planning for learner centered instruction

Unit5: Types of learner centered instruction

Module 5: Application of Perspectives (9 hrs)

Unit1: Classroom application of Piaget's theory

Unit2: Instructional application of Vygotsky

Unit3: Applying constructivism in teaching and learning

Unit4: Moral development

Unit5: Classroom structure

Module 6: Class room assessment (9 hrs)

Unit1: Purpose of class room assessment

Unit 2: Types of assessment

Unit3: Data collection methods

Unit4: Standardized and non-standardized assessments

Unit5: Ethical issues and responsibilities

To read

Theories of Piaget, Vygotsky, Kohlberg, Erikson,

Theories of motivation – behavioristic, cognitive and humanistic views

Recommended References

1. Eggen, P., & Kauchak, D. (1999). Educational Psychology. New Delhi: Prentice-hall of India Private Limited.
2. Woolfolk, A., (2012). Educational Psychology, 9th Ed. Pearson, India.
Airasian, P. (1997) Classroom assessment. New York: McGraw Hill.
3. Woolfolk, A., Misra, G, Jha, A.K. (2012). Fundamentals of Educational Psychology, 11th Ed. Pearson, India.
4. Wright, R. J. (2012). Introduction to school counseling. USA: Sage Publications, Inc.

PY3EC01TM Elective - PSYCHOLOGY IN CLASSROOM

	Part A 8/10 (1 weight)	Part B 6/8 (2 weight)	Part C 2/4 (5 weight)
Module I	1	2	-
Module II	2	1	1
Module III	2	1	1
Module IV	2	1	1
Module V	2	1	1
Module VI	1	2	-
Total	10	8	4

ELECTIVES FOR

SEMESTER IV

SEMESTER IV
Elective – CLINICAL PSYCHOLOGY
PY4EA02TM - PSYCHOTHERAPY

Total Credit-3

Lecture hours- 5 hrs p/w

OBJECTIVES:

- To introduce students to different types of psychotherapy
- To familiarize them with different techniques of psychotherapy

COURSE OUTCOMES:

CO1. Students gain understanding regarding the basic features of psychotherapeutic setting and identify the appropriate mode of therapy to be used in clinical settings.

CO2. Students will be equipped with the specific techniques used in each kind of therapy and work with eclectic or integrative approaches.

Module 1: Introduction to Psychotherapy (15 hrs)

Unit1: Definitions of Psychotherapy, Varieties of Psychotherapy: Supportive therapy, Re-educative Therapy, Reconstructive Therapy

Unit 2: Stages and Outline of Psychotherapy, Basic Ingredients of Psychotherapy

Unit 3: Psychotherapist and Psychotherapy client, Psychotherapeutic relationship

Unit 4: Eclectic and Integrative approaches

Unit 5: Research in Psychotherapy: How effective is Psychotherapy? Measuring Therapeutic Improvement.

Module 2: Psychoanalytic Psychotherapy (15 hrs)

Unit 1: Views about human nature, Goals, Therapeutic relationship, Psychoanalytic situation

Unit 2: Major Techniques - Free- association, Dream analysis, Freudian Slips, Analysis of Transference and Resistance, Interpretation, Countertransference

Unit 3: Phases—opening phase, regression, development of transference, working

through, resolution of transference, termination

Unit 4: Selection of patients for psychoanalysis

Unit 5: Applications and Evaluations Brief Psychodynamic therapies – historical roots, and techniques

Module 3: Humanistic Therapies (15 hrs)

Unit 1: Client-centered Therapy: Views about human nature, Goals of Psychotherapy, Therapeutic Relationship

Unit 2: Techniques of client-centered therapy – Empathy, Unconditional positive regard, Genuineness, Concreteness, Active listening, Reflection of feelings, Non-directedness

Unit 3: Gestalt Psychotherapy: Views about human nature, Key concepts, Goals of Psychotherapy, Therapeutic relationship

Unit 4: Techniques of Gestalt therapy - Focusing on the here and now, Dream work, Role play, Empty chair, Rules and Games

Unit 5: Application and evaluation of Humanistic therapies

Module 4: Existential Psychotherapy (15 hrs)

Unit 1: Overview of the Existential Viewpoint, Existential philosophy

Unit 2: Key concepts of Existential therapy-View of human nature, Capacity for self-awareness, Freedom and responsibility, the search for meaning, existential anxiety and guilt

Unit 3: The therapeutic process- goals of Existential Psychotherapy, Therapist's function and role

Unit 4: Therapeutic techniques and procedures- Logotherapy, Paradoxical Intention, De-reflection

Unit 5: Application and evaluation, Case Study

Module 5: Group therapy and Family Therapy (15 hrs)

Unit 1: Group therapy-Stages in the development of a group: Initial, Transition, Working, Final.

Unit 2: Psychodrama, Transactional analysis, Application and evaluation.

Unit 3: Family therapy-Family Assessment, Family life-cycle, Family Genogram,

Unit 4: Major Approaches and techniques used in: Systemic Family Therapy, Structural Family Therapy, Strategic Family Therapy

Unit 5: Behavioral and Cognitive-behavioural family Therapy, Application and Evaluation.

Module 6: Play therapy (15 hrs)

Unit 1: Play therapy: Goals for therapeutic process, phases of therapy

Unit 2: Catalyst for change, challenges to therapeutic process

Unit 3: Play therapy: Conceptual background, Play therapy room

Unit 4: Selecting appropriate media or activity, use of miniature animals, sand tray work, working with clay, drawing, painting, collage and construction

Unit 5: Other techniques- imaginary journey, books and stories, puppets and soft toys, imaginative pretend play, games.

Recommended References:

1. Bongar, B., &Beutler, E. L. (1995). Comprehensive Textbook of Psychotherapy Theory and Practice Oxford University Press
2. Brammer, M. L., &Shostrom, L. E. (1960). Therapeutic psychology Fundamentals of Counselling and Psychotherapy. Prentice Hall.
3. Coombs, R. (2005). Family Therapy Review. Lawrence Erlbaum Associates Publishers New Jersey.

4. Corey, G. (2009). Theory and Practice of Counseling and Psychotherapy (8th ed.). USA: Thomson Brooks/Cole.
5. Hecker, J. E. & Thorpe, G. L. (2011). Introduction to Clinical psychology: Science, practice, and ethics, 4th ed., India: Dorling Kindsley.
6. Nystul, S. M. (1993). The Art and Science of Counselling and Psychotherapy. Merrill Prentice Hall.
7. Pomerants, A. M. (2008). Clinical Psychology: Science, practice and culture, New Delhi: Sage publications
8. Russ, W. S., & Ollendick, H. T. (1999). Handbook of Psychotherapies with children and Families. Kluwer Academic/ Plenum Publishers.
9. Wolberg, R. L. (1967). The Technique of Psychotherapy. Grune & Stratton,
10. Wolman, B.B. (1965). Handbook of Clinical Psychology N.Y. McGraw Hill
11. Wolman, B. B. (1976). The Therapists' Handbook Treatment Methods of Mental disorders. Van Nostrand Reinhold Company

PY4EA02TM Elective - PSYCHOTHERAPY

	Part A 8/10 (1 weight)	Part B 6/8 (2 weight)	Part C 2/4 (5 weight)
Module I	2	2	-
Module II	2	1	1
Module III	1	2	1
Module IV	1	1	1
Module V	2	1	1
Module VI	2	1	-
Total	10	8	4

SEMESTER – IV

Elective – CLINICAL PSYCHOLOGY

PY4EA03TM SPECIALIZATION IN CLINICAL PSYCHOLOGY

Credits -3

Lecture hours – 5 hrs p/w

OBJECTIVES:

- To orient the student to the scope of clinical psychology
- To describe role of clinical psychology in promotion of mental health
- To understand the interface between clinical psychology and law

COURSE OUTCOMES:

CO1. The students will have an awareness about the areas where they can work as clinical psychologist.

CO2. They will also learn how to promote mental health and prevent mental illness.

CO3. Students will be aware of the laws related to mental health

Module 1: Clinical Psychology and Physical Health (15 hrs)

Unit 1: Clinical Psychology and Primary Care,

Unit 2: Clinical Health Psychology –Definitions, Biopsychosocial model, psychological factors affecting physical illness. Psychological interventions and Rehabilitation of chronic physical illness

Unit 3: Role of clinical psychologist in the general hospital setting,

Unit 4: Clinical Psychology and Physical handicap.

Unit 5: Clinical Psychologist as Psycho oncologist

Module 2: Clinical Psychology and Prevention of mental health problems (15 hrs)

Unit 1: Role of Clinical Psychology in prevention of Mental Disorders,

Unit 2: Relapse Prevention: Definitions of relapse and recurrence, models of relapse, clinical strategies to reduce relapse risks.

Unit 3: Promotion of Mental Health through building resilience in the community.

Unit 4: Public Health and Clinical Psychology.

Unit 5: Vocational rehabilitation for mentally challenged and people with chronic mental illness.

Module 3: Issues in Child and adolescent Mental Health (15 hrs)

Unit 1: Child Sexual Abuse and Maltreatment,

Unit 2: Role of clinical psychologist in adoption centers, orphanages,

Unit 3: Role of clinical psychologist in juvenile homes,

Unit 4: Clinical Psychologist as school Psychologist.

Unit 5: Adolescent issues, Clinical Psychologist in higher education institutions.

Module 4: Mental Health and Law (15 hrs)

Unit 1: Mental Healthcare Act 2017,

Unit 2: Role of psychologist in Forensic science –Expert witness, Competence to stand trial, Insanity defense, Civil commitment, facilitator in sentencing decisions, Child custody in divorce, Child abuse and neglect.

Unit 3: Criminal Psychologist and criminal profiling,

Unit 4: Role of Clinical psychologist in prison.

Unit 5: Mental health of destitute

Module 5: Research Methods in Clinical Psychology (15 hrs)

Unit 1: Quantitative versus Qualitative methods

Unit 2: Experimental method, Quasi experiments, Between group versus within group designs, Analogue designs, Correlational method, Case studies,

Unit 3: Meta-analysis,

Unit 4: Cross sectional versus Longitudinal designs. Prospective and Retrospective studies.

Unit 5: recent trends – mixed methods research

Module 6: Way Forward (15 hrs)

Unit 1: Public Health and Clinical Psychology, Role in Policy building,

Unit 2: Geriatrics and Clinical Psychology, Gender Issues and Clinical Psychology,

Unit 3: Clinical psychology and defence.

Unit 4: Clinical Psychologist in Industrial setting,

Unit 5: Role of clinical Psychologist in Sports

Recommended References

1. Hecker, J. E. & Thorpe, G. L. (2011). Introduction to Clinical psychology: Science, practice, and ethics, 4th ed., India: Dorling Kindsley.
2. Korchin, J. S. (2004). Modern Clinical Psychology: Principles of Intervention in The Clinic and Community. CBS Publishing.
3. Pandey, R.S., & Advani, L., 1995. Perspectives in Disability and Rehabilitation. Vikas Publishing House, New Delhi.
4. Pomerantz, A. M. (2008). Clinical Psychology: Science, Practice and Culture, New Delhi: Sage publications
5. Rakesh Agarwal, Lal Advani & Rajinder Raina. Handbook on Disability Rehabilitation. Viba Press Pvt. Ltd., New Delhi.
6. Wolman, B.B. (1965). Handbook of clinical psychology, N.Y: McGraw Hill INC.

PY4EA03TM Elective - SPECIALIZATION IN CLINICAL PSYCHOLOGY

	Part A 8/10 (1 weight)	Part B 6/8 (2 weight)	Part C 2/4 (5 weight)
Module I	2	2	-
Module II	2	1	1
Module III	1	1	1
Module IV	2	1	1
Module V	2	1	1
Module VI	1	2	-
Total	10	8	4

SEMESTER – IV

Elective – ORGANIZATIONAL BEHAVIOR

PY4EB02TM - HUMAN RESOURCE DEVELOPMENT

Credits -3

Lecture hours – 5 hrs p/w

OBJECTIVES:

- To provide foundation on the basics of human resource Development.
- To train the students in the various theoretical and
 - To help students understand practical aspects of motivation, quality of work of HRD
 - To focus on development of various intervention techniques.

COURSE OUTCOMES:

CO1. Student will be able to conduct training programmes for employees and managerial staff.

CO2. Student should be able to support organizations in personnel selection.

CO3. Student should be able to work as a Human Resource Specialist/ Personnel Manager in organizations.

Module1: Introduction to Human Resources Management (15 hrs)

Unit 1: Definition, Need for HRM, functions and Activities of HRM,

Unit 2: Duties of H R Manager, HRM in India,

Unit 3: Process of strategic Human Resource Management,

Unit4: Legal consideration and Employee rights – Equal employment opportunity
Employment law in India, Employee right and Ethical issues.

Unit 5: Globalization- causes and impact. Note - Discuss case studies related to a). Off shoring, b) Mergers and acquisitions

Module 2: Procurement of Human Resources (15 hrs)

Unit 1: Recruitment and Selection process- Planning and forecasting, Effective recruitment,

Unit 2: Internal sources of recruitment, External sources of recruitment, Interview

Unit 3: Human resource selection processes and steps – increasing the pool of potentially qualified applicant selection devices.

Unit 4: Selection and placement decisions, single predictor, multiple predictor and Assessment Centre approach.

Module 3: Personnel Training and Development (15 hrs)

Unit 1: Determining training needs, Establishing goals and objectives.

Unit 2: Training, learning and motivation.

Unit 3: Designing training and development activities.

Unit 4: Training methods.

Unit 5: Management development; Evaluation of training programmes, Factors for successful training activities.

Module 4: Career Planning and Management (15 hrs)

Unit 1: Career management- Career planning and development.

Unit 2: Roles in career development, Career development initiatives.

Unit 3: Managing promotions and transfers,

Unit 4: Diversity and career management.

Unit 5: Retirement.

Module 5: Maintaining Work Force (15 hrs)

Unit 1: Compensation and Administration: Total compensation – Wages, salary, Bonus, and performance-based pay.

Unit 2: Types of incentive plans. Indirect compensation – Legal and environmental impact on in direct compensation.

Unit 3: Protection procedures – Administrative issues – benefits of indirect compensation.

Unit 4: Employee fringe benefits and social security – Employee benefits – types and objectives.

Unit 5: Quality of work life. Workers participation in Management.

Unit 6: Organizational counseling – Psychological Testing and diagnostic in organizations – Types of tests, factors effecting psychological tests results, use of tests in counseling, tests interpretation and diagnosis in counseling, scope and limitation of testing and diagnosis in organizational settings.

Unit 7: Employee Assistance programmes.

Module 6: Preparation and Implementation of Training Modules (15 hrs)

Unit 1: Enhancing self-efficacy

Unit 2: Understanding attribution styles,

Unit 3: Identifying needs and motives,

Unit 4: Enhancing interpersonal skills. (Not for Examination. Assessment based on the preparation of training modules by students)

Recommended References

1. Aamodt, M.G. (2014). Applying Psychology to work. Wadsworth Cengage learning, Singapore
2. Dessler, G. and Varkkey, B. (2013). Human Resource Management (12th edn). New Delhi, Dorling Kindersley India Pvt. Ltd,
3. Tapomoy Deb (2006). Strategic Approach to Human Resources Management; Concepts, Tools Application. New Delhi; Atlantic Publishers and Distributors.
4. Torrington, D., Hall, L., Taylor, S., & Atkinson, C. Human Resource Management. (9th edn.). United Kingdom, Pearson education ltd.
5. Dessler, G. (2007). Human Resource management. (10th ed) New Delhi: Prentice Hall. Rao, V. S. P. (2005). Human Resource Management (2nd ed) . New Delhi: Excell books

PY4EB02TM Elective - HUMAN RESOURCE DEVELOPMENT

	Part A 8/10 (1 weight)	Part B 6/8 (2 weight)	Part C 2/4 (5 weight)
Module I	1	2	-
Module II	2	1	1
Module III	2	1	1
Module IV	2	1	1
Module V	2	2	-
Module VI	1	1	1
Total	10	8	4

SEMESTER – IV

Elective – ORGANIZATIONAL BEHAVIOR

PY4EB03TM CONSUMER BEHAVIOR AND ADVERTISING PSYCHOLOGY

Credits - 3

Lecture hours – 5 hrs p/w

OBJECTIVES:

- To develop an understanding of consumer behavior from a variety of perspectives (multicultural, multidisciplinary, etc.)
- To develop an understanding of peoples' consumption-related behaviors and to develop and evaluate marketing strategies intended to influence those behaviors.

COURSE OUTCOMES:

CO1. Student will be able to apply the principles of psychology in the field of advertising

Module 1: Introduction to Consumer Behavior (15 hrs)

Unit 1: What is consumer behavior? Need for studying consumer Behaviour, who is a consumer?

Unit 2: Types of consumption behavior,

Unit 3: Factors influencing a product choice,

Unit 4: Acquisition, consumption and disposition of products,

Unit 5: Marketing strategy and consumer Behaviour.

Module 2: Perspectives toward the Study of Consumer Behavior (15 hrs)

Unit 1: Satisfying the wants and needs of a marketer, How to become a better consumer

Unit 2: Influences on consumer behavior: Intrinsic: Individual, internal influence factors: personality, motivation, beliefs, attitudes, etc. and

Unit 3: Extrinsic: External factors of influence: group influences, such as culture, family, social class, reference group,

Unit 4: Environmental and situational factors, such as time of day, temperature, etc.

Unit 5: Life style Segmentation.

Module 3: Understanding Consumers and Market Segments (15 hrs)

Unit 1: Marketing, selling and buying behaviour,

Unit 2: Views of the market and alternative marketing strategies.

Unit 3: Usage segmentation. Benefit segmentation.

Unit 4: Product positioning, Forming attitudes,

Unit 5- Yielding to advertising- Persuasion and attitude change

Module 4: Advertising and Buying Behavior (15 hrs)

Unit 1: Definition, Dimensions of advertising

Unit 2: Effects of advertising.

Unit 3: Classification of advertising.

Unit 4: Functions & effects of advertising.

Unit 5: The economic impact of advertising.

Unit 6: Attitude behaviour relationship.

Module 5: Perception Process, Attention Interpretation, Information Processing & Attitude Change (15 hrs)

Unit 1: EIM model, Central Vs Peripheral routes to persuasion.

Unit 2: Consumer knowledge and memory, memory models,

Unit 3: Cognitive response model, cognitive structure model.

Unit 4: Tri-component model of attitudes

Unit 5: The exposure effect

Module 6: Compliance beyond Persuasion (15 hrs)

Unit 1: Social influence and compliance without pressure.

Unit 2: Reciprocity Principle.

Unit 3: Commitment/consistency Principle.

Unit 4: Social validation, liking & authority

Unit 5: Scarcity and confusion

Activity based assignment

Evaluating an Advertisement, Designing an Advertisement

Recommended References

1. Khan, M. (2006). Consumer behaviour and Advertising Management. New Delhi, New age International Publishers.
2. Fennis, B. M., &Stroebe, W. (2010). The Psychology of advertising, New York, Psychology press.
3. Noel, H. (2009). Consumer Behaviour.SA, AVA publishing.
4. Aaker, D. A. and. Myers, J. G.(1987). Advertising management, (3rded). Prentice – Hall, International Editions.
5. Burnett, and Moriarty, S. (2006). Advertising principles and practice. Prentice Hall Schiffman,
6. Kanuk, and Hansen (2008), Advertising: Principles and Practice, (7th ed).
7. William Wells, John Schittman, L.G. and Kannk, L. L. (2000). Consumer behaviour, (7th ed). New Delhi: Prentice Hall of India (Pvt) Ltd.

**PY4EB03TM - CONSUMER BEHAVIOR AND ADVERTISING
PSYCHOLOGY**

	Part A 8/10 (1 weight)	Part B 6/8 (2 weight)	Part C 2/4 (5 weight)
Module I	1	1	1
Module II	2	1	1
Module III	2	1	1
Module IV	2	2	-
Module V	2	2	-
Module VI	1	1	1
Total	10	8	4

SEMESTER IV
Elective – EDUCATIONAL PSYCHOLOGY

PY4EC02TM PSYCHOLOGY OF DIFFERENTLY ABLED

Credits -3

Lecture hours – 5 hrs p/w

OBJECTIVES:

- To understand children who are differently abled.
- To identify the risk factors and causal factors of disabilities.
- To explore and understand the different remediation and rehabilitation process involved in the field of such disability.

COURSE OUTCOMES:

CO1. Learner will develop the skill to assess and understand the needs of differently abled students and provide effective intervention

Module 1: Introduction to differently abled (Exceptional Learners) (15 hrs)

Unit 1: Concept of Impairment, Disability, Handicap, Inability,

Unit 2: Concept of Special education: Objectives, Needs,

Unit 3: Inclusive Education: Scope, importance and Application,

Unit 4: Mainstreaming: Scope, components and efficacy,

Unit 5: Evaluation and identification of exceptional learners, Concept of Individualized Education Plan

Module 2: Learners with Intellectual and Developmental Disabilities (15 hrs)

Unit 1: Definition and Identification of learners with intellectual and developmental disabilities

Unit 2: Psychological and behavioural characteristics of learners with intellectual and developmental disabilities

Unit 3: Educational Considerations for learners with intellectual and developmental disabilities

Unit 4: Assessment of Progress of learners with intellectual and developmental disabilities

Unit 5: Early intervention for learners with intellectual and developmental disabilities

Module 3: Learners with Learning Disabilities (15 hrs)

Unit 1: Definition and Identification of learners with learning disabilities

Unit 2: Psychological and behavioural characteristics of learners with learning disabilities

Unit 3: Educational Considerations for learners with learning disabilities

Unit 4: Assessment of Progress of learners with learning disabilities

Unit 5: Early intervention for learners with learning disabilities

Module 4: Learners with Attention Deficit Hyperactivity Disorder (15 hrs)

Unit 1: Definition and Identification of learners with Attention Deficit Hyperactivity Disorder

Unit 2: Psychological and behavioural characteristics of learners with Attention Deficit Hyperactivity Disorder

Unit 3: Educational Considerations for learners with Attention Deficit Hyperactivity Disorder

Unit 4: Assessment of Progress of learners with Attention Deficit Hyperactivity Disorder

Unit 5: Early intervention for learners with Attention Deficit Hyperactivity Disorder

Module 5: Learners with Behavioral Disorders (15 hrs)

Unit 1: Definition and Identification of learners with behavioral disorders

Unit 2: Psychological and behavioral characteristics of learners with behavioral disorders

Unit 3: Educational Considerations for learners with behavioral disorders

Unit 4: Assessment of Progress of learners with behavioral disorders

Unit 5: Early intervention for learners with behavioral disorders

Module 6: Learners with Autism Spectrum Disorders (15 hrs)

Unit 1: Definition and Identification of learners with autism spectrum disorders

Unit 2: Psychological and behavioural characteristics of learners with autism spectrum disorders

Unit 3: Educational Considerations for learners with autism spectrum disorders

Unit 4: Assessment of Progress of learners with autism spectrum disorders

Unit 5: Early intervention for learners with autism spectrum disorders

To read: Legal considerations in special education.

Activity based assignment: (Mandatory for internal assessment)

Visits to centers with exceptional learners Prepare an IEP program for a single case. Prepare a power point presentation for addressing parents who have children with disability.

Recommended References:

1. Hallahan, D., & Kauffman, J. (1994). *Exceptional Children*. MA: Allyn & Bacon.
2. Farrell, M. (2009). *Foundations of Special Education: An introduction*. Chichester: Wiley Blackwell.
3. Hoff, E. (2008). *Language development*. CA: Thomson Learning
3. Tolmie, A. (2011). *Educational Psychology: Research on cognitive and biological factors*. Edited: Davey, G. *Applied Psychology*. UK: Blackwell

PY4EC02TM Elective - PSYCHOLOGY OF DIFFERENTLY ABLED

	Part A 8/10 (1 weight)	Part B 6/8 (2 weight)	Part C 2/4 (5 weight)
Module I	2	2	-
Module II	1	1	1
Module III	2	1	1
Module IV	2	1	1
Module V	1	2	1
Module VI	2	1	-
Total	10	8	4

SEMESTER IV

Elective – EDUCATIONAL PSYCHOLOGY

PY4EC03TM COUNSELING IN SCHOOL SETTING

Credits -3

Lecture hours – 5 hrs p/w

OBJECTIVES:

To make students understand the role of counselling in schools

To sensitize students about the varied issues in schools and methods of handling them

COURSE OUTCOMES:

CO1. Students will equip themselves in handling various issues of students in schools and provide appropriate counselling

Module 1: School counseling – an introduction (15 hrs)

Unit 1: Meaning and purpose of school counselling

Unit 2: Evolution of school counselling,

Unit 3: The role of counsellors in different grades,

Unit 4: The importance of counselling and conducting programmes and services,

Unit 5: The developmental approach to counseling- thinking, feeling and relating

Unit 6: Essential developmental skills.

Module 2: Child and adolescent issues and concerns (15 hrs)

Unit 1: Underachievement, bullying and gangs in schools,

Unit 2: School violence, substance abuse, sexual harassment, child and adolescent suicide,

Unit 3: Role of counsellor in tackling the issues. Understanding the mental health needs of children and adolescents,

Unit 4: School counsellors as mental health professionals, mental health vs. mental illness,

Unit 5: Anxiety disorders, Mood disorders, ADHD, Autism, Disruptive disorders, Eating disorders

Unit 6: Diagnosis and treatment of disorders.

Module 3: Consulting with parents, teachers and support personnel (15 hrs)

Unit 1: School as community

Unit 2: Consultation and benefits of consultation

Unit 3: Parent-teacher relationship

Unit 4: Prevention of stress and intervention for families under stress.

Module 4: Models and approaches in school counseling (15 hrs)

Unit 1: Adler's theories in school counseling- Adlerian concepts

Unit 2: Behaviorism-operant conditioning

Unit 3: Roger's person-centered school counseling- non-directive counselling, congruence

Unit 4: Ellis's Rational Emotive Behaviour Therapy- irrational thinking

Unit 5: Beck's Cognitive behavior therapy in school counseling- methods of CBT

Module 5: Counseling in schools (15 hrs)

Unit 1: Implementation of counseling in schools

Unit 2: Solution – focused counseling

Unit 3: The efficacy of small group counseling in schools

Unit 4: Types of counseling groups

Unit 5: Conducting psychoeducational groups to enhance social, emotional and cognitive skills.

Activity Based Assignment

Identify at least five cases and make a verbatim report on each.

Recommended References

1. Thompson, R. A. (2002). School counselling: Best practices for working in the schools. (2nd ed.) New York: Brunner-Routledge Publications.
2. Wright, R. J. (2012). Introduction to school counselling. USA: Sage Publications, Inc.

PY4EC03TM Elective - COUNSELING IN SCHOOL SETTING

	Part A 8/10 (1 weight)	Part B 6/8 (2 weight)	Part C 2/4 (5 weight)
Module I	2	2	-
Module II	2	1	1
Module III	2	2	1
Module IV	2	1	1
Module V	2	2	1
Total	10	8	4