

# **PROGRAMME STRUCTURE AND SYLLABUS**

## **MASTER OF SCIENCE**

### **PSYCHOLOGY**

**(UNDER MAHATMA GANDHI UNIVERSITY PGCSS REGULATIONS 2019)**



**EXPERT COMMITTEE IN PSYCHOLOGY (PG)  
MAHATMA GANDHI UNIVERSITY KOTTAYAM**

**2019 - 20 ADMISSIONS ONWARDS**

**THE EXPERT COMMITTEE FOR PSYCHOLOGY SYLLABUS REVISION (PG)**

**Chairperson:** Fr. Johnson Joseph CST, Asst. Professor, K.E. College Mannanam, Kottayam

**Members:**

1. Dr. Manikandan K, Associate Professor & Chairman, BOS Psychology (UG)
2. Dr. Malini R. Asst. Professor, U.C. College Aluva
3. Dr. Seena Mathai, Asst. Professor, U.C. College Aluva
4. Dr. Neelima Renjith, Asst. Professor, U.C. College Aluva
5. Dr. Vidhya Ravindranadan, Asst. Professor, U.C. College Aluva
6. Ms. Syna Soosan Abraham, Asst. Professor, U.C. College Aluva
7. Dr. Mary Kutty P.J, Asst. Professor, U.C. College Aluva
8. Mrs. Shema Elizabeth Koor, Asst. Professor, U.C. College Aluva
9. Ms. Jesline Maria Martin Mamen, Asst. Professor, K.E. College Mannanam, Kottayam
10. Ms. Chinchu Rani Vincent, Asst. Professor, K.E. College Mannanam, Kottayam

## ACKNOWLEDGEMENT

We, the Expert Committee (PG), for Psychology syllabus revision, MG University are extremely happy to introduce the revised curriculum for M.Sc. Psychology programme. The new curriculum will be applicable with effect from 2019–20 academic year onwards. This work is a synergistic product of many minds and is the result of interdependence and not of independence. At the very outset, we express our heartfelt thanks to all those who have contributed to this noble venture.

. We are extremely grateful to Dr. Sabu Thomas, the honourable Vice Chancellor of MG University, for his inspiration and able leadership which made us more committed to finish the task well in time. We express our deepest sense of gratitude to the Syndicate of MG University for their goal-oriented management style, continuous follow up, constant inspiration and the readiness to listen. We are fortunate to have a very vibrant syndicate member, Sri. V S Praveen Kumar as the convener of Curriculum and Syllabus Revision committee. He is the source of energy and the connecting link with the University. We are so happy to express our thanks to Sri Praveen Kumar for his support. We also express our sincere gratitude to Dr. Bismi Gopalakrishnan, the Syndicate member in charge of Psychology Syllabus revisions workshop.

We are deeply thankful to the administrative staff of the MG University for their support from the very beginning of this task.

We express our sincere thanks to Dr. Manikandan, BOS Chairman of UG Psychology programme of MG University who constantly directed and guided the syllabus revision processes. We are indebted to all the teachers, especially guest teachers from Kristu Jyothi, Changanacerry, KE College Mannanam and MES College Marampilly who have participated in the curriculum revision workshop and contributed a lot.

We also express our sincere thanks to the Resource Person of the workshop Dr Justine K. for his guidance and support. Our sincere gratitude is expressed to students and eminent persons from academia who gave feedback and suggestions on the syllabus and curriculum.

**Chairperson and Members-  
Expert Committee for Psychology (PG)**

## TABLE OF CONTENTS

SL.NO	PARTICULARS	PAGE NO.
1	Scheme and Structure	5
2	First Semester Course	9
3	Second Semester Course	22
4	Third Semester Course	37
5	Fourth Semester Course	57
6	Internship	77
7	Dissertation	78

## **SCHEME AND STRUCTURE OF M.SC. PSYCHOLOGY DEGREE PROGRAM**

(Mahatma Gandhi University Regulations PGCSS2019 from 2019-20 Academic Year)

### **1. Aim of the Program**

The broad aim of the program is to provide a comprehensive and in depth theoretical and practical understanding of psychology. The masters programme is designed with an outcome based approach in teaching learning process. One who undergoes the programme is expected to acquire professional competency in the field of psychology. The professional programme is designed to prepare students for employment or to be a competitive applicant for doctoral programs

### **2. Eligibility for Admissions**

A candidate who has passed B.A/B.Sc. Psychology, approved by M G University with a minimum of 50 % are 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.

### **3. Duration of the Programme**

The programme shall be spread over four semesters with each semester having a duration of 90 days

### **4. Medium of Instruction and Assessment**

The medium of instruction shall be English. There shall be continuous assessment of the students on an internal basis based on the provisions of the Regulations and end semester examinations conducted by University. The final assessment shall be based on both the above components in accordance with the provisions of the Regulations

### **5. Faculty under which the Degree is Awarded**

The Degree is awarded under the Faculty of Science.

### **6. Specializations offered, if any**

Three Streams of Electives are offered of which the students can select one stream. All the courses of the particular stream selected have to be taken by the student. The elective stream is spread over semester three and four with two courses each in both these semesters. The Streams offered as electives are (1)Clinical Psychology, (2)Educational Psychology and (3) Organizational Behavior

### **7. Note on compliance with the UGC Minimum Standards for the conduct and award of Post Graduate Degrees**

The programme is offered in accordance with the UGC Minimum Standards for the conduct and award of Post Graduate Degrees. The student has to secure 80 credits to complete the programme successfully.

## 8. Programme Outcome

M.Sc. Psychology degree programme offered by University is outcome based and the specific outcomes expected are as follows:

PO 1	Equip and enable the students through providing conceptual understanding of psychology
PO 2	Fostering ability to engage in life long learning , demonstrating empathetic social concern, contributing to the development of nation, by making sue of awareness gained on various issues
PO 3	Enhancing the horizon of knowledge so as to enable the learners to carry out qualitative research and pursue academic or professional careers.
PO 4	Developing problem analysis skills and knowledge and applying the same in real life situation.
PO 5	Using research knowledge and aptitude acquired in the course of study for solving socially relevant problem
PO 6	Professionalize psychology through providing and familiarizing the recent trends and advances in psychology

## 9. Programme Specific Outcome

PSO 1	Inculcate theoretical knowledge of psychological principles and experiments
PSO 2	Imparting advanced knowledge and skills and provide awareness regarding the latest development in the field of psychology
PSO 3	Acquisition of expertise in specialized fields like clinical psychology, educational psychology and industrial psychology
PSO 4	Provide a sound knowledge about the psychometric tools and assessment
PSO 5	Enable the students to administer and analyze the various psycho therapies and treatment methods
PSO 6	Facilitating learner to pursue career in professional areas of psychology
PSO 7	Develop a scientific attitude, knowledge about cognitive processes that govern human behavior and be able to communicate the understanding in simple and scientific language.
PSO 8	Enhance the professional skill of the student

## 10 Name of Electives

Group 1	Clinical Psychology
Group 2	Educational Psychology
Group 3	Organizational Behaviour

## PROGRAM STRUCTURE & SYLLABUS

### 10. THE PROGRAM STRUCTURE

Course Code	Title of the Course	Type of the Course	Hours per week	Credits
<b>FIRST SEMESTER</b>				
PY010101	Cognitive Psychology	Core	4	4
PY010102	Personality and Personal Development	Core	4	4
PY010103	Psychopathology	Core	4	4
PY010104	Psychometry	Core	3	4
PY010105	Psychological Assessment (Practical)	Core	10	3
	<i><b>Total for Semester</b></i>		<b>25</b>	<b>19</b>
<b>SECOND SEMESTER</b>				
PY010201	Psychology of Intelligence, Learning and Motivation	Core	4	4
PY010202	Health Psychology	Core	4	4
PY010203	Research Methodology	Core	3	4
PY010204	Positive Psychology	Core	4	4
PY010205	Field work (Practical)	Core	10	2
	Activity Based Assignments			2
	<i><b>Total for Semester</b></i>		<b>25</b>	<b>20</b>
<b>THIRD SEMESTER</b>				
PY010301	Neuropsychology	Core	4	4
PY010302	Counselling	Core	4	4
PY010303	Cognitive and Behaviourally Oriented Therapies	Core	4	4
PY800301		Elective	3	4
PY801301		Elective		
PY802301		Elective		
PY010304	Neuropsychological Assessment (Practical)	Core	10	3
	<i><b>Total for Semester</b></i>		<b>25</b>	<b>19</b>
<b>FOURTH SEMESTER</b>				
PY010401	Contemporary Social Issues and Role of Psychology In Social Engineering	Core	5	4
PY010402	Training Program for Mental Health Promotion	Core	5	4
PY800402		Electives	5	3
PY800403		Electives		3
PY810402		Electives		
PY810403		Electives		
PY820402		Electives		
PY820403		Electives		
	<b>Practical</b> – Case study based on internship		10	4
	Project/ Dissertation			2

	Viva voce			2
	<b>Total for Semester</b>		<b>25</b>	<b>22</b>
<b>TOTAL CREDIT</b>				<b>80</b>

<b>SEMESTER</b>	<b>ELECTIVE I CLINICAL PSYCHOLOGY</b>	<b>ELECTIVE II EDUCATIONAL PSYCHOLOGY</b>	<b>ELECTIVE III ORGANIZATIONAL BEHAVIOUR</b>
III	PY800301 Clinical Psychology and Assessment	PY801301 Psychology in Classroom	PY802301 Advanced Organizational Behaviour
IV	PY800402 Psychotherapy	PY810402 Psychology of Differently Abled	PY820402 Human Resource Development
IV	PY800403 Specializations in Clinical Psychology	PY810403 Counselling in School Setting	PY820403 Consumer Behaviour and Advertisement Psychology



## SEMESTER I COURSES

### PY010101 COGNITIVE PSYCHOLOGY

#### OBJECTIVES:

To understand history of scientific Psychology and contributions of prominent scientists.

To be able to design a psychological experiment.

To apply the study of cognitive processes to everyday life.

#### LEARNING OUTCOMES

Student would develop a scientific attitude, knowledge about cognitive processes that govern human behavior and be able to communicate the understanding in simple and scientific language.

#### Module 1: Introduction to Cognitive Psychology

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 (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

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

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

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, Weibull's law, Stevens's power law, signal detection theory and ROC curve.

#### **Module 4: Memory**

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**

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-behaviourism, 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)**

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 (3<sup>rd</sup> edition)* London: South-Western Cengage Learning.
- Braisby, N. & Jellatly, A. (2012). *Cognitive Psychology*. U. K.: Oxford University Press.
- Matlin, 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

## **PY010102 PERSONALITY AND PERSONAL DEVELOPMENT**

### **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

### **LEARNING OUTCOMES**

Student would be able to understand critical stages of personality development analyze dynamics and inner motives of self and others and 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.

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:**

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**

Unit 1: Skinner, Unit 2: Dollard & Miller, Unit 3: Rotter, Unit 4: Bandura.

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

### **Module 4: Humanistic and existential perspective:**

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:**

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**

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:**

Frager, R. & Fadiman, J.(2007). *Personality and Personal Growth*. Pearson Education,Inc.

Hall, S.C., Lindsey, G. & Campbell, J.B. (1998)*Theories of personality*. Wiley India(P) Ltd.

Hjelle, L. A. & Zeigler, D. J. (1992). *Personality theories: basic assumption, research and applicatios*. McGraw –Hill.

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.

## PY010103 CLINICAL PSYCHOPATHOLOGY

### 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

### LEARNING OUTCOME

Students will be equipped to make provisional diagnosis and psychopathology formulation of a case. They also become aware of management of various mental disorders

#### **Module 1: Classificatory Systems and Neurodevelopmental Disorders**

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

Unit 2: Conceptualizing childhood psychopathology: Behavioural deficit and behavioural 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**

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, Behaviour therapy, Cognitive behaviour 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**

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 Behavioural 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**

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**

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-Behavioural theories, Management.

## **Module 6: Substance Related Disorders and Neurocognitive disorders:**

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 (7<sup>th</sup> 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 (9<sup>th</sup> Edition). New Delhi: B.I. Waverly

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

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

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



## **PY010104 PSYCHOMETRY**

### **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

### **LEARNING OUTCOMES**

1. The student will be able to understand the nature and characteristics of measurement in psychology and distinguish between testing and assessment
2. The student will be able to choose appropriate data collection techniques in different assessment settings
3. The student will be able to construct an appropriate test for collecting data based on local demands
4. The student will be able to understand the different aspects to be taken into consideration for the standardization of a test.
5. The student will be able to carry out assessment considering ethical issues involved in psychological testing
6. The student will be able to use tests manually and using computers in research

### **Module 1: Basics of Assessment**

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**

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

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

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

Unit 4: Behavioural 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**

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**

Unit 1: Reliability: Meaning and significance.

Unit 2: Types of reliability- Test retest, Alternate forms, Split half, Coefficient alpha, KR-20, Inter-scoring 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**

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**

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, Occupational Uses of tests.

Unit 3: Testing in Clinical and counselling settings- Intelligence tests, neuro psychological assessment, Behavioural 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* (7<sup>th</sup>ed.). England: Pearson Education Limited
2. Anasthasi, A., &Urbina S.(2017). *Psychological testing* (7<sup>th</sup>ed.). India: Pearson India Education services Pvt. Ltd.
3. Singh, A. K. (2016). *Tests, measurements and research methods in behavioral sciences*(5<sup>th</sup> ed.). Patna: BharatiBhawan Publishers.
4. Husain, A. (2012). *Psychological Testing*. India: Dorling Kindersley India Pvt Ltd.
5. Kaplan, R. M., &Sacuzzo, D. P (2005) *Psychological testing* (3<sup>rd</sup> 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 Behavioural assessment*. New York, John Wiley & Sons, Inc.

## **PY010105 PSYCHOLOGICAL ASSESSMENT (PRACTICAL)**

### **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

### **LEARNING OUTCOMES**

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 based on characteristics 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 standardizing 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 IIPY010201 PSYCHOLOGY OF INTELLIGENCE, LEARNING, MOTIVATION AND EMOTION**

## **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.

## **LEARNING OUTCOMES**

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

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

Unit 2: Drive, incentive & purposive behaviour: neo-behaviourists- 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**

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**

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**

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**

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)**

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:**

- 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.
- Hayes, N. (2000). *Foundations of Psychology (3<sup>rd</sup> edition)* London: South-Western Cengage Learning.
- 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.
- Mowrer, R.R. & Klein, S.B. (2000). *Contemporary Learning Theories*. USA: Lawrence Erlbaum Asso, Inc.
- Petri, H.L. (1991) *Motivation: Theory, Research and Applications*. USA: Wordsworth Publishing Company.



## **PY010202 HEALTH PSYCHOLOGY**

### **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 biopsychosocial correlates of illness from Health Psychologist's perspective

### **LEARNING OUTCOMES:**

Students will be well aware of mind-body relationship, human immune functioning, relevance of healthy life style, role of coping mechanisms, stress management, etc. They will be able to take up the role of Health Psychologist.

### **Module 1: Introduction to Health Psychology**

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 behavioural approaches to health behavior change,

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

### **Module 2: Psychoneuroimmunology**

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**

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**

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**

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**

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 Behaviours: Benefits of exercise, accident prevention, cancer related health behaviours, 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

## **PY010203 RESEARCH METHODOLOGY**

### **OBJECTIVES:**

To provide foundation on the basics of research methods in Psychology

To sensitize students on the importance of scientific research and ethical issues

### **LEARNING OUTCOME**

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

### **Module 1:Scientific research**

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**

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**

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**

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, Audio-visual 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**

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**

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:**

Gravetter, F.J. &Forzano, L.B. (2012). *Research methods for the behavioural sciences (4<sup>th</sup> ed.)*. NY: Linda Schreiber-Ganster

Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed methods approaches (4<sup>th</sup>ed)*. Thousand Oaks, California: SAGE Publications.

Singh, A. K. (2016). *Tests, measurements and research methods in behavioral sciences(5<sup>th</sup> ed.)*. Patna: BharatiBhawan Publishers.

Flick, U. (2010). *Introduction to Qualitative Research (4<sup>th</sup> ed.)*. New Delhi: Sage Publications.

Garret, H. E. (2005). *Statistics in Psychology and Education*. New Delhi: Paragon International.

Krishna Swamy, O. P. (1993). *Methodology of research in Social Sciences*. Himalaya Publishing house.

Kothari, C. R. (1998). *Research Methods and techniques*. New Delhi: Wiley Eastern.

Miles, J. (2001). *Research Methods and Statistics*. Exeter, Crucial.

Race, N., Kemp, R., &Snelgar, R. (2009). *SPSS for Psychologists (4<sup>th</sup> ed.)*. Palgrave: Macmillan.

## **PY010204 POSITIVE PSYCHOLOGY**

### **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.

### **LEARNING OUTCOMES**

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**

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**

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**

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: Socioemotional Selectivity

Unit 7: Emotional Storytelling

#### **Module 4: Cognitive Approaches**

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 well-being, Collective hope

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

#### **Module 5: Interpersonal Approaches**

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**

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* (2<sup>nd</sup> 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* (3<sup>rd</sup> Edition). New Delhi: Sage Publications.

### **Recommended Reading**

- Csikszentmihalyi, M. (2002). *Flow: The Classic Work on How to Achieve Happiness*. London: Rider.
- Diener, E. (2000). Subjective Wellbeing: The Science of Happiness and A Proposal for A National Index. *American Psychologist*, 55, 34-43.
- Emmons, R.A., & Crumpler, C.A. (2000). Gratitude as a human strength: Appraising the evidence. *Journal of Social & Clinical Psychology*, 19, 56-69.
- 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.
- Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin*, 131, 803-855.
- Lyubomirsky, S. (2007). *The How of Happiness: A New Approach to Getting the Life You Want*. New York: Penguin Press.



- Peterson, C. (2000). The future of optimism. *American Psychologist*, 55, 44-55.
- Seligman, M.E.P., & Csikszentmihalyi, M. (2001). Positive Psychology: An introduction. *American Psychologist*, 55, 5-14.
- Seligman, M.E.P., Steen, T.A., Park, N., & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. *American Psychologist*, 60, 410-421.
- Seligman, M. E. P. (2011). *Flourish: A Visionary New Understanding of Happiness and Well-being*. New York: Free Press.
- Seligman, M. E. P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. New York: Free Press.

## PY010205 FIELD WORK (PRACTICAL)

### OBJECTIVES:

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

### LEARNING OUTCOMES

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*

#### **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 Onventory
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 practicals to be reported in the practical record for evaluation*

**Activity based assignment (first and second 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**

### **Activities**

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.

For each subject the students have to produce separate reports. Apart from the ABA mentioned in first and second semesters student during the course of the entire programme can also do any of the following under ABA. Activity Based Assignments will be evaluated during the second 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

## **SEMESTER III PY010301 NEUROPSYCHOLOGY**

### **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

### **LEARNING OUTCOME**

Students will be equipped to differentiate between neurological deficits associated with normal aging and brain dysfunction, will be able to localize brain dysfunction associated with cerebral trauma

### **Module1: Neuropsychology – Basic Concepts**

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**

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**

Unit 1: Basic Anatomy of frontal lobe

Unit 2: Frontal lobe syndrome, strategy application disorder, prospective remembering, confabulation, utilization behaviour, 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**

Unit 1: Basic Anatomy of temporal lobe

Unit 2: Auditory perception, Visual perception, Olfactory function

Unit 3: Behavioural 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**

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**

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, Behavioural 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**

Darby, D., & Walsh, K. (2005). *Walsh's Neuropsychology. A Clinical Approach, Fifth edition.*  
UK:Elsevier.

Kolb, B., &Whishaw, I. Q. (2003). *Fundamentals of Human Neuropsychology, Fifth edition.*

Schneider, A. M., &Tarshis, B. (1986). *Introduction to Physiological Psychology, Third edition.*  
New York: Random House

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



## **PY010302 COUNSELLING PSYCHOLOGY**

### **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

### **LEARNING OUTCOMES:**

Students will be equipped with major counseling skills, 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**

Unit1: Definition and Scope of counselling,

Unit2: Related concepts: Case work, Anecdotal methods, Cumulative records, Guidance. Difference between counselling and psychotherapy.

Unit3: Goals of Counselling, Counsellor and Counselee Characteristics. Values in Counselling, Conditions facilitating effective counselling.

Unit4: Types of counselling: Crisis, Facilitative, Preventive and Developmental,

Unit5: Ethics in Counselling, Legal aspects in counselling

### **Module 2: Skills/Procedure in Counselling**

Unit1: The initial procedures, The initial counseling interview,

Unit2: Counseling skills, Advance empathy, Theme identification,

Unit3: Non verbal skills (SOLER); Listening techniques - Active listening, forms of poor listening

Unit4: Self disclosure, Perception check, Interpretation, Confrontation

Unit5: Immediacy, Probing, Leading techniques

### **Module 3: Approaches to Counselling**

Unit1: Affective approaches: Client centredcounselling, Gestaslts counseling

Unit2: Affective approaches: Existential counseling, Adlerian counseling and Psychoanalytic counseling;

Unit3: Cognitive approaches: Rational Emotive Behaviour Therapy

Unit4: Trait factor counseling

Unit5: Behavioural approaches: Reality Therapy and Behavioural counseling.

## **Module 4: An overview of Egan's Model of Counselling**

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

Unit2: Stage 1 – The Current Picture: Help clients clarify the key issues,

Unit3: Stage 2- The preferred picture: Help clients identify and set goals.

Unit4: Stage 3- The Way Forward: Help clients develop strategies and plans for goal implementation

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

## **Module 5: Group Counselling**

Unit1: Types of groups, group terminology,

Unit2: Why counselling in groups?

Unit3: Goals of Group counselling

Unit4: Stages and phases of group formation,

Unit5: Effective group leader and group member behaviours.

## **Module 6: Counseling Special Populations:**

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

Unit2: Special problems in counseling: problems related to human sexuality

Unit3: Sex education and counseling, divorce, HIV/AIDS counseling,

Unit4: Addiction counseling, family counseling,

Unit5: 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 counselling which depicts most of the counselling skills.
- Identify the skills used in counselling process.
- Conduct a group counselling and report the same

- Service learning at places where counselling for special population is done.

**Recommended References:**

Brammer&Shostrom (1968) *Therapeutic Psychology*, New Jersey: Prentice - Hall

Capuzzi, D. & Gross, R. D. (2008). *Counselling and Psychotherapy: Theories and Interventions*.  
California : Sage publications

Egan, G. (2007). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping*, Ninth Edition

George, R. L., &Christiani, J. S. (1986) *Counselling: theory and practice*. New York: Prentice hall

George, R. L.,&Christiani, J. S.(1981) *Theory, method and process of counseling and psychotherapy*, New York: Prentice hall

Gladding, T.S.(2003) *counselling; a comprehensive profession*; 7<sup>th</sup> edition; Pearson India

Patterson (1962) *The Counseling Process*, New York: Brooks/Cole

Woolfe, R. & Dryden, W. (1996) *Handbook of Counselling Psychology*. New Delhi: sage Publications

## **PY010303 COGNITIVE AND BEHAVIOURALLY ORIENTED THERAPIES**

### **OBJECTIVES:**

To understand the role of learning in the geneses of adaptive and maladaptive behaviour

To apply learning principles in everyday life.

### **LEARNING OUTCOMES:**

Student will be able to carry out functional behavior analysis.

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

### **Module 1: Behaviour Modification**

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

Unit 2: Assumptions of behavior therapy

Unit 3: Behavioural assessment – traditional versus behavioural assessment, approaches to behavioural assessment

Unit 4: The initial interview

Unit 5: Functional behavioural 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.**

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**

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 modelling, covert modelling, self modelling, role therapy

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

#### **Module 4: Elimination and extinction procedure**

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**

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 Behaviour therapy in dealing with OCD, assertiveness training in dealing with abuses and domestic violence.

#### **Module 6: Self control techniques**

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

### **To Read**

Classical and operant conditioning concepts and principles.

### **Activity based training:**

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

### **Recommended References**

Rimm, D. C & Masters, J. C. (1979). *Behaviour Therapy; Techniques and empirical findings*. New York: Academic Press.

Hofmann, S. G. (2012). *An introduction to Modern CBT*. USA: Wiley-blackwell.

Jena, S. P. K. (2008). *Behaviour Therapy- techniques Research and Applications*. New Delhi: Sage Publications.

Carson, R. C., Butcher, J. C & Mineka, S. (2000.) *Abnormal Psychology and Modern Life*. New Delhi: Pearson Education.

## **PY800301 CLINICAL PSYCHOLOGY AND ASSESSMENT**

### **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

### **LEARNING OUTCOMES:**

Students will be equipped to conduct different types of interview and assessment. They will learn ethical practice of clinical psychology and assessment. Students will also learn to write psychological report

### **Module 1: Clinical Psychology – Introduction**

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**

Unit 1: Goals, General skills and specific behaviours 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**

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, conformation 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**

Unit 1: Standford-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**

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: Behavioural Assessment**

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

Unit 2: Behavioural Questionnaires, Behaviour 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**

Groth-Marnat, G. (1999). Handbook of psychological assessment, 3<sup>rd</sup>ed., New York: John Wiley & Sons, Inc.

Hecker, J. E. & Thorpe, G. L. (2011). Introduction to Clinical psychology: Science, practice, and ethics, 4<sup>th</sup> ed., India: Dorling Kindsley.

Pomerants, A. M. (2008). Clinical Psychology: Science, practice and culture, New Delhi: Sage publications

Korchin, J. S. (2004). Modern clinical psychology: Principles of intervention in the clinic and community. CBS Publishing.

Wolman, B.B. (1965). Handbook of clinical psychology, N.Y: McGraw Hill Inc.

## **PY810301 PSYCHOLOGY IN CLASSROOM**

### **OBJECTIVES**

To understand students and class room functioning

To analyze different approaches in Education

To explore the scope of school counselling

To understand the different ways to motivate students in classroom

### **LEARNING OUTCOMES**

Students will be able to provide counselling to school students using different counselling approaches and manage classroom dynamics

#### **Module 1: Education Psychology – Basic concepts**

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**

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**

Unit1 : Effective Teaching: Effective teaching skills

Unit2: Classroom management, making rules, dealing with misbehavior

Unit3: Cognitive and behavioural approaches to intervention

Unit4: Intervention continuum

Unit5: Management of violence and aggression

#### **Module 4: Approaches to Instruction**

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**

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**

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 – behaviouristic, cognitive and humanistic views

#### **Recommended References**

Eggen, P., & Kauchak, D. (1999). *Educational Psychology*. New Delhi: Prentice-hall of India Private Limited.

Woolfolk, A., (2012). *Educational Psychology*, 9th Ed. Pearson, India.

Airasian, P. (1997) *Classroom assessment*. New York: McGraw Hill.

Woolfolk, A., Misra, G, Jha, A.K.(2012). *Fundamentals of Educational Psychology*, 11th Ed. Pearson, India.

Wright, R. J. (2012). *Introduction to school counselling*. USA: Sage Publications, Inc.

## **PY820301 ADVANCED ORGANIZATIONAL BEHAVIOUR**

### **OBJECTIVES:**

To develop a good understanding of the human behaviour in organizations

To understand and appreciate the different individual, Interpersonal and organizational processes going on in organizations.

To gain awareness and knowledge of contemporary issues and approaches to Organizational change and development faced in organizations.

### **LEARNING OUTCOMES**

1. Student will be able to develop ability to understand organizational behavior in terms of psychological concepts.
2. Student will be able to design and practice organizational development techniques.
3. Student will be able to understand the different causes of stress and design appropriate strategies for managing it.
4. Student will be able to support organizations for conflict resolution and negotiation.

### **Module: 1 Understanding Organizational behavior**

Unit 1: Definition, goals and elements

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

Unit 3: Framework of Organizational behaviour- 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**

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

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

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

Unit 4: Four types of problem solving behaviours, personality traits relevant to behaviours 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

Unit6: Learning and reinforcement- Importance of learning, Barriers to learning, Programmed learning, Experiential learning styles, Behaviour modification, OB mode

### **Module 3: Individual processes in organizations II**

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

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**

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**

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 behaviour - Elements of culture, Approaches to culture, Maintaining and transmitting culture, Changing culture, Whistle blowing, Rating culture.

Unit 4: Why do 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 behaviour, Personality and political behaviour, Dangers of political behaviour and overcoming political behaviour.

## **Module 6: Change processes in organizations**

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 behaviour ( 2013). Doringkinderly India pvt. Ltd, New Delhi

Hellriegel, Slocum and Woodman, Organizational behaviour (7<sup>th</sup>Edn) (1995). New York, West publishing company.

Michael G Aamodt. *Applying Psychology to work* (2014). Wadsworth Cengage learning, Singapore

Fiona M Wilson, *Organizational behaviour and work* (2014). New Delhi, Oxford university press.

Kondalker, V. G. *Organizational Behaviour* (2018). New Delhi, New age international Publishers.

Luthans, F. (2005). *Organizational Behaviour (Tenth Edition)*. United States:

McGraw Hill Irwin.

*OBMOD; The effectiveness of OB-MOD.:* <http://faculty.css.edu/dswenson/web/OB/obmod.html>

Stephen, R. P., Timothy A Judge, Niharika, Vohra . *Organizational Behaviour* 16<sup>th</sup>edn. (2016)..

India: Pearson education,

Gareth R Jones and Mary Mathew, *Organizational Theory, design and change* (2013). New Delhi,

Dorling kinderly India pvt. Ltd,

## PY010304 NEUROPSYCHOLOGICAL ASSESSMENT (PRACTICAL)

### 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.

### LEARNING OUTCOME

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

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**  
**PY010401 CONTEMPORARY SOCIAL ISSUES AND ROLE OF PSYCHOLOGY**  
**IN SOCIAL ENGINEERING**

**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.

**LEARNING OUTCOMES:**

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

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**

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**

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**

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

Unit 2: Role of women and Gender minorities in dealing with environmental, economical, 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**

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**

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:**

- 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.
- Bell, P. A., Fisher, J. D., Baum, A. S. &Greene.T. C. (2005). *Environmental psychology 5<sup>Th</sup> edition*. Psychology Press Holt, Rinehart& Winston Inc.
- Keith, K. D. (2011) (Eds.) *Cross cultural Psychology: contemporary themes and perspectives*. Wiley-Blackwell.
- Menon, L. (1997). *Gender issues and social dynamics*. Kanishka Publishers, New Delhi.
- Misra, G.(1990). *Applied social Psychology*, Sage Publications, New Delhi.
- Naovi, K.A. (1982). *Problems, strategies and conditions of Asian countries and in particular in India*. UNSCO,SS-82/WS/74.
- Richins, M. L. &Rudmin, F.W. (1994). Materialism and economic Psychology. *Journal of Economic Psychology*. Vol.15 pp.217-231.
- 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
- Semin, G.R.& Fiedler, K.(1996). *Applied social Psychology*, Sage Publications. New Delhi.

## **PY010402 TRAINING PROGRAMS FOR MENTAL HEALTH PROMOTION**

### **OBJECTIVES:**

To understand the significance of mental health promotion

To develop public speaking skills

To design and execute intervention and training programs

### **LEARNING OUTCOME:**

Student would be to develop public speaking skills, prepare a training module in mental health issues suitable for any age group. The course is designed to stimulate entrepreneurship among Psychology students.

### **Module 1: Third mental health revolution and the concept of primary prevention.**

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 of:

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**

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**

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**

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**

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:**

Hart, L. B.(1991). *Training methods that work: A handbook for trainers*.USA: Crisp publications, Inc

Korchin, S. J. (2004). *Modern Clinical Psychology: Principles of prevention in the clinic and community*. Delhi: CBS publishers.

Loughary, J. W. & Barrie, H. (1979). *Producing workshops, seminars and short term courses: A trainer's Handbook*. USA: Follett Publishing Company.

## **PY800402 PSYCHOTHERAPY**

### **OBJECTIVES:**

To introduce students to different types of psychotherapy

To familiarize them with different techniques of psychotherapy

### **LEARNING OUTCOME:**

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

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**

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.**

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

Unit 2: Techniques of client-centred 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**

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**

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**

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:**

- Bongar, B., & Beutler, E. L. (1995). *Comprehensive Textbook of Psychotherapy Theory and Practice* Oxford University Press
- Brammer, M. L., & Shostrom, L. E. (1960). *Therapeutic psychology Fundamentals of Counselling and Psychotherapy*. Prentice Hall.
- Coombs, R. (2005). *Family Therapy Review*. Lawrence Erlbaum Associates Publishers New Jersey.
- Corey, G. (2009). *Theory and Practice of Counseling and Psychotherapy* (8<sup>th</sup> ed.). USA: Thomson Brooks/Cole.
- Hecker, J. E. & Thorpe, G. L. (2011). *Introduction to Clinical psychology: Science, practice, and ethics*, 4<sup>th</sup> ed., India: Dorling Kindsley.
- Nystul, S. M. (1993). *The Art and Science of Counselling and Psychotherapy*. Merrill Prentice Hall.
- Pomerants, A. M. (2008). *Clinical Psychology: Science, practice and culture*, New Delhi: Sage publications
- Russ, W. S., & Ollendick, H. T. (1999). *Handbook of Psychotherapies with children and Families*. Kluwer Academic/ Plenum Publishers.
- Wolberg, R. L. (1967). *The Technique of Psychotherapy*. Grune & Stratton, INC.
- Wolman, B.B. (1965). *Handbook of Clinical Psychology* N.Y. McGraw Hill INC
- Wolman, B. B. (1976). *The Therapists' Handbook Treatment Methods of Mental disorders*. Van Nostrand Reinhold Company



## **PY800403 SPECIALIZATIONS IN CLINICAL PSYCHOLOGY**

### **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

### **LEARNING OUTCOMES:**

The students will have an awareness about the areas where they can work as clinical psychologist. They will also learn how to promote mental health and prevent mental illness. Students will be aware of the laws related to mental health

### **Module 1: Clinical Psychology and Physical Health**

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**

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**

Unit 1: Child Sexual Abuse and Maltreatment,

Unit 2: Role of clinical psychologist in adoption centres, 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**

Unit 1: Mental Healthcare Act 2017,

Unit 2: Role of psychologist in Forensic science –Expert witness, Competence to stand trial, Insanity defence, 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**

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**

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**

Hecker, J. E. & Thorpe, G. L. (2011). Introduction to Clinical psychology: Science, practice, and ethics, 4<sup>th</sup> ed., India: Dorling Kindsley.

Korchin, J. S.(2004 ). Modern clinical psychology: Principles of intervention in the clinic and community. CBS Publishing.

Pandey, R.S., &Advani, L., 1995. Perspectives in Disability and Rehabilitation. Vikas Publishing House, New Delhi.

Pomerants, A. M. (2008). Clinical Psychology: Science, practice and culture, New Delhi: Sage publications

RakeshAgarwal, LalAdvani&RajinderRaina. Handbook on Disability Rehabilitation. Viba Press Pvt. Ltd., New Delhi.

Wolman, B.B. (1965). Handbook of clinical psychology, N.Y: McGraw Hill INC.

## **PY810402 PSYCHOLOGY OF DIFFERENTLY ABLED**

### **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.

### **LEARNING OUTCOMES:**

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)**

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**

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**

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**

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 Behavioural Disorders**

Unit 1: Definition and Identification of learners with behavioural disorders

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

Unit 3: Educational Considerations for learners with behavioural disorders

Unit 4: Assessment of Progress of learners with behavioural disorders

Unit 5: Early intervention for learners with behavioural disorders

#### **Module 6: Learners with Autism Spectrum Disorders**

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:**

Hallahan, D., & Kauffman, J. (1994). *Exceptional Children*. MA: Allyn & Bacon.

Farrell, M. (2009). *Foundations of Special Education: An introduction*. Chichester: Wiley-Blackwell.

Hoff, E. (2008). *Language development*. CA: Thomson Learning

Tolmie, A. (2011). *Educational Psychology: Research on cognitive and biological factors*.

Edited: Davey, G. *Applied Psychology*. UK: Blackwell

## **PY810403 COUNSELLING IN SCHOOL SETTINGS**

### **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

**LEARNING OUTCOMES:** Students will equip themselves in handling various issues of students in schools and provide appropriate counselling

### **Module 1: School counseling – an introduction**

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 counselling- thinking, feeling and relating

Unit 6: Essential developmental skills.

### **Module 2: Child and adolescent issues and concerns**

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**

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**

Unit 1: Adler's theories in school counseling- Adlerian concepts

Unit 2: Behaviourism-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 counselling- methods of CBT

#### **Module 5: Counselling in schools**

Unit 1: Implementation of counselling in schools

Unit 2: Solution - focussed counselling

Unit 3: The efficacy of small group counselling in schools

Unit 4: Types of counselling 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**

Thompson, R. A. (2002). *School counselling : Best practices for working in the schools.* (2<sup>nd</sup> ed.) New York: Brunner-Routledge Publications.

Wright, R. J. (2012). *Introduction to school counselling.* USA: Sage Publications, Inc.

## **PY820402 HUMAN RESOURCE MANAGEMENT & DEVELOPMENT**

### **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 and to focus on development of various intervention techniques.

### **LEARNING OUTCOMES**

1. Student will be able to conduct training programmes for employees and managerial staff.
2. Student should be able to support organizations in personnel selection.
3. Student should be able to work as a Human Resource Specialist/ Personnel Manager in organizations.

### **Module1: Introduction to Human Resources Management**

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). Offshoring, b) Mergers and acquisitions

### **Module 2 : Procurement of Human Resources**

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**

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**

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**

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**

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**

Aamodt, M.G. (2014). *Applying Psychology to work*. Wadsworth Cengage learning, Singapore

Dessler, G. and Varkkey , B. (2013). *Human Resource Management (12<sup>th</sup>edn)*. New Delhi, Dorling kinderly India pvt. Ltd,

Tapomoy Deb (2006). *Strategic Approach to Human Resources Management; concepts,Tools Application*. New Delhi; Atlantic Publishers and Distributors.

Torrington, D., Hall, L., Taylor, S., & Atkinson, C. *Human Resource Management.(9<sup>th</sup>edn.)*. United Kingdon, Pearson education ltd.

Dessler, G. (2007). *Human Resource management. (10<sup>th</sup>ed)* New Delhi: Prentice Hall.

Rao, V. S. P. (2005). *Human Resource Management ( 2<sup>nd</sup>edn)* . New Delhi: Excell books

## **PY820403 CONSUMER BEHAVIOR AND ADVERTISING PSYCHOLOGY**

### **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.

### **LEARNING OUTCOMES**

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

#### **Module 1: Introduction to Consumer Behavior**

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**

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**

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 Behaviour**

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.**

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**

Unit 1: Social influence and compliance with out 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**

Khan, M. (2006). *Consumer behaviour and Advertising Management*. New Delhi, New age International Publishers.

Fennis, B. M., &Stroebe, W. (2010). *The Psychology of advertising*, New York, Psychology press.

Noel, H. (2009). *Consumer Behaviour*.SA, AVA publishing.

Aaker, D. A. and. Myers, J. G.(1987). *Advertising management, (3<sup>rd</sup>ed)*. Prentice – Hall, International Editions.

Burnett, and Moriarty, S. (2006). *Advertising principles and practice*. Prentice Hall

Schiffman, Kanuk, and Hansen (2008), *Advertising: Principles and Practice, (7th ed)*. William Wells, John

Schittman, L.G. and Kannk, L. L. (2000). *Consumer behaviour, (7th ed)*. New Delhi: Prentice Hall of India (Pvt) Ltd.

### **PY010403 INTERNSHIP AND CASE STUDY (PRACTICAL)**

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 has to 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.

## **PY010404 DISSERTATION (PROJECT)**

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.

### **VIVA**

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 **HAVING A TOTAL CREDIT OF 2**