SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE, UJIRE-574240

(Autonomous)

(Re- Accredited by NAAC at 'A' Grade with CGPA 3.61 out of 4)

Department of Post Graduate Studies and Research in Psychology

SYLLABUS

(With effect from 2020-21)

Choice Based Credit System

Revision of syllabus for the two years Master Degree programme in Psychology

Board of Studies in Psychology has revised and prepared the Syllabus (CBCS based) for the Psychology course in its meeting held on 27th August 2019 to offer Hard Core, Soft Core and Open Elective course papers with credits a mounting to 92 credits, for the entire programme

The BOS has prepared the syllabus by adopting the pattern of 13 hard core and 10 soft core along with one project. Total credits for hard core is 52, soft core 30, project 4 and 6 credits are for open elective.

Detailed syllabus is prepared for all the four semesters

Course/Credit Pattern

Semester	Hard Core Theory	Soft Core Theory	Hard Core Practical	Soft Core Practical	Open Elective	Project	Total Credits
First	16	-----	04	03	------	-----	23
Second	12	03	-----	06	03	-----	21+03
Third	12	03	-----	06	03	-----	21+03
Fourth	08	03	------	06	-----	04	21
Total	48	09	04	21	06*	04	86 + 06* = 92

Total credits from all the four semesters = 86+6= 92

Total hard core credits = 48 + 4 = 52

Total Soft core credits = 09+ 21 = 30

*Open elective credits = 6

In the first semester two soft core papers are offered and the student has to opt for any one. In the second, third and fourth semesters four soft core papers are offered in each semester and the student has to opt for any three.

SDM COLLEGE (AUTONOMOUS), UJIRE

M.Sc. PSYCHOLOGY,
CONTENT OF THE COURSE AND SCHEME OF EXAMINATION

Semester	Paper No.	Title	Teaching Hrs/ Week	Credits	Duration of Exam	Theory/ Practical/ Dissertation	IA	Total
I		**Hard Core**						
	PYH401	Cognitive Processes	4 hrs	4	3 hrs	70	30	100
	PYH402	Physiological Psychology	4 hrs	4	3 hrs	70	30	100
	PYH403	Psychometry	4 hrs	4	3 hrs	70	30	100
	PYH404	Educational Psychology	4hrs	4	3hrs	70	30	100
	PYH405	Cognitive Psychology Practical	6 hrs	4	4 hrs	70	30	100
		Soft Core						
	PYS406	Educational Psychology Practical	4.5 hrs	3	4hrs	70	30	100
	PYS407	**Additional Paper** Community Psychology	3 hrs	3	3 hrs	70	30	100
II		**Hard Core**						
	PYH451	Quantitative Research Methods	4 hrs	4	3 hrs	70	30	100
	PYH452	Statistics in Psychology	4 hrs	4	3 hrs	70	30	100
	PYH453	Counselling Skills	4 hrs	4	3 hrs	70	30	100
		Soft Core						
	PYS454	Qualitative Research methods	3 hrs	3	3 hrs	70	30	100
	PYS455	Counselling Skills & Field Work Practical	4.5 hrs	3	4 hrs	70	30	100
	PYS456	Group Counselling Practical	4.5 hrs	3	4 hrs	70	30	100
III		**Hard Core**						

	Code	Title						
	PYS457	**Additional Paper** Positive Psychology	3 hrs	3	3 hrs	70	30	100
		Open Elective						
	PYE458	Dynamics of Human Behaviour I	3 hrs	3	3 hrs	70	30	100
	PYH501	Adult Psychopathology	4 hrs	4	3 hrs	70	30	100
	PYH502	Psychotherapy	4 hrs	4	3 hrs	70	30	100
	PYH503	Personality Theories	4 hrs	4	3 hrs	70	30	100
		Soft Core						
	PYS504	Psychological Disorders of Childhood And Adolescence	3 hrs	3	3 hrs	70	30	100
	PYS505	Assessment of Personality Practical	4.5 hrs	3	4 hrs	70	30	100
	PYS506	Assessment of Clinical Symptomatology Practical	4.5hrs	3	4 hrs	70	30	100
	PYS507	**Additional Paper** Human Resource Management and Development (HRM &D)	3 hrs	3	3 hrs	70	30	100
		Open Elective						
	PYE508	Human Behaviour and Mental Health	3 hrs	3	3 hrs	70	30	100
IV		**Hard Core**						
	PYH551	Behaviour Modification	4 hrs	4	3hrs	70	30	100
	PYH552	Areas of Counselling	4 hrs	4	3hrs	70	30	100
		Soft Core						
	PYS553	Behaviour Modification Practical and Case Studies	4.5 hrs	3	4 hrs	70	30	100
	PYS554	Counselling Special Populations Practical – Case Studies and Field Visit	4.5hrs	3	4 hrs	70	30	100
	PYS555	Social Psychology	3hrs	3	3hrs	70	30	100
	PYS556	**Additional Paper** Marketing, Advertising and Consumer Behaviour	3hrs	3	3hrs	70	30	100
	PYH557	Dissertation/Project		4		70	30	100

FIRST SEMESTER SYLLABUS

HARD CORE PAPERS	SOFT CORE PAPERS	OPEN ELECTIVE
PYH401 : Cognitive Processes	**PYS406: Educational Psychology Practical**	
PYH402 : Physiological Psychology	**PYS407**:**AdditionalPaper: Community Psychology**	
PYH403 : Psychometry		
PYH404 : Educational Psychology		
PYH405:CognitivePsychology Practical		

PYH401: COGNITIVE PROCESSES

No of Credits: 4

No. of Hours: 48

Objectives:

- To understand the significance of cognitive processes for understanding human behaviour, especially memory, language and problem solving

- To learn the principles of creativity, reasoning and decision making

UNIT I– Introduction, Artificial intelligence, Robotic process, Attention and Memory: 12 hrs.

Introduction to cognitive psychology, history, cognitive development theories, Current status and trends in Cognitive processes: Artificial intelligence, robotic process and cognitive neuroscience, researches in cognitive psychology

Attention – types, phenomenon, factors influencing attention; Theories of attention – Earlier theories of attention-bottle neck theories, Broadbent Filter model/ Single Channel Theory, Automatic vs controlled processing, Feature Integration Theory.

Memory – Models of Memory, Types of memory, Structure of semantic memory, Schemas, Constructive memory, Eyewitness testimony, Meta-memory.

UNIT II - Imagery and Cognitive maps   **12 hrs.**

Characteristics of Images (Rotation, Size, Shape, Part-whole relation, Ambiguous figures and Interferences), Neuropsychological evidence for the similarity between Imagery and perception, the imagery controversy.

Cognitive Maps: Distance, shape and Relative position

UNIT III – Language Comprehension & Production   **12 hrs.**

Understanding Spoken Language: Speech perception, Constituent structure, Transformational grammar.

Reading: Theories of word recognition, Discovering meaning, Inference in Reading, Theories of word recognition, Meta-comprehension

Writing: Cognitive tasks involved in writing, comparing speaking, and writing.

Speaking: Selecting the content, Errors in speech, Gestures and context.

Bilingualism: Advantages and Disadvantages, Code switching

UNIT IV – Higher Order Thinking Skills: **12 hrs.**

Problem solving: Understanding the problem, Nature of representing the problem, Problem solving approaches: Means-ends Heuristic, the analogy approach, and other strategies. Factors that influence Problem solving

Creativity: Definitions, Measuring creativity, Factors influencing creativity.

Reasoning: conditional and syllogistic reasoning.

Decision-making: Process, heuristics, (representative heuristic, availability heuristic, anchoring and adjustment, analogy, simulation.); framing effect.

Skill Component

Sl.No.	Skill Components incorporated	Mode of Implementation
1	List the national and international TV program on attention and memory aspects. Submit an analysis for of it on whether there has been a change in its central theme. https://www.youtube.com/watch?v=s4JBqLoY3tY- Divided attention, selective attention, in attentional blindness, & change blindness. National Geographic TV shows on attention "You cannot lick your elbow".	• Presentation
2	Characteristics of images – list the different types of the cognitive maps. Submit an overall view on the same	• Through the analysing the characteristics of images such as size, shape, part whole relationships, and ambiguous figures
3	Language comprehension & production: Importance of the speech perception, and cognitive task involved in writing, like analyzing the script of the movies, dialogues etc. submit the analysis part of it as an assignment.	• By understanding the importance and speech perception in a different views like, movie scripts, dialogues
4	Higher order thinking skills: List of out the importance of the Creativity in different aspects (thinking, Brainstorming, Convergent and divergent thinking). Decision making – heuristics its sub-division	• Through the brain storming techniques, thinking and problem solving on particular task

References:

1. Matlin, Margaret W. (1995), Cognition, 3rd Ed., Bangalore; Prism books Pvt. Ltd.

2. Arnold L,Glass and Keith J. Holyoak (1986), Cognition , 2nd Ed, Mc Graw – Hill Book Company.

3. Haberlandt, Karl (1997), Cognitive Psychology 2nd Ed ,London, Allyn and Bacon.

4. John B. Best(1999), Cognitive Psychology, 5thEd,London, Thomson Publishing Company.

5. Michael W. Eysenck(1993) Principles of Cognitive Psychology, HillsdaleLawrence Erlbaum Associates Publishers.

6. Singh Indramani and Parasuraman Raja (1998), Human Cognition, New Delhi, Sagepublications.

7. Smyth M.M, Collins A.F, Morris P.E and D Luvy(1994), Cognition in Action2ndEdHillsdale(USA), Lawrence Erlbaum Associates, publishers.

8. Ashcraft M. A(1998). Fundamentals of Cognition London Addison Wezley Publication.

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12. Sternberg L(1998) Cognitive   New York : Harcourt Brace college Publishing.

13. Galotti K. M(1999) Cognitive Psychology in and outside laboratory, Mumbai : Thomson Asia.

14. Reed, Stephen K. (1998) Cognition: Theory and application, 3rd Ed , Pacific Grove, California, Brooks/cole publishing company.

15. Hewes, Mary B(1990), The Psychology of human cognition New York. Pergamon Press

16. Snodgrass, Berger and Haydon (1985) Human experimental psychology New Delhi; Oxford University press.

17. Pandey,J. (2000).Psychology in India revisited – developments in the discipline New Delhi: Sage Publications.

18. Sen, A(1983). Attention and Distraction, New Delhi, Sterling Publishers   Pvt. Ltd.

19. Mishra.R.B (2017). Artificial Intelligence. PHI learning, New Delhi ISBN: 9788120338494, 9788120338494

PYH402: PHYSIOLOGICAL PSYCHOLOGY

No. of Credits: 4

No .of Hrs: 48

Objective:

- To orient the students regarding physiological correlates and genetic determinants of behavioural, cognitive and affective processes.

Unit I - Biological Basis of Behaviour and Methods of studying brain behaviour relationship: 12 hrs.

Nervous system: Structure and Functions, Intercellular communication within neuron and Intracellular communication between neurons,

Neurotransmitters: Types and functions,

Neural plasticity.

Methods of studying brain behaviour relationship – Neuro anatomical, Neuro electrical, Neuro chemical, and neuro imaging techniques.

Unit II– Behaviour genetics   **12 hrs.**

Genetics: Meaning, Structure of DNA

Selection and modes of Mendalian inheritance: Monohybrid cross and dihybrid cross,

Nature and Nurture in the development of behaviour,

Eugenics & Genetic Engineering

Human behaviour genetic methods: Family studies, Twin studies, Adoption studies.

Unit III – Psychophysiology of Higher mental functions   **12 hrs.**

Structural and chemical correlates of Attention and attention related disorders

Structural and chemical correlates of Memory and memory related disorders

Structural and chemical correlates of Language and language related disorders.

Structural, Chemical and Genetic correlates of Intelligence and variations in intelligence.

Unit IV – Psychophysiology of Affect and Activation   **12 hrs.**

Structural and chemical correlates of Emotion.

Structural and chemical correlates of Motivation: Hunger, Thirst and Sex.

Biorhythms, States of Consciousness – Waking & sleep.

Altered states of consciousness – hypnosis, meditation.

Skill Component

Sl. No.	Skill Components incorporated	Mode of Implementation
1	Study of the parts of nervous system by observing them in an anatomy and pathology laboratory.	Field visit
2	Preparation of charts and models on brain, and neuron.	Preparation of charts
3	Teams will be made and each team has to collect videos which indicate biological psychology concepts.	Video review
4	Preparing a pedigree or family chart.	Preparation of family tree
5	Case discussion: Cases regarding the genetic abnormality, sleep disorders are discussed by the students.	Case discussion

References:

1. Rosenweig, Leiman & Breedlove (1999) Biological psychology; An introduction to behavioural, cognitive, and clinical neuroscience, 2nd Ed. Sinauer Associates, Inc., Massachusetts.

2. Pinel, John P.J. (1997) Biopsychology, 3rd Ed. Allyn & Bacon.

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4. Kalat, James W (1995) Biological Psychology, 5th Ed. USA Brooks/code Pub.Co.

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12. S. Green (1994) Principles of Biopsychology, Psychology press.

13. Levinthal C.F. (1996) Introduction to Physiological Psychology 3rd Ed. Prentice Hall.

14. Hay D. (1985) Essentials of behaviour genetics. Blackwell Scientific.

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18. Walsh K.(1994) Neuropsychology: A Clinical approach. New Delhi Churchill Livingstone.

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29. Kolb B. and Whishaw, IQ (1996) Fundamentals of human neuropsychology 4th Ed New York: Freeman Press.

30. Leezak, M.D. (1995) Neuropsychological Assessment 3rd Ed Oxford University Press: New York.

31. Luria A.R. (1973). The Working brain: An Introduction to neuropsychology, NewYork: Basic Books.

32. Matarazzo, J.D. (1992) Psychological testing and assessment in the 21st Century American Psychologist Sunderland, M.A. Introduction to behavioural, Cognitive and clinical neuroscience 2nd Ed. Senaur Associates Inc. Trimble M. (1996) Biological Psychiatry 2nd Ed. New York, Wiley

PYH403: PSYCHOMETRY

No. of Credits: 4

No. of Hrs: 48

Objectives:

- To provide an overview of the many facts of psychological tests and measurement principles used in assessing human behaviour.

- To provide familiarity with test construction, test development, standardization, validity, reliability, and evaluation of different psychological tests.

Unit I: Test Construction   **12 hrs.**

Psychological Tests: Meaning, Definition, Types, Uses, Application of psychological tests in different fields, Classification of psychological tests, Characteristics of a good test

General steps in test construction, Ethical Issues in Psychological testing, Item analysis- Purpose of item analysis, Power test- Item difficulty, Index of Discrimination, Distractor Analysis. Speed Test- Index of Difficulty index of Discrimination, Factors influencing the index of difficulty and the index of discrimination, Problems of item analysis, Item response theory, Item characteristic curve.

Unit –II: Reliability   **12 hrs.**

Meaning, methods of estimating Reliability, test retest method, parallel forms method, split-half method, Kuder-Richardson Formulas, Hoyt Reliability, coefficient Alpha, Reliability of a difference score. Factors influencing Reliability, Standard error of measurement, What to do with low reliability? How to improve reliability of test scores? Reliability of Speed test, and Power Test, reliability of criterion referenced tests.

Unit III: Validity   **12 hrs.**

Defining validity, aspects of validity, face validity, content -related evidence for validity , criterion-related validity, construct- validity, convergent and discriminant validation, Statistical methods for calculating validity;--- Factors affecting validity; Relationship between Reliability and Validity

Unit-IV: Standardization and Interpretation of scores   **12 hrs.**

Meaning of Norm referencing and criterion referencing; Steps in developing norms, types of norms: developmental norms - age norms, grade norms, ordinal scales; within group norms - percentile ranks, standard score, deviation IQ, z-scores; caution for interpreting norms; computer use in the interpretation of test scores.

Skill Component

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Test Construction	Group assignment to development of test
2	Practice of item writing	Sample of item writing by individual
3	Expert Validation	Students should give to subject experts to item approvals in the test
4	Analysis of validity and reliability	List of standard test and its analysis Group Assignment
5	Journal Article Review Test Construction review of any standardized test Standardizing the tests by developing self items	Individual research article presentation

References:

1. Robert. M. Kaplan, dennis .P. Saccuzzo (2001), Psychological Testing: Principles, Applications, and issues (5[th]ed), Australia, Wadsworth publication.

2. K.R. Murphy, Charles .O. Davidshofer (1991), Psychological testing: Principles and applications (4[th]ed), Prentice hall International Inc.

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6. Narender. K. Chandha(1996) , theory and practice of Psychometry, New Delhi, New Age International Ltd, Publishers.

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PYH404: EDUCATIONAL PSYCHOLOGY

No. of Credits: 4

No.ofHrs:48

Objectives:

- To orient the students about teaching – learning process, student behaviour and research data concerned with actual classroom application of Psychological principles.

UNIT I – Introduction to Educational Psychology: 12hrs.

Nature, definition, history and scope of educational psychology, Methods of educational psychology, contemporary educational psychology approaches: Revised Bloom's taxonomy, Gardner's multiple intelligence, Competency mapping, Challenges and issues in higher education, Bruner's and Piaget's theory of Cognitive constructivism, Vygotsky's social constructivism, Kohlberg's Moral Development Theory

UNIT II – Children with special needs   12hrs.

Socially disabled (differentially abled) children, gifted children.

Mainstreaming and inclusion.

UNIT III–Application of theories of learning in teaching   12hrs.

Classical conditioning, operant conditioning, Connectionism, Social cognitive learning, Cognitive Psychology perspectives to learning; David Ausubel's meaningful reception learning, Jerome Bruner's discovery learning.

UNIT IV-Effective teaching-learning and evaluation   12hrs.

Self-regulation in learning-meaning, factors, self-regulated learning cycle;

Group work and co-operation in learning-defining elements of co-operative learning, strategies for cooperative and Collaborative learning.

Classroom management, creating effective learning environment, methods and technical issues in the assessment of students, Effective teaching strategies, technology based teaching strategies.

Skill Component

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Development of modules on different concepts of educational Psychology.	Development of modules
2	Presentation of modules in different nearby schools	Module Presentation in Group
3	Identifying the learning problems among school children	Regular field work at nearby schools
4	Video analysis related to educational problems	Video analysis in group
5	Classroom Management	Demonstration by students

References:

1. Stephen N. E., Thomas R K., Joan L. C & John F.T (2000) Educational Psychology (III ed).Mc. Grawhill International editions.

2. Bowar G. H & Hilgard E.R , (1966).Theories of Learning (3rded) ,New York ,Meredith Publishing Company

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4. Woolfolk .A (2006) Educational Psychology (9th edition) Delhi, Pearson Education.

5. Elliott S.N., Kratochwill T.R., Cook, J.L. and Travers J.F. (2000). Educational Psychology: Effective Teaching, Effective Learning (3rd Ed.) New Delhi, McGraw Hill

6. Dandapani S (2010), Advanced Educational Psychology, New Delhi: Neelkamal Publications.

PYH405: COGNITIVE PSYCHOLOGY PRACTICAL

(To conduct any 9)

No. Of Credits: 4

1. To study position effect in Serial Learning

2. Peterson's Rational Learning

3. Study of Habit interference

4. Effect of cueing in cognitive processes

5. Effect of priming in cognitive processes

6. Assessment of Memory by administering WMS

7. Assessment of attention and concentration – Knox cube and number cancellation

8. Assessment of intelligence using WAIS

9. Signal detection using tachistoscope

10. Assessment of concept formation using Wisconsin card sorting test

11. Assessment of problem solving using Tower of London

12. Assessment of Metacognition using metacognition inventory

PYS406: EDUCATIONAL PSYCHOLOGY PRACTICAL

(To conduct any 9)

1. To assess social maturity of children by using Vineland Social maturity scale

2. To assess mental age by administering Seguin Form Board

3. To assess Abstract reasoning by administering Raven's Coloured Progressive Matrices

4. Assessment of LD by administering NIMHANS index of learning disability

5. Assessment of differential ability by administering DBDA

6. Assessment of Intelligence by administering Binet Kamath Test of Intelligence

7. Assessment of personality by administering CAT

8. Draw a person test

9. Assessment of Critical thinking by administering Murthy's Critical Thinking Scale

10. Assessment of Creativity using Baqer's Mehdi's test of creativity

PYS407: COMMUNITY PSYCHOLOGY

No. of Credits: 3

No. of Hrs: 40

Objectives

- To sensitize students to mental health problems, generated in the community due to existing social conditions.

- To provide skills in understanding the structure of communities and social groups, to design and conduct studies on social problems.

- To enable students to develop community mental health programs for prevention, treatment, and management of problems in the community.

Unit I: History and Approaches to Community Psychology: **10 hrs.**

Definition, History, Principles and field of Community Psychology. Ecological approach, Social Problems approach and Transactional   Approach. Adler's view of community, Seligman's concept of positive community, Indian approach to community psychology.

Unit II: Contemporary issues   contributing to Psychological Maladjustments   10 hrs.

Poverty, Crowding,   Changing Family Structure and Values, Deprivation, Pollution, Unemployment, Violence, and AIDS.

Unit III: Community Mental Health and Intervention Techniques   10 hrs.

Community Mental Health Problems: Identification, Intervention, Prevention, Promotion of Mental Health. Community mental health centres and its functions.

Crisis intervention, Consultation, Education and attitude change. Role of non-professionals.   Community Psychotherapy and Community Counselling techniques

Unit IV: Mental Health and Community Based Approaches   10 hrs.

 Mental hygiene, preventive methods, Mental health planning and policy developments. Integrating mental health programs with the primary community based cared systems and rehabilitation, recent trends and development in India.

Skill Component

Sl.No.	Skill Components incorporated	Mode of Implementation
1	List the community based program on ecological approach, and social problems approaches. Submit an overview on the same as an assignment. Based on Bronfenbrenner's ecological system.	• Through the modules on ecological perceptive, preventions, precautions and remedies
2	List the psychological maladjustments such as, poverty, pollution disadvantaged people and HIV/AIDS, list the remedial program for the same	• Through the awareness on poverty, pollution. • Psychological support and Remedial program for disadvantaged and HIV/AIDS infected individuals
3	List the counseling techniques for mental health intervention in the community	• Through the counseling program for community • Modules on awareness on mental health work and its implications
4	List the modules to be used as in the form of the preventive methods like rehabilitation, policy development, and other counseling methods according to the Rogerian concept of psychotherapy. Submit an analysis of the usage of the above topics	• Through the modules on rehabilitation to the needy • Rogerian concept of psychotherapy

References:

1. Seldan J . Korchin (1996) Modem Clinical Psychology Principles of Interventions in Clinic and Community. Paper back Books : New York.

2. Jeny. E. Phares (1988) Clinical Psychology: concepts, methods and profession, 3rd Ed, books/ Cole publishing company. Pacific Grove, California

3. Orford Jim (1992) Community .Psychology: Theory and practice, John Wiley: New York.

4. Rappaprot J and Seuidman E (2000). Hand book of Community Psychology. Kulwer academics/ Pleneem Publisher: New York.

5. Collins, Gary. R (1986) Innovative approaches to counseling: World Publishers.

6. Gerard E (1975) The Skilled helper. A model for systematic helping and interpersonal relating. California/ Brooks/ Cole publishing company.

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9. Seventh Five year plan: Yojana Bhavan, New Delhi.

10. New Frontiers in Education: A Journal of the India Association of Christian Higher Education. New Delhi: 1986-1987.

11. Myrdal, Gunnar, Asian Drama 3 vols. Panthom 1968.

12. Michael. D, SPIEGLER, David C, Gurvemout (1996) Contemporary behaviour therapy New York: Brooks/ Cole Publishing company.

13. Wolman. B. Benjamin (1997): International Encyclopedia of Psychiatry, Psychology, Psychoanalysis and Neurology Volume 4: A esculapuis publishers, Inc.

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16. Pandey. Janak (2001), Psychology in India Revised, Developments in the Discipline (Volume2): New Delhi: Thousand Oak: London: Sage Publications.

SECOND SEMESTER SYLLABUS

HARD CORE PAPERS	SOFT CORE PAPERS	OPEN ELECTIVE
PYH451: Quantitative Research Methods	**PYS454: Qualitative Research methods**	**PYE458 : Dynamics of Human Behaviour**
PYH452: Statistics in Psychology	**PYS455 : Counselling Skills and Field Work Practical**	
PYH453 : Counselling Skills	**PYS456 : Group Counselling Practical**	
	PYS457: Additional Paper: Positive Psychology	

PYH451: QUANTITATIVE RESEARCH METHODS

No. of credits: 4

No. of hours: 48

Objectives:

- To understand various technique and processes of research.
- To equip students with the knowledge of scientific method of Psychological research.
- To communicate the research findings.

Unit- I: Meaning, characteristics and types of research: **12 hrs.**

Introduction, criteria of good research; constructs; variables, ethics of research.

Types of research: Experimental and non-experimental Research;

Experimental Research – Field experiments and Laboratory Experiments

Non-experimental Research – Survey Research, Field Studies and Ex post-facto research

Unit- II: Steps in conducting Research: **12 hrs.**

Reviewing of Literature: Purpose of the review, sources of review.

Problem- Meaning and characteristics of a problem.

Research questions and propositions

Hypotheses: Nature and formulation of hypotheses, types of hypotheses.

Sampling: Principles, Size, Sample size calculation, Types – probability and non-probability sampling, Errors in Sampling, Methods of data collection: Experimentation; Self-report—questionnaires; rating scales;

Unit- III: Designs of Research and Interdisciplinary Research: **12 hrs.**

Meaning and purpose of research design, Single subject designs; Group designs: Pre experimental designs; True experimental designs; Quasi experimental designs; between group designs and within group designs. Interdisciplinary Methods

Unit-IV: Documentation and dissemination of research   **12 hrs.**

Project proposal; project report writing – APA Style; steps in writing project report; layout of research report; Precautions for writing research reports; Evaluation of research report. Presenting Research results: Oral presentation; Poster presentation, publication.

Skill Component

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Writing a research paper (empirical)	Quantitative research techniques
2	FGD/semi structured interview in Quantitative and Qualitative research	Qualitative research techniques
3	Gathering information	Field study / survey /Google questionnaires
4	Designing research questions	
5	Article review / reporting writing	Journal / book

References:

1. Singh A.K (1997), Test measurements and research methods in behavioural sciences Patna: Bharathi Bhavan publishers and Distributors.

2. Fred. N. Kerlinger (1986): Fundamentals of behavioural research (3rded) Bangalore: Prism Indian Edition.

3. Broota K.D. (1992): Experimental design in behavioural research, New Delhi: Wiley Eastern.

4. Kothari .C. R (1990) Research Methodology: Methods and techniques, 2nd edition, Wishwa Prakashan, New Delhi.

5. LokeshKoul (1984): Methodology of Educational Research (3rd Ed) New Delhi Vikas Publishing House Ltd.

6. David. G. Elmes, Barrry .H. Kantowitz, Henry .L. Roedrigues III, (1981), Research methods in Psychology (5thed), New York, West publishing company.

7. Wendy .A. Schweigert (1998), research, Methods in Psychology, London, New York, Brooks/cole publishing company.

8. Donald. W. Stilson (1996), Probability and Statistics in psychological research and theory, Bombay, Vikas, Feffer and Simons Private Ltd.

9. Srinibas Bhattacharya (1972), Psychometrics and Behavioural Research, New York, Sterling publishers Ltd.

10. George .A. Ferguson, Yoshio Takanwe (1989) , Statistical analysis in psychology and education, New York, New Delhi, Mc Graw Hill Book Company.

11. Frederick.J. Graventter, L.B.Wallanu (2000), statistics for the behavioural sciences, Singapore, Canada, Wadswoth Publication.

PYH452: STATISTICS IN PSYCHOLOGY

No. of Credits: 4

No.ofHrs:48

Objectives:

- To acquaint the students with ideas and methods used in the statistical treatment of data obtained from various experiments, surveys, and observations.

Unit- I: Introduction to statistics: **12 hrs.**

Statistics: Meaning, Characteristics and Functions; Inferential and descriptive statistics.

Scales of measurement: Nominal, ordinal, interval and ratio.

Frequency distribution table

Graphical Representation of data: Frequency polygon, histogram & Ogive.

Meaning and measures of Central tendency: Mean, median & mode.

Measures of Variability or dispersion: Range, Quartile deviation, Mean deviation and Standard Deviation. Co-efficient of variation.

Skewness and Kurtosis

Unit- II: Probability Distribution & Inferential Statistics   **12 hrs.**

Introduction to probability and probability distribution.

Normal distribution: Meaning, importance and properties of normal distribution. 6 Sigma Concept. Standard error.

Errors in hypothesis testing- Type I & Type II error.

One tailed and two tailed test.

Levels of significance. Critical region

Meaning and assumptions of Parametric tests

t test- Single sample t test, t test for independent samples, t test for correlated samples.

ANOVA – Meaning, types, assumptions and uses of ANOVA, One-way ANOVA, Two-way ANOVA, Post hoc analysis

Application of inferential statistics in behavioural sciences

Unit- III: Correlation, Regression, and SEM   **12hrs.**

Meaning of Correlation, types of correlation, Karl Pearson's Co-efficient of Correlation

Regression: Introduction, Regression equation, regression co-efficient, Prediction from regression equations.

Application of correlation and regression in behavioural sciences

Concepts of SEM (Structural Equation Modeling)

Unit IV: Non-parametric tests and use of computers in statistics   **12 hrs.**

Meaning and assumptions of non-parametric tests.Spearman's rank correlation co-efficient, Sign test (Median test), Wilcoxon signed rank tests, Mann-Whitney U test. Chi-square test of independence

Application of non-parametric tests in behavioral sciences

Use of computers in statistics -SPSS.

Skill Component

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Use of SPSS software for the analysis of statistical data.	Use of software
2	Generation of different kinds of statistical data.	Data mining
3	Interpretation of Results from different research study	Data interpretation
4	Result analysis	Analysis of the statistical result table in research articles

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1. Ferguson, G.A and Takane, Y. (1989). Statistical analysis in psychology and education. 6th Ed, New Delhi: McGraw-Hill Book company.

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10. Wendy A. Schweigert(1998), Research methods in psychology, London, New York, Brooks. Cole publishing company.

11. Dubois H.P(1965), An introduction to psychological statistics, New York, A Harper International students reprint.

12. Donald W. Stilson(1966), Probability & Statistics in psychological research and theory, Bombay(vakils, Feffer and simonspvt. Ltd.)

13. Siegel. S(1956), Non parametric statistics for the behavioral sciences New York McGraw Hill.

14. Gravetter J Frederick(1970), Statistics for the Behavioural Sciences 5th edition, Wadsworth Thomson Learning

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16. Gaur, AjaiS& Gaur Sanjaya S. (1977) Statistical methods for practice and research - a guide to data analysis using SPSS , New Delhi, Sage Publications India Pvt Ltd.

17. Brace, Nicola, Kemp, Richard &Snelgar, Rosemary - SPSS for Psychologists A guide to Data Analysis using SPSS for Windows (Versions 9, 10, & 11) Second Edition, New York Palgrave Macmullan.

PYH453: COUNSELLING SKILLS

No. of Credits: 4

No.ofHrs:48

Objectives

- Become acquainted with the roles, functions and qualities of an effective counsellor.

- Become familiar with the various approaches, procedures and techniques of counselling.

- Understand the various stages involved in the process of counselling.

- Understand the meaning, need, and advantage of group counselling.

UNIT I: Introduction to Counselling Psychology   12 hrs.

Nature, Definition and Scope of Counselling Psychology. Historical development and Current Status of Counselling psychology in India

Counselling psychology and its relation to Guidance, Psychotherapy and Clinical Psychology. Goals of Counselling.

Personal characteristics of an effective counsellor. Selection and training of counsellors. Ethical and professional issues in counselling. Physical setting of the counselling room.

UNIT II: Models and Process of Counselling   12 hrs.

Models of psychological counselling – Egan's Skilled Helper Model and Ivey's Model.

Steps in the Process of Counselling, Dimensions of Counselling Relationship.Planning and Duration of Psychological Counselling.; .Alternative Modes of counselling- Time limited counselling, Telephone counselling, Online counselling

UNIT III: Basic and advanced skills of counselling   12 hrs.

Basic skills: Rapport establishment, Attending and observing, Opening, Structuring, Listening, Questioning, Reflection, Responding, Paraphrasing, Acceptance, Leading, Reassurance and Suggestion, Negotiating home work with the client, Terminations.

Advanced Skills: Confrontation, Influencing skills

Barriers in counselling relationship- Transference, Counter Transference and Resistance, Charkoff's Step of Empathy (nine steps of empathy)

UNIT IV: Client Appraisal and Counselling Case History Collection 12 hrs.

Psychological test, Non psychological methods: Autobiography, Anecdotes, Cumulative Records, Case Study, Rating scales, Sociometric Techniques, Pupil Data Questionnaire, Diaries, Interview and Observation. Counselling Case History Collection

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Practice of Counselling Skills	Demonstration among students
2	Taking Counselling Cases	Field work to different schools and hostels to take up counselling cases
3	Development of Counselling Skills	Observer during teacher counselling the cases
4	Peer practice of Counselling	Taking cases of their own friends
5	Counselling case analysis	Counselling Case presentation
	Case Collection	

References

1. Brammer, L.M., and Shostrom, E.L.(1982). Therapeutic Psychology- Fundamentals of Counsellingand Psychotherapy: NewJersy: Prentice -hall.

2. Narayan R.S.,(2004).Counselling and Guidance. New Delhi: Tata McGraw Hill.

3. Corey, G.(2001). Theory and practice of Counselling and Psychotherapy. New Delhi: Sage.

4. Paterson, L.E. &Welfel, E.R.(2000).The Counselling process: Wadsworth Brooks/Cole.Thomson Learning.

5. Feltham, C & Horton, I (2000). Hand book of Counselling and Psychotherapy: New Delhi: Sage Publication.

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7. Woolfe, R. & Dryden, W.(1996). Hand book of Counselling Psychology. New Delhi: TMH.

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9. Jones R. N. (2001) Theory and practice of counselling and therapy, New Delhi, sagepublication.

10. Ivey, A.E & Ivey ,M.B (2007) .Intentional interviewing and Counselling (6 Ed) USA :   Thomson Brooks / Cole

11. Brammer and Shostrom(1982) : Therapeutic Psychology – Prentice Hall.

12. EugeneKemmedy and sara .C Charles (1990) – On becoming a Counsellor- 13.Bang

13. Gerald Cory (2000): Theroy and Practice of group counseling – 5th edition – AustraliaBrroks Cole.

14. Barkhi and Mukhopadhyay(1989) – Guidance and Counselling – New Delhi: SterlingPublishers.

15. Kottler and Brown (200) – Introduction to Theraputiccounseling 4th edition: Brooks/Cole

16. Gelso and Fretz(1995) : Counselling Psychology: Bangalore:- A prism Indian edition.

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19. Jeffrey.A.Kottler, Robert W. Brown (2000) – Introduction to therapeutic Counsellingvoecies from the field; Australia ,Canada, Denmark, Japan , Maxico, New Zealand , U.K,U.S Brooks/cole.

20. ColinFeltham and Horton (2000) – hand book of Counselling and Psychotherapy:
London, Thousand oaks, New Delhi: Sage Publications.

PYS454: QUALITATIVE RESEARCH METHODS

No. of Credits: 3

No. of Hrs: 40

Objectives:

- To orient the students about qualitative methods of data collection and analysis which helps in getting rich, textured data

Unit I: Introduction: 10 hrs.

Definition of qualitative research, differences between quantitative and qualitative research, Phases in the history of qualitative research methodology; paradigm of qualitative research methodology; characteristics of qualitative research; process of qualitative research; values of qualitative research.

Unit II: Data Collection in qualitative research: 10 hrs.

Forms of data (observations, interviews, documents, audio-visual); Data collection methods: Individual based methods (In-depth unstructured interview, Life-history), Group based methods (Group interviews, Focus group discussion), Observation based methods (Participant observation, Non-participant observation), Document based methods (documents, diaries, films and videos, conversation)

Unit III:Approaches to qualitative Data Analysis: 10 hrs.

Interpretative phenomenological Analysis; Grounded Theory, Discourse Analysis, Narrative Analysis, Thematic Analysis, Case study, Content Analysis

Unit IV: Mixed Methods 10 hrs.

Sequential explanatory research; Sequential exploratory research and triangulation, Use of Soft wares for Qualitative data analysis: ATLAS, R and -----CAQDAS (computer assisted qualitative data analysis software)

Skill Component

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Important techniques of data collection methods in Qualitative Research and submit an analysis of it by using different types of data collection methods, such as observation, interviews, documents, audio-visual methods	- Adopting a qualitative research on particular topic using the data collection methods - Through the FGD, face to face interview, document based and other techniques of data collection

2	By using one of the qualitative data analysis such as Grounded theory, discourse analysis, and narrative analysis (Thematic analysis). Submit an analysis on its usage in field-based study	• Doing research based on narrative analysis, discourse analysis and grounded theory. • Through using one of the above mentioned technique, a researcher could get the gist of the method
3	Different ways of approach to the mixed method. Submit a detailed report as in the form of critical analysis on mixed methods based on field study	• Through the mixed method of a paper can be prepared a qualitative research
4	To take up a qualitative research study	• Research Project
5	Presentation and Publication	• Journals

References:

1. Berg.B. L. Qualitative research methods for the social sciences.Allyn Bacon
2. Cresswell J. W. Qualitative inquiry and research design. Sage
3. Fischer C. T. (eds) (2006) Qualitiative research methods for psychologists. Elsevier
4. Kapur. R. L. (eds) Qualitative methods in mental health research. NIAS, Bangalore
5. Miles. M. B. &Huberman. A. M Qualitative data analysis Sage
6. Lyons, Evanthia& Coyle, Adrian Ed.(2007) Analysing Qualitative Data in Psychology, Los Angels, Sage Publishing Co.
7. Denzin, Norman K & Lincoln, Ivonna S Ed. (2000) Handbook of Qualitataive Research, 2nd Ed, California, Sage Publications
8. Bryman, Alan (1988) Quantity and Quality in Social Research, London, Unwin Hyman Ltd.
9. Mason, Jennifer(2002) Qualitative Researching , 2nd ed., London, Sage Publications

No. of Credits: 3

1. **Demonstration and Practice of Counselling skills**: Opening, Rapport establishment, Structuring, Listening, Questioning, Reflecting, Paraphrasing, Acceptance, Leading, Reassurance and Suggestion, Empathy building, Terminations.

2. **Influencing Skills:** Confrontation, focusing; reflection of meaning, interpretation/reframe; logical consequences; self-disclosure; feedback; information and directives.

3. **Negotiating home work with the client**

4. **Recording the Counselling proceedings**: Peer practice, Writing Verbatim and Individual appraisal.

5. **Case discussion** from Counselling Using Egan's or Ivey's Model Perspective

6. **Field Work**

- Module development and presentation: Adolescence (Boys & Girls), Career Counselling (What after SSLC, Career opportunities for psychologists).

- Practice of counselling in CGC/ Hostels: Case history Collection, Assessment, Supervised Counselling Practice and Case Report Writing.

- Life Skills Counselling in Schools and Colleges

- Module presentation and discussion on overcoming addiction

PYS456: GROUP COUNSELING PRACTICAL

No. of Credits: 3

1. **Planning and starting groups** – Pre group planning, planning the overall group program and phases of the session, planning for the beginning stage, the first session, the second session and subsequent sessions – screening, contracting and setting goals

2. **Exercises** – Selection, introducing, conducting and processing exercises

3. **Dealing with problem situations in groups –** member styles, silence, sexual feelings, crying, hostility, asking members to leave**.**

4. **Attending and observation skills behavior** – visual, vocal, verbal, body language, movement harmonics.

5. **Focusing, pacing, leading and linking skills** –Focus on: group, subgroup, individual, individual main theme, group leader, environment / context, here and now, then and there.

6. **Leadership skill of basic listening sequence –** questioning, encouragement, restatement, paraphrasing, reflection of feeling, summarization, the checkout.

7. **Skills of structuring dimensions and stages of groups –** initiating the group, gathering data, the positive asset search, working (examining goals, sharing, confronting, re storying), ending (generalizing and acting on new stories)

8. **Skills and strategies for interpersonal influence-** Listening, reframing, interpreting, using self disclosure, giving feedback, structuring strategies, exploring logical consequences, eliciting and reflecting meaning, managing conflict via confrontation.

9. **Closing a session or a group** – skills in closing a session, closing a group and follow up procedures

10. **Psychodrama, Person centered and TA Approaches to Group Therapy**

References

1. Jacobs, E. E., Masson, R.L &Harvill, R.L (2006) Ed. Group counseling strategies and skills – Belmont, Books /Cole.

2. Ivey, A.E., Pedersen, P, B., & Ivey, M.B. (2001) Ed. Intentional group counseling – A microskills approach, Belmont, Books /Cole.

PYS457: POSITIVE PSYCHOLOGY

No. of Credits: 3

No.ofHrs:40

Objectives:

- To orient the students about human strengths, optimism, happiness, hope and resiliency.
- To sensitize the students about human character strengths and virtues.
- To familiriaze the students about practical ways of using one's character strengths in promoting and maintaining well-being and happiness.

Unit I: Introduction: **10 hrs.**

Meaning, definition, assumptions and goals. Eastern and Western perspectives on positive psychology. Positive relationships, positive schooling, positive workplace, positive communities, positive youth development, altruism & empathy & Social Intelligence

Unit 2: Happiness.   **10 hrs.**

Meaning and measures of happiness, types of happiness, effects of happiness, happiness across life span, gender and happiness, factors contributing to happiness. Wellbeing – Subjective wellbeing– The Measure of subjective Well-being, Predictors of SWB, Theories of Subjective well-being ; Psychological Wellbeing – components of psychological wellbeing,

Unit 3: Flow, mindfulness and spirituality   **10 hrs.**

Flow – creating and measuring flow. Mindfulness – definition, attributes of mindfulness, mindfulness meditation & Spirituality; Resilience

Unit 4: Wisdom: **10 hrs.**

Theories of wisdom, development of wisdom, characteristics of wise people, virtues and strengths of character. Gratitude, zest, love, kindness

Skill Component

Sl.No.	Skill Components incorporated	Mode of Implementation
1	List the positive aspects of the one's self and the importance of positive relationships at different environments. Submit an analysis of it by using in the field study	- Using positive aspects of oneself, self-image, - Applying the positive aspects in the environment
2	Happiness: list the types of happiness and its importance across life span, and the happiness-	Preparation of happiness index or modules

	empathy skill - The person will be able to care for others and to love them and also himself/herself beloved by others and to become closer to others by creating better social relationships	
3	Mindfulness: list different types of modules of mindfulness and its importance in life span and submit an analysis on the relationship of mindfulness and spirituality	• Developing wellness modules. • Mindfulness at work place
4	Wisdom: List the important factors for development of wisdom and submit an analysis of body of knowledge and experience that develops within a specified society or period	• Preparation of modules on How wisdom might influence on learning

References:

1. Baumgardner, S.R. & Crothers, M.K.(2009). *Positive Psychology*. Delhi: Pearson.
2. Carr, A.(2002). *Positive Psychology*, London :Routledge
3. Snyder, C.R., Lopez Shane, L.J., &Pedrotti, J.T. (2014). *Positive Psychology: The Scientific and Practical Exploration of Human Strengths*. New Delhi: Sage
4. Myers, D.G. (1990). *The Pursuit of Happiness*. New York: Avon Books.
5. Seligman, M.(1991). *Learned Optimism*. New York: Pocket Books.
6. Mihaly, C.(1991). *Flow*. New York: Harper and Row
7. David Lykken, D..(1999). *Happiness.* New York: Golden Books,
8. Goleman, D. (1998).*Working With Emotional Intelligence*. New York: Bantam
9. Knoop, H.H.(2004). *Positive Psychology*. Denmark: Aarhus university.
10. Kumar, S. &Yadav, S.B. (2011). *Positive Psycholo*gy. New Delhi: Global Vision
11. William C. Compton (2005) An Introduction to Positive Psychology. Thomson Wadsworth Belmont USA
12. Kate Hefferon, and IlonaBoniwell. (2011). Positive Psychology Theory, Research and Applications. MscGraw-Hill Publications. Berkshire UK

PYE458: DYNAMICS OF HUMAN BEHAVIOUR I

No. of Credits: 3

No. of Hrs: 36

Objectives:

- To orient non-Psychology students about the diversity of Psychology
- To help the students understand and manage themselves better

UNIT – I: Introduction: **12 hrs.**

History & Basic concepts of Psychology, Brain behaviour relationship. Individual differences in intelligence, abilities, and attitudes.

UNIT –II: Emotion and Motivation: **12 hrs.**

Emotion: Definition, Types, Goleman's Theory of Emotional Intelligence (EI), Importance of EQ,

Motivation: Definition, Theories of Motivation: Maslow's need hierarchy theory of motivation, techniques of improving motivation

UNIT –III: Psychology in everyday life: **12 hrs.**

Self-Management-Meaning, Techniques, Stress - Meaning, Types of stress, Selye's/ Lazarus model of stress, Management, Anger management, Time Management, relaxation technique: JPMR; Meditation, resilience training

Skill Component

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Development of Modules on topics of Psychology in Everyday life	Module Presentation by the group in the Class
2	Review of different human behaviour	Individual Assignments related to the topics
3	Awareness about different theories of Human behaviour	Watching TED Talks
4	Understand the level of EQ	Individual test administration
5	Understanding the usage of Psychology in Fiction	Movie show and review

References:

1. Weiten, W (1995) Psychology - Themes and Variations, 3rd Edition, New York, Brooks/Cole Publishing Company.
2. Santrock, J.W.(2003) Psychology, 7th Ed., New York, McGraw Hill
3. Sternberg R.J. (2001), Psychology In search of the Human Mind, 3rd Ed. New York, Harcourt College Publishers

4. Matlin Margaret W.(1999) Psychology, 3rd Ed. Philadelphia, Harcourt Brace College Publishers

5. Halonen J.S. and Santrock J.W.(1999) Psychology Contexts & Applications , 3rd Ed. New York, McGraw-Hill College.

HARD CORE PAPERS	SOFT CORE PAPERS	OPEN ELECTIVE
PYH501 : Adult Psychopathalogy	PYS504: Psychological Disorders of Childhood And Adolescence	PYE508 :Human Behaviour and Mental Health
PYH502 : Psychotherapy	PYS505 : Assessment of Personality Practical	
PYH503 : Personality Theories	PPYS506:Assessment of Clinical Symptomatology Practical	
	PYS507 : Additional paper: Human Resource Management and Development (HRM & D)	

PYH501: ADULT PSYCHOPATHOLOGY

No of Credits: 4
No.ofHrs:48

Objectives:

- To acquaint students with various manifestations of Psychopathology.
- To orient the students about psychological, biological and social influence in the etiology and treatment of mental disorders.

UNIT I: Classification of mental disorders & Organic Mental Disorders   **12 hrs.**

ICD-10 classification of mental disorders, DSM –V classification of mental disorders. Delirium, dementia and amnestic disorders.

UNIT II: Schizophrenia, schizotypal, delusional disorders and Mood disorders: **12 hrs.**

Schizophrenia, Persistent delusional disorders, Acute and transient psychotic disorders, Induced delusional disorder, Schizoaffective disorders
Depressive disorders, bipolar disorder, Dysthymia and Cyclothymia

UNIT III: Neurotic, stress related and somatoform disorders: **12 hrs.**

Phobic anxiety disorders, Other anxiety disorders, Obsessive compulsive disorder, Reaction to severe stress, and adjustment disorders, Dissociative [conversion] disorders, Somatoform disorders, Other neurotic disorders

UNIT IV: Disorders of adult personality and behaviour   **12 hrs.**

Non-organic Sleep disorders, habit and impulse control disorders, personality disorders, Sexual and gender identity disorders, Substance Abuse Disorder

Skill Component

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Case analysis: analysis of a adult psychopathology case	Case analysis
2	Case history collection of a adult psychopathology case.	Case history collection

3	Internship at psychiatry set up.	Internship
4	Field visit to a psychiatric set up.	Field visit
5	Movie review: reviewing a movie indicating a psychopathology. Eg. Shutter Island, Silence of the lambs, 15 Park Avenue etc.	Movie review

References:

1. American Psychiatric Association(1994) Diagostic and Statisticaal Manual of Mental disordes 4th Ed. Washington DE APA.

2. Carson R and Butcher JN(1992). Abnormal Psychology and Modern life, New York Harpercollin.

3. David S.Holmes(1997) Abnormal Psychology, 3rdEdition,U.S. Addision and Weisely Publishers.

4. Sue G.D and Sue.S (1997) Understanding abnormal behaviour 5th Ed. Boston Houghton Mifflin.

5. Davison and Neale(1998) Abnormal Psychology, Revised 7th Ed, John Wiley and Sons.

6. Irwin G.SarasonandSarason Barbara, R (1993) Abnormal Psychology 6th Ed, New York: prentice Hall.

7. Ilusen.M ,Kazdin E.A and Bellack S.A (1991). The Clinical Psychology handbook. 2nd Ed New York: Pregamon press.

8. Richard R. Bootzin, Joan Ross Acocelk and Lamen B. Alley (1993), Abnormal Psychology. 6th Ed New York: McGraw Hills.

9. Ronald, J Comer(1996) Fundamentals of abnormal Psychology New York : W.H Freeman and company.

10. Thomas F. Oltmanns and Robert, E Emery (1995). Abnormal Psychology New Jersey. Prentice Hall.

11. WHO (1992) The ICD 10 classification of mental and behavioural disorders, clinical descriptions and diagnostic guidelines ,Geneva ,WHO.

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13. Barlow H. David and Durnad V. Mark(1999) – Abnormal Psychology; India, Brooks/Cole Publishing Company.

14. Carson C. Robert, Butcher N. James, Mineka, Susan(1998) – Abnormal Psychology and Modern life; Newyork, , Longman.

PYH502: PSYCHOTHERAPY

No of Credits: 4

No.ofHrs:48

Objectives:

- To enable the students to get an understanding of the different techniques of psychological intervention.

Unit I –Psychoanalytical interventions   **12 hrs.**

 Classical psychoanalysis, Jungian Psychotherapy; Adlerian Psychotherapy;

Unit II: Humanistic and Existential School based interventions   **12 hrs.**

Rogerian Person centered therapy; MET(Motivation Enhancement Therapy); Reality therapy; Gestalt therapy, Logo therapy and Existential therapy, Solution Focused Behaviour Therapy

Unit III: Cross Cultural, Eclectic, Feminist and Third wave therapies   **12 hrs.**

Cross cultural therapy – issues; Eclectic therapy, Multimodal therapy of Lazarus; Feminist Therapy
Introduction to Third wave therapy: ACT, MBCT

Unit IV – Supportive, Milieu and Creative Art therapies: **12 hrs.**

Supportive Psychotherapies: Guidance, Tension control and release, Environmental manipulation,
Externalization of interests, Reassurance, Prestige suggestion, Pressure and coercion, Persuasion, Confession and ventilation,
Milieu therapy
Creative Art Therapies: Drama Therapy, Music Therapy, Dance and movement therapy.

Skill Component

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Video review: Rogers and Gloria	Video review
2	Collecting the videos of demonstration of different psychotherapies.	Video show
3	Peer practice of psychotherapies.	Peer practice
4	Supervised practice of Therapy skills in schools and hostels.	Supervised practice

| 5 | Case discussion: cases are discussed using different psychotherapies. | Case discussion |
| 6 | MET in De-addiction Centre | Supervised Practice |

References:

1. Sharf Richard S and Sharf (2000) Theories of Psychotherapy and Counselling Concepts and Cases, 2nd Ed., Australia, Brooks Cole Publishing Co.

2. Archer,J& Mc. Carthy ,C.J (2007) .Theories of Counselling and Psychotherapy, :

   Contemporary application ,NewJersy : Pearson Meril Prentice Hall.

3. Corey, Gerald (1996) Theory and Practice of Counselling and Psychotherapy; 5th Edition; New York, Brooks/Cole Publishing Company

4. Aventive M &Shapero, D.A. (1995) Ed, Research for Psychotherapy practice. Chechester: Wiley.

5. Wolman.B.B (1965) Ed Handbook of clinical Psychology New York;McGraw hill.

6. S.S. Hesson. M.Kazdin A.E. (1983) International handbook of behavioural

   modification& therapy, New York: Plenum Press.

7. Bugin, A.E. &Garsied S.L. (1994), Ed, Handbook of Psychotherapy behavioural change, 4th Ed. New York: Wiley.

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   Sadhana, Pondichery: Mira Trust.

9. Jones, C.C. (1993). Family system therapy, Chichesles Wiley.

10. Lane, D & Milles, A. (1992) Ed. Child & Adolescent therapy. A hand book. Milton

    Keynes, open Uni Press.

11. Levme, E.S. &Padiha, A.M. (1980) Crossing cultures in therapy. Monterey, C.A;

Books/cole.

12. Nercross J.C. (1980). Handbook of Psychotherapy integration (Ed) New York: Basis Books.

13. Steven Jay & John P, Gar Ke (1985) contemporary Psychotherapy models & methods, Ohio, charles E. menitt.

14. Wolberg L.R. (1989). The technique of Psychotherapy Vol. I & II London Warberg& Heinemann.

15. Bellack A.S. &Hersen, M (1980). Introduction to Clinical Psychology; Oxford; Oxford University Press, New York: John Wiley & Son.

16. Bernstein, D.A - &Nietzel, M.T. (1980) Introduction to Clinical Psychology. New York: McGraw Hill.

17. SacuzzoD.P and Kaplan.R.M(1984), Clinical Psychology, Boston: Ally and Bacon Inc.

PYH503: PERSONALITY THEORIES

Objectives: **No. of Credits: 3**

                                                               No. of Hrs. 48

- To enable the students to understand the forces and factors that shape personality.

- To enable the students understand the different perspectives to personality

UNIT I: Psychoanalytic & Neo psychoanalytic approaches: **12 hrs.**

Sigmund Freud, Carl Jung, Alfred Adler, Karen Horney, Eric Fromm

UNIT II: Interpersonal and trait approach: **12 hrs.**

Harry Stack Sullivan, Gordon Allport, H.J Eyesenck and Raymond B.Cattell.

UNIT III: The Humanistic, Behavioural and cognitive approaches   **12 hrs.**

Abraham Maslow, Carl Rogers, George Kelly and Mowrer's two factor theory

UNIT IV: Social learning, Limited domain and Indian approaches: **12 hrs.**

Albert Bandura, Julian Rotter, David McClelland, Marvin Zuckerman.

Trigunasand Panchakoshas.

Skill Component

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Critically analysing different Personality theories in Films	Movie show
2	Preparing personal Personality profile	Different personality tests
3	Personality Profile Analysis of famous individuals	Group Presentation and Discussion
4	Research Methods in the Field of Personality	Case studies
5	Personality exploration	Development of Module

References:

1. Schultz, Duane P. and Schultz, Sydney Ellen(2001), Theories of Personality, Wadsworth – Thompson Learning, U.S.A.

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PYS504: PSYCHOLOGICAL DISORDERS OF CHILDHOOD AND ADOLESCENCE

No. of Credits: 3

No.of Hrs:40

Objectives:

- To orient the students to special issues pertaining to psychological disorders of childhood and adolescence
- To sensitize the students to children's mental health problems and needs

Unit I: Intellectual disability and Pervasive Developmental Disorders   **10 hrs.**

Intellectual Disability-Types; Etiology, Prevention and Management

PDD: Types, Etiology and Management

Unit II: Communication Disorders &Specific developmental disorders of scholastic skills: 10 hrs.

Communication Disorder- Language disorder, Childhood-Onset Fluency Disorder (Stuttering) and Social Communication Disorder

Specific disorders of reading,writing, spelling, arithmetic skills and mixed disorder of scholastic skills- Etiology and Management.

UNIT III: Behavioural and Emotional Disorder   **10 hrs.**

Behavioural Disorder: Hyperkinetic disorder, Conduct Disorder, ODD

Emotional Disorders: Separation anxiety disorder of childhood, Phobic anxiety disorder of childhood, Social anxiety disorder of childhood, Sibling rivalry disorder and Elective mutism

Unit IV: Tic Disorders and other Behavioural and Emotional Disorders: **10 hrs.**

Tic Disorders – Types, Causes, and Management

Nonorganic enuresis and encopresis, feeding disorder of infancy and childhood, Pica- Causes, Treatment.

Skill Component

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Visit to child mental health care centre	Field Visit
2	Childhood and adolescence case discussion	Cases Presentation
3	Therapeutic Knowledge to handle the child	Video show and analysis

4	Practical experience sharing	Guest Lecturing
5	Clinical Child case assessment	Taking Child case for clinical Assessments
6	Case history taking	Internship in Child care Unit

References:

1. American Psychiatric Association(1994) Diagostic and Statisticaal Manual of Mental disordes 4th Ed. Washington DE APA.

2. Carson R and Butcher JN(1992). Abnormal Psychology and Modern life, New York Harpercollin.

3. DavidS. Holmes(1997) Abnormal Psychology, 3rdEdition,U.S. Addision and Weisely Publishers.

4. Sue G.D and Sue.S (1997) Understanding abnormal behaviour 5th Ed. Boston Houghton Mifflin.

5. Davison and Neale(1998) Abnormal Psychology, Revised 7th Ed, John Wiley and Sons.

6. IrwinG.SarasonandSarason Barbara, R (1993) Abnormal Psychology 6th Ed, New York: prentice Hall.

7. Ilusen.M ,Kazdin E.A and Bellack S.A (1991). The Clinical Psychology handbook. 2nd Ed New York: Pregamon press.

8. Richard R. Bootzin, Joan Ross Acocelk and Lamen B. Alley (1993), Abnormal Psychology. 6th Ed New York: McGraw Hills.

9. Ronald, J Comer (1996) Fundamentals of abnormal Psychology New York: W.H Freeman and company.

10. Thomas F. Oltmanns and Robert, E Emery (1995). Abnormal Psychology New Jersey. Prentice Hall.

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12. Ouay and Werry (1972) – Psychopathological disorders of childhood; New York, John Wiley and Sons.

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14. Carson C. Robert, Butcher N. James, Mineka, Susan (1998) – Abnormal Psychology and Modern life; Newyork, , Longman.

15. Mash J. Eric, Wolfe A. David (1999) – Abnormal child Psychology; Belmont, Boston, London Brooks/Cole Wadsworth.

17. ICD- 10. International Statsitical Classification of Diseases & Related Health Problem. Tenthrevision.Volume 1.WHO, New Delhi.AITBS.

18. ICD- 10. International Statsitical Classification of Diseases & Related Health Problem.Tenthrevision.Volume 3.

PYS505: ASSESSMENT OF PERSONALITY PRACTICAL

(To assess any 9)

1. Assessment of Personality dimensions by administering Eysenck's Personality questionnaire

2. Assessment of personality by administering Neo-Five factor inventory

3. Assessment of Personality by administering IAS scale

4. Assessment of locus of control by administering –Levenson's scale for locus of control

5. Bell's adjustment inventory-Adult form

6. Assessment of self-efficacy

7. Assessment of Personality by administering Cattell's 16 Personality Factor Questionnaire

8. Assessment of Personality by administering MBTI

9. Assessment of Personality by administering EPPS

10. Assessment of EmpathyAssessment of Subjective Well-being

PYS506: ASSESSMENT OF CLINICAL SYMPTOMATOLOGY PRACTICAL

(To assess any Nine)

1. Case history collection and mental status examination
2. Assessment of level of depression using Beck's Depression Inventory
3. Assessment of level of anxiety using Hamilton / Beck's Anxiety scale
4. Assessment of clinical condition by administering MPQ
5. Assessment of personality by administering Rorschach Ink Blot test
6. Assessment of interpersonal relationship by administering Thematic Apperception Test (TAT)
7. Assessment of personality by administering Sentence completion test
8. Assessment of visuo-motor perceptual ability by administering Bender Gestalt Visuo Motor Ability Test (BGT)
9. Assessment of neuropsychological functioning using NIMHANS battery
10. Brief Psychiatric Rating Scale (BPRS)
11. Assessment Using PANASS
12. Assessment of OCD using Y-BCOS
13. Assessment of Personality Disorder using International Personality Disorder examination Scale(IPD)
14. Assessment of Substance abuse using CAGE/AUDIT

PYE507: HUMAN BEHAVIOUR AND MENTAL HEALTH

Objectives:
                                                   No. of Credits: 3

                                                    No. of Hrs: 36

- To orient students about different approaches to understanding personality
- To create awareness about manifestation, prevention and management of different mental disorders

UNIT-I: Personality: 12 hrs.

Meaning, definition, Theories of personality Sigmund Freud, and Alfred Adler

UNIT –II: Pro-social Behaviour: 12 hrs.

Pro social Behaviour, Steps in Pro social behavior, Factors influencing pro social behavior: Similarity and Responsibility, Gratitude, Empathy & Negative State Relief Hypothesis, Factors that reduce helping: Social exclusion, darkness and putting an economic value on our time and effort, Bystander Apathy, Diffusion of responsibility

UNIT III: Positive Mental Health and Hygiene   12 hrs.

Major and minor mental health problems. Myths about mental illness. Prevention, causes and treatment of mental disorders. Mental hygiene

Skill Component

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Development of modules on human resource development and management and presentation to different populations.	Development of modules
2	Carrying training programs on human resource development and management at schools, colleges etc.	Carrying training programs
3	Reviewing Ted talks on human resource development and management.	Reviewing Ted talks

References:

1. Weiten, W (1995) Psychology - Themes and Variations, 3rd Edition, New York, Brooks/Cole Publishing Company.
2. Santrock, J.W.(2003) Psychology, 7th Ed., New York, McGraw Hill
3. Sternberg R.J. (2001), Psychology In search of the Human Mind, 3rd Ed. New York, Harcourt College Publishers

4. Matlin Margaret W.(1999) Psychology, 3rd Ed. Philadelphia, Harcourt Brace College Publishers

5. Halonen J.S. and Santrock J.W.(1999) Psychology Contexts & Applications , 3rd Ed. New York, McGraw-Hill College.

6. Baron R.A. &Branscombe N.R. (2015) Social Psychology (13th Ed.) Social Psychology, Delhi, Pearson

PPSY 508: HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT (HRM&D)

No. of Credits: 3

Objectives: **No. of hours: 40**

- The course is designed to edify students systematic techniques of manpower development for strategic change
- To enable them comprehend thoroughly the vital aspects of human resource management

Unit I- Introduction to Human Resource Management   10 hrs.

HRM Definition and Scope, Historical Perspective and Evolution, HRM V/S Personnel Management, Structure and Functions of HRM, Line and Staff Relationships, HRM Model, Environment Linkages of HRM, Code of Ethics in HRM, The Trends shaping Human Resource Management Applications of Psychological Principles in HR

Unit II –Acquiring, Motivation and Maintaining Human Resource: 10 hrs.

Strategic Human Resource Planning, Executive Resource Planning, Succession Planning, Career Planning and Career Paths, Job Analysis, Job Design, Socialization and Induction; Motivation of Human Resource- Basic Motivation Concepts,; Employee Compensation- Factors Influencing Compensation Policies and Plans, Criteria for Fixation of Wages and Salary, Benefits and Services; Safety and Health.

Unit III- Human Resource Development - Conceptual Frame Work   10 hrs.

HRD- Meaning, Definition, Objective and Process, Designing HRD Systems, HRD Goals and Functions, Dimensions of HRD, Approaches to HRD, HRD Climate, HRD Policy, Role of HRD Personnel ,HRD Experience in Indian Organization ,Future of HRD

Unit IV- Human Resource Training   10 hrs.

Human Resource Training - Concepts, Objectives, Needs, and Benefits. Training Need Identification; Competency Mapping, Selection of Training Method, Process of Training; Training Evaluation- Methods. Types and Methods of Training; On the Job Training (OJT) and Off the Job Training; Lecture, , Advanced Techniques in Training and Development - Role Play, In Basket Exercise, Simulation, Transactional Analysis, Neuro Linguistic Programming, Assessment Centers, Accelerated Learning, Action Learning, Facilitation, Mentoring, Drama Based Training, Vestibule Training, Management Games, Case Studies, Sensitivity Training, Programmed Instruction

Skill Component

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Development of modules on human resource development and management and presentation to different populations.	Development of modules
2	Carrying training programs on human resource development and management at schools, colleges etc.	Carrying training programs
3	Reviewing Ted talks on human resource development and management.	Reviewing Ted talks

References:

1. Dessler,G (2007) Human Resource Mangement: New Delhi; Prentice Hall India.

2. Robbins,P and D, Canzo (2005) Human Resource Management; New Delhi Tata McGraw Hill Inc.

3. Jayagopal, R. (1992) *Human Resource Development: Conceptual analysis and Strategies*; New Delhi, Sterling Publishers Pvt Ltd.

4. Keith, D. (1983) *Human Behavior at Work*; New Delhi, Tata McGraw Hill Inc.

5. Moorthy,M.V. (1992) *Human resource Management: Psycho Sociological Social Work Approach*; Bangalore, R & M Associates.

6. Pareek, U. and Rao, T.V. (1982) *Designing and managing Human resources*; New Delhi, Prentice Hall India Pvt. Ltd.

7. Mamoria, C.B. (1989) *Personnel Management*; Bombay, Himalaya Publishing House.

8. Agarwal, R.D. (1973*) Dynamics of Personnel Management in India*; New Delhi, Tata McGraw Hill Inc.

9. David, A. and Robbins, S. (2001) *Human resource management*, New Jersy, Printice Hall International.

10. Aswathppa. (2005) Human *Resource and Personnel Management. 4th Edition*. New Delhi, McGraw Hill Companies.

11. Gary D. (2005) *Human Resource Management. 10th Edition*. Harlow, Pearson Education.

12. V.S.P Rao. (2005) *Human Resource Management. 2nd Edition*. Anurag Jain for Excel Books, New Delhi.

13. Berry and Lilly, M. (1998) *Psychology at Work: An Introduction to Organizational and Industrial Psychology*; New York, McGraw International.

FOURTH SEMESTER SYLLABUS

HARD CORE PAPERS	SOFT CORE PAPERS	OPEN ELECTIVE	Project/Dissertation
PYH551 : Behaviour Modification	**PYS553 : Behaviour Modification Practical& Case Studies**	**Nil**	**PYH557 :Dissertation/ Project**
PYH552 : Areas of Counselling	**PYS554: Counselling Special Populations Practical**		
	PYS555: Social Psychology		
	PYS556:Additional Paper: Advertising and Consumer Behaviour		

PYH551: BEHAVIOUR MODIFICATION

No of Credits: 4

No. of Hrs:48

Objectives:

- To impart knowledge and develop skills needed for applying behaviour modification techniques.
- To impart knowledge and develop skills towards self-development.

UNITI: Classical Conditioning Techniques and Bio feedback Techniques   12 hrs.

Behavioural assessment and behavioural analysis.   Jacobson's Progressive Muscular relaxation; Autogenic training; Systematic De-sensitization – in-vitro and in vivo; Flooding & Bio feedback techniques.

UNIT II: Operant Conditioning Techniques   12 hrs.

Basic paradigm, Functional Behavioral Analysis (Prochaska-8 steps), Reinforcement,

Shaping, Extinction; Contingency contract, Token economy, Chaining, Punishment, Prompting and its types, Cueing, Differential reinforcement

UNIT III: Assertiveness Training; Modelling & Self–control Techniques   12 hrs.

Assertiveness training: Components of assertive behaviour, Method of assertiveness training, steps in assertive training

Modelling: Basic functions of Modelling, Processes inherent in Modelling, Modelling   procedures.

Self – Control techniques.

UNIT IV: Cognitive Behaviour Techniques and DBT   12 hrs.

Cognitive behaviour therapy of Beck

Rational Emotive Behaviour therapy of Ellis.

Dialectic behavioural therapy of Marshal Linehal

Parent Management Training by Kazdin

Michenbaum's self-instruction training and stress inoculation Training

Skill Component

Sl.No.	Skill Components incorporated	Mode of Implementation
1.	Diaphragmatic breathing	Demonstration and Exercise
2.	Mindfulness training	Certificate Course
3.	Planning behavioural interventions for various problems	Internships
4.	Assertiveness skills.	Demonstration
5.	To identifying cognitive distractions and attempting at cognitive restructuring	Group Discussion

References:

1. Kanfer, FM and Phillips, Js(1970) – Learning foundations of behaviour therapy – John Wiley and Sons.

2. Rimm, D.C and Masters – J.S (1979) Behaviour therapy, Techniques and empiricalfindins, Academi Press.

3. Bellack, A.S Hersen H. and Kazolin, A.E(1982) International Handbook of Behaviour Modification and Therapy – Plenum Press.

4. Osipov, SH and Walsh, H.B strategies in counselling for behavioural change – Appleton century craft.

5. Swami Sivananda(1996) – Meditation know- How Erode; N. Ananthanarayanan.

6. Miltenberger R.G (2001) – Behaviour Modification, Principles and Procedures;,U.S; Wadsworth Thomson Learning.

7. Sivaminathan, V.D and Kaliappam, K.V(1997), Psychology for effective living – behaviour modification, guidance, Counselling and Yoga, Chennai: Madras Psychology Society.

8. Swami Rama RudoloBallenture and Swami Ajaya(1993) – Yoga and Psycho theraphy the evolution of consciousness; Honesdale, Pennsyloania; Himalayan International Institute of Yoga Science and Philosophy.

9. PhulgendaSinha(1976) – Yogic Cure for common diseases; New Delhi, Orient Paperbacks.

10. Ananda(1998) – The Complete Book of Yoga Harmony of Body and Mind ; New Delhi; Orient Paperbacks.

11. Karen.R.L (1974) – An Introduction to behaviour theory and its application; New York, Harper and Row, Publishers.

12. Wolpe, Joseph (1973) The practice of Behaviour Therapy 2nd Ed New York, Pergamon Press Inc

13. Kiran Kumar S.K(2002) Psychology of Meditation, A contextual approach Mysore; University of Mysore.

PYH552: AREAS OF COUNSELLING

No. of Credits: 4

No.ofHrs:48

Objectives:

- Orienting the Students about the need for and importance of vocational counseling

- Orienting students about issues and techniques of marital and family counseling

- To create awareness about needs of the aged and terminally

Unit I: Vocational counselling and guidance   **12hrs.**

Definition, difference between career, vocation, and occupation. Career development, factors affecting career development, theories of career development, gender and career development and issues in career counseling

Unit II: Marital Counselling   **12 hrs.**

Definition of marriage, premarital counseling, nature of couple relationship, variables characteristic of couple relationship, areas of symptom formation in couple relationship. Types of couple counseling, counseling the divorced & counseling the Separated.

Unit III: Counselling for Family Problems and Approaches to Family Counselling 12 hrs.

Definition of family, need for family counseling, family strengths, family conflicts nature of family counseling. Systems and Development: The context for Understanding Family Problems; Families in operation; The change process in family counseling;

Family systems therapy – Intergenerational family therapy (Murray Bowen); Structural family therapy (Salvador Minuchin); Humanistic Experiential Family Therapy (Virginia Satir)

Unit IV: Counselling the aged and terminally ill   **12 hrs.**

Counseling the aged – definition of aging, health and morbidity in later years, problems of the aged, counseling the care recipient and the care giver, empty nest syndrome.

Counseling the terminally ill – meaning of death, reaction of the terminally ill patient to impending death, role of counselor in counseling the dying. Grief counseling- stages in grief. Normal and prolonged reactions

Skill Component

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Module preparation about vocational guidance	Module Presentation
2	Interaction in old-age homes	Field visit

3	Awareness about different therapeutic counselling techniques in marital and family problem	Arranging workshop
4	Cases of grief management	Analysis of videos related to grief
5	Different Areas of counselling	Panel Discussion
6	Assessment of family Performa	NIMHANS INDEX

Reference:

1. Linda Seligman (2000) – Developmental career Counselling and Assessment ; Thousand oaks, London, New Delhi: Sage Publications.

2. Sharf Richard S and Sharf (2000) Theories of Psychotherapy and Counselling Concepts and Cases, 2nd Ed., Australia, Brooks Cole Publishing Co.

3. Archer,J& Mc. Carthy ,C.J (2007) .Theories of Counselling and Psychotherapy, :

   Contemporary application ,NewJersy : Pearson Meril Prentice Hall.

4. Corey, Gerald (1996) Theory and Practice of Counselling and Psychotherapy; 5th Edition; New York, Brooks/Cole Publishing Company

5. Street, Eddy (1994) Counselling for Family Problems, New Delhi, Sage Publications

6. Adams J.J (1968): Counselling and Guidance- Mac.Milan.

7. Lakshmi K.S (2000) : Encyclopaedia of Guidance and Counselling- 4 volumes –New Delhi- Mittal Publications.

8. Douglas Hopper and WeindeyDeyden(1991)- Couple therapy a hand book:PhiladelphiaOpen University Press Milton Keynres.

9. Dame Cicely Saunders and Mary Baeries(1983): Leaving with dying themanagement of terminal disease: (1993) London, Thousand oaks, New Delhi:Sage Publications.

10. PaulBrown.J – Counselling with senior citizens: Prentice Hall, Inc. Engle woodcliff,N.J.

11. WilliamWorden.J(1982) – Grief Counselling and Grief Therapy New york:Spreinger Publishing company.

12. Charles J.O' Leary (1999) : Counselling couples and family – A person- centered approach: London , Thousand oaks, New Delhi: Thousand oaks, New Delhi- SagePublications.

13. IndiaJai.Prakash(1999) – Psychological Gerontology- training material for Mental Health Professionals: Bangalore: Bangalore University.

PYS553: BEHAVIOUR MODIFICATION PRACTICAL& CASE STUDIES

(To conduct any nine)

No. of Credits: 3

1. Jacobson's Progressive Muscular Relaxation

2. Systematic de-sensitization

3. Meditation

4. Assertiveness training

5. Bio-feedback training

6. Stress management

7. Time management

8. Cognitive behaviour therapy/REBT

9. Exposure and Response Prevention

10. Case studies

PYS554: COUNSELLING SPECIAL GROUPS PRACTICAL–

CASE STUDIES AND FIELD VISITS

(To discuss any Nine)

No. of Credits: 3

1. Counselling the HIV/AIDS afflicted
2. Counselling Victims of Disaster
3. Counselling Acid Attack Victims
4. Counselling for Premenstrual Tension and Menopausal problems
5. Counselling for Alcohol and Drug Abuse
6. Counselling survivors of sexual abuse
7. Counselling para suicides
8. Counselling caregivers of the Mentally Retarded
9. Counselling the Aged and Terminally Ill
10. Grief Counselling
11. Counselling LGBTQ

PYS555: SOCIAL PSYCHOLOGY

No of credits: 4

No. of Hrs:40

Objective:

- To orient students regarding social behaviour and social thought
- To familiarize students with research in Social Psychology

Unit I: Introduction and Social Cognition   **10 hrs.**

Social Psychology: Meaning, Definition, new perspectives and Research methods in Social Psychology.

Social Cognition: Heuristics; Schemas; Automatic and controlled Processing; Potential sources of error in social cognition; Affect and social cognition.

Unit II: Social perception: **10 hrs.**

Social perception: Non verbal communication, attribution, impression formation and impression management. Attitudes and Attitude Change; Cognitive Dissonance; Violence and Aggression; Prosocial Behavior; Social Influence.

Unit III: Aspects of social identity and interpersonal attraction   **10 hrs.**

Social identity, the Self, Gender

The beginning of attraction, becoming acquainted, moving toward friendship

Unit IV: Application of Social Psychology

      10 hrs.

Groups, how groups affect-individual performance, coordination in groups, perceived fairness in groups, decision making in groups

Social psychology in legal system, health related behaviour, and the world of work

Skill Component

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Documentary preparation on different social psychology concepts.	Documentary preparation
2	Conducting human resource development activities on social psychology concepts like interpersonal communication, persuasion, prosocial behaviour, team work etc.	Conducting human resource development activities
3	Review of movies depicting social psychology concepts.	Movie review
4	Minor research project on social psychology.	Minor research project

References:

1. Baron, R. A., & Byrne, D. (2003).Social Psychology (10ᵗʰ Ed). New Delhi: Prentice-Hall of India pvt.Ltd.

2. Mayers ,D.G. (1999).Social Psychology New York McGraw-Hill CollegeWard, C.D. (1970)Laboratory Manual in Experimental Social Psychology Holt, Rinehart And Winston INC

3. Giles, B (2002), Introducing Social Psychology, London, The Brown Reference Group Plc.

4. Forsyth, D.R (1997) Group Dynamics, India Edition, Delhi, Thomson WadsworthMyers,

5. D.G. Social Psychology (2005), Eighth Edition, Boston,McGraw Hill

6. Franzoi, S.L.(1996), Social Psychology, London, Brown & Benchmark

7. Baron R.A. &Branscombe N.R. (2015) Social Psychology (13ᵗʰ Ed.) Social Psychology, Delhi, Pearson

PYS556 : MARKETING, CONSUMER BEHAVIOUR AND ADVERTISING

No. of Credits: 3

No. of hours: 40

Objectives:

- To introduce students the basic concepts of marketing in order to enhance their marketing skills

- To provide knowledge to students on consumer behaviour in order to equip them with application skills of using psychological theories and principles in the areas of marketing

- To provide conceptual knowledge on basic concepts of advertising in order to develop students skills on analyzing advertisements psychologically and developing effective advertisements

Unit I: Marketing, Definition, and Process   10 hrs.

Definition of Marketing, Marketing Process, Understanding the Market Place and Customer Needs, Marketing Management, Marketing Management Concepts, Customer Relationship Management, Partner Relationship Management, Creating Customer Loyalty and Retention, Customer Equity, The New Marketing Landscape, Role of Marketing in Strategic Organizational Planning, Marketing Strategy and Marketing Mix, Managing Marketing Effort, Measuring Return on Marketing Investment, Marketing Environment-Micro & Macro Environment.

Unit II: Market Analysis and Consumer Behaviour   10 hrs.

Market Analysis: Marketing Information System (MIS), Developing Marketing Information, Marketing Research, Analyzing and Using Marketing Information, Market Research in Small Business and International Market Research, Ethical Issues in Market Research,

Consumer Behaviour: Consumer Behaviour Model, Characteristic Effecting Consumer Behaviour, Cultural Factors, Social Factors, Personal Factors, Psychological Factors, Consumer Decision Process and Types of Buying Decision Behaviour, Business Markets and Business Buyer Behaviour

Unit III: Designing Customer Driven Marketing Strategy   10 hrs.

Customer Driven Market Strategy; Market Segmentation, Market Targeting, Differentiation and Positioning, Product Services and Strategies, New Product Development and Product Life Cycle Strategies, Marketing Channels and Supply Chain Management, Retailing and

Wholesaling, Personal Selling and Sales Promotion, Direct and Online Marketing, Creating Competitive Advantage, Global Market Place, Marketing Ethics and Social Responsibility

Unit IV-Foundations of Advertisement and Effective Advertisement   10 hrs.

Introduction to Advertising, Integrated Marketing Communication Strategy and Promotion Mix, Types of Advertising, Evolution of Advertising, Current Advertising Scene, Advertising and Society, Legal Environment and Regulations, Media Review of Advertising, Advertising Ethics, Strategic Advertising Research, Strategic Advertising Planning, Effective Advertising Media ;Print and out of Home Media, Broad Cast Media, Interactive and Alternative Media, Media Planning and Buying, Sales Promotion and Sponsorships, Public Relations, Special Advertising Situations, Evaluation of the Effectiveness of the Advertisement.

The Art and Science of Creative Advertising, Creative Strategy ,Facets of Creative Strategy, Planning and Managing Creative Strategy ,Copy Writing, Designing and Producing; Visual Communication, Print and Direction, Broadcast Production, Effective Web Design.

Skill Component

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Development of modules on marketing advertising and consumer behaviour.	Development of modules
2	Reviewing advertisements of different products.	Reviewing advertisements

Reference:

1. Kottler and Armstrong (2007) Principles of Marketing (12Ed): New Delhi; Prentice Hall of India.

2. Kottler. P (2007) Marketing Management: New Delhi; Prentice Hall of India.

3. Wells, et.al. (2007) Advertisement Principles and Practice (7thEd): New Delhi; Prentice Hall of India

4. George-E-Belch and Michael-A-Belch, (2001), Advertising and Promotion: An integrated marketing communication & perspectives, 5th Edition, New Delhi. McGraw Hill.

5. John, et.al. (1999) The Advertising Business: New Delhi; Sage Publications.

PYH557: DISSERTATION/ PROJECT