

SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE, UJIRE-574240
(Autonomous)

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



DEPARTMENT OF PG STUDIES AND RESEARCH IN PSYCHOLOGY

Syllabus of
**Masters' Degree in
PSYCHOLOGY**

(CHOICE BASED CREDIT SYSTEM)
2020- 2021 onwards.

Approved by the BOS meeting held on 7th August, 2020
Academic Council meeting, held on 10-11-2020

Preamble:

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 7th August 2020 to offer Hard Core, Soft Core and Open Elective course papers with credits amounting 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

Faculty of PG Studies in Psychology: PGPSY055

Programme Specific Outcomes:

PSO1: Apply the relevant qualitative and quantitative research methods while carrying out research or project works.

PSO2: Have hands on experience of carrying out counseling sessions and confidently use the techniques while dealing with the clients

PSO3: Widened knowledge about developing and using the psychological assessment tests and tools on the basis of the needs of the group or person.

PSO4: Comprehensive understanding of the biological basis of human behavior

PSO5: Thorough knowledge about the psychopathology among children, adolescents and adults.

PSO6: Improved skills of human resource development and management.

PSO7: Extended understanding about the cognitive abilities and processes among human beings.

PSO8: Broad understanding of the applicability of different psychotherapeutic techniques.

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	Marks		
						Theory/ Practical/ Dissertation	IA	Total
I		Hard Core						
	PYH401	Cognitive Processes	4 hrs	4	3 hrs	70	30	100
	PYH402	Quantitative Research Methods	4 hrs	4	3 hrs	70	30	100
	PYH403	Statistics in Psychology	4 hrs	4	3 hrs	70	30	100
	PYH404	Theories of Personality	4 hrs	4	3 hrs	70	30	100
	PYH405	Cognitive Psychology Practical	6 hrs	4	4 hrs	70	30	100
		Soft Core						
	PYS406	Assessment of Personality Practical	4.5 hrs	3	4 hrs	70	30	100
	PYS407	Additional Paper Community Psychology	3 hrs	3	3 hrs	70	30	100
II		Hard Core						
	PYH451	Physiological Psychology	4 hrs	4	3 hrs	70	30	100
	PYH452	Psychometry	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
	PYS457	Additional Paper Positive Psychology	3 hrs	3	3 hrs	70	30	100
		Open Elective						
	PYE458	Psychology in everyday life	3 hrs	3	3 hrs	70	30	100
	PYE459	Science of Happiness	3 hrs	3	3 hrs	70	30	100
	PYE460	Personality development	3 hrs	3	3 hrs	70	30	100
III		Hard Core						
	PYH501	Adult Psychopathology	4 hrs	4	3 hrs	70	30	100
	PYH502	Psychotherapy	4 hrs	4	3 hrs	70	30	100
	PYH503	Child and Adolescent developmental theories and disorders	4hrs	4	3hrs	70	30	100
		Soft Core						
	PYS504	Psychotherapeutic interventions	3 hrs	3	3 hrs	70	30	100
	PYS505	Assessment of Children and Adolescents- Practical	4.5 hrs	3	4hrs	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						
	PYE 508	Life skills Education	3 hrs	3	3 hrs	70	30	100

PYE 509	Neuro Linguistic Programming (NLP)	3 hrs	3	3 hrs	70	30	100
PYE 510	Psychological First Aid (PFA)	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 visits	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

HARD CORE PAPERS	SOFT CORE PAPERS	OPEN ELECTIVE
PYH401 : Cognitive Processes	PYS406: Assessment of Personality Practical	Nil
PYH402 : Quantitative Research Methods	PYS407:AdditionalPaper: Community Psychology	
PYH403 : Statistics in Psychology		
PYH404 : Theories of Personality		
PYH405:Cognitive Psychology Practical		

PYH401: COGNITIVE PROCESSES

No of Credits: 4

No. of Hours: 48

Objectives:

- To understand the significance of cognitive processes in comprehending human behaviour, especially memory, language and problem solving
- To learn the principles of creativity, reasoning and decision making

Course Outcomes:

- CO1: Understand the significance of cognitive processes like attention, memory.
- CO2: Gain knowledge on the importance of imagery and cognitive map and neuropsychological aspects in cognitive psychology.
- CO3: Understand language comprehension and production such as understanding spoken language, the cognitive task involved in writing, speaking and also bilingualism.
- CO4: Understand problem-solving and its approach, and measuring of creativity, and decision-making aspects.

UNIT I– Introduction, Artificial intelligence, Robotic process, Attention and Memory Introduction to cognitive psychology, History, Theories of cognitive development. Current status and trends in Cognitive processes: Artificial intelligence, robotic process and cognitive neuroscience. Attention – types of attention, factors influencing attention. Theories of attention: Earlier theories of attention, Bottle neck theories, Automatic V/s controlled processing, Broadbent Filter model/ Single Channel Theory, Feature Integration Theory. Memory: Types of memory: working memory, semantic memory, episodic memory, procedural memory, flashbulb memory Constructive memory, Eyewitness testimony, Meta-memory, Models of Memory	12 hrs.
UNIT II - Imagery and Cognitive maps Characteristics of Images : Ratio, Size, Shape, Part-whole relation, Ambiguous figures and Interferences).	12 hrs

Cognitive Maps: Distance, shape and Relative position	
<p>UNIT III – Language Comprehension & Production</p> <p>Understanding Spoken Language: Speech perception, Constituent structure, Transformational grammar.</p> <p>Reading: Theories of word recognition, Discovering meaning, Inference in Reading, Theories of word recognition, Meta-comprehension</p> <p>Writing: Cognitive tasks involved in writing, comparing speaking, and writing.</p> <p>Speaking: Selecting the content, Errors in speech, Gestures and context.</p> <p>Bilingualism: Advantages and Disadvantages, Code switching</p>	12 hrs.
<p>UNIT IV – Higher Order Thinking Skills</p> <p>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</p> <p>Creativity: Definitions, Measuring creativity, Factors influencing creativity.</p> <p>Reasoning: conditional and syllogistic reasoning.</p> <p>Decision-making: Process, heuristics, (representative heuristic, availability heuristic, anchoring and adjustment, analogy, simulation.); framing effect.</p>	12 hrs

Skill Component

Sl. No.	Skill Components incorporated	Mode of Implementation
1.	Understanding the attention and concentration assessment	Using Lab materials practical each students has to assess the attention and concentration level of the examinee

2.	Understanding the concept of 2D and 3D and usage of Characteristics of images	A team will be made and each team will have to prepare a 2 Dimensional and 3D Dimensional concept
3.	Understanding the Language comprehension & production: (speech perception)	Visit to speech and language Rehab clinic
4.	Enhancement of knowledge in any cognitive ability	Online certificate course
5.	Decision making – heuristics its subdivision	A team will be made and each team will have to prepare a heuristics methods

References:

1. Arnold L, Glass and Keith J. Holyoak (1986), Cognition , 2nd Ed, McGraw – Hill Book Company.
2. Ashcraft M. A (1998). Fundamentals of Cognition London Addison Wesley Publication.
3. French, C.C and Colman A.M 1995, Cognitive Psychology 1st Ed Newyork; Addison Wesley Longman Ltd.
4. Galotti K. M (1999) Cognitive Psychology in and outside laboratory, Mumbai : Thomson Asia.
5. Haberlandt, Karl (1997), Cognitive Psychology 2nd Ed ,London, Allyn and Bacon.
6. Hewes, Mary B (1990), The Psychology of human cognition New York. Pergamon Press
7. John B. Best (1999), Cognitive Psychology, 5th Ed, London, Thomson Publishing Company.
8. Kinstch W (1977) Memory and Cognition, Newyork, John Wiley and sons.
9. Matlin, Margaret W. (1995), Cognition, 3rd Ed., Bangalore; Prism books Pvt. Ltd.
10. Michael W. Eysenck (1993) Principles of Cognitive Psychology, Hillsdale Lawrence Erlbaum Associates Publishers.

11. Mishra.R.B (2017). Artificial Intelligence. PHI learning, New Delhi ISBN: 9788120338494, 9788120338494
12. Pandey,J. (2000).Psychology in India revisited – developments in the discipline New Delhi: Sage Publications.
13. Reed, Stephen K. (1998) Cognition: Theory and application, 3rd Ed , Pacific Grove, California, Brooks/cole publishing company.
14. Sen, A(1983). Attention and Distraction, New Delhi, Sterling Publishers Pvt. Ltd.
15. Singh Indramani and Parasuraman Raja (1998), Human Cognition, New Delhi, Sagepublications.
16. Smyth M.M, Collins A.F, Morris P.E and D Luvy(1994), Cognition in Action 2nd Ed Hillsdale(USA), Lawrence Erlbaum Associates, publishers.
17. Snodgrass, Berger and Haydon (1985) Human experimental psychology New Delhi; Oxford University press.
18. Solso R.L (1998) Cognitive Psychology 5th Ed London; Allyn and Bacon.
19. Sternberg L(1998) Cognitive New York : Harcourt Brace college Publishing.

PYH402: QUANTITATIVE RESEARCH METHODS

No. of credits: 4

No. of hours: 48

Objectives:

- To provide knowledge about various techniques and process of undertaking empirical research study.
- To equip students with the knowledge of scientific method of Psychological research and communicating research findings.

Course Outcomes:

CO1: Understand brain and behaviour relationships.

CO2: Will be equipped with different methods of studying the brain and behaviour relationship.

CO3: Understand the dynamics of higher mental abilities and motivational behavior.

Unit- I: Meaning, characteristics and types of research: 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	12 hrs.
Unit- II: Steps in conducting Research Reviewing of Literature: Purpose of reviewing the existing literature, 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	12 hrs.
Unit- III: Designs of Research and Interdisciplinary Research: 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	12 hrs.

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

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Understanding the various methods and scope of quantitative research methods	Research article review
2	Understanding the merits and demerits of quantitative research methods	Group discussion
3	Getting acquainted with data collection- Offline	Determining the sample and meeting the participants and collecting data
4	Getting acquainted with data collection- Online	Determining the sample and collecting data using online forms
2	Undertaking an empirical research study	Quantitative research techniques

References:

1. Broota K.D. (1992): Experimental design in behavioural research, New Delhi: Wiley Eastern.
2. David. G. Elmes, Barry .H. Kantowitz, Henry .L. Roedrigues III, (1981), Research methods in Psychology (5thed), New York, West publishing company.
3. Donald. W. Stilson (1996), Probability and Statistics in psychological research and theory, Bombay, Vikas, Feffer and Simons Private Ltd.
4. Fred. N. Kerlinger (1986): Fundamentals of behavioural research (3rded) Bangalore: Prism Indian Edition.
5. Frederick.J. Graventter, L.B.Wallanu (2000), statistics for the behavioural sciences, Singapore, Canada, Wadsworth Publication.

6. George .A. Ferguson, Yoshio Takanwe (1989) , Statistical analysis in psychology and education, New York, New Delhi, McGraw Hill Book Company.
7. Kothari .C. R (1990) Research Methodology: Methods and techniques, 2nd edition, WishwaPrakashan, New Delhi.
8. LokeshKoul (1984): Methodology of Educational Research (3rd Ed) New Delhi Vikas Publishing House Ltd.
9. Singh A.K (1997), Test measurements and research methods in behavioural sciences Patna: BharathiBhavan publishers and Distributors.
10. Srinibas Bhattacharya (1972), Psychometrics and Behavioural Research, New York, Sterling publishers Ltd.
11. Wendy .A. Schweigert (1998), research, Methods in Psychology, London, New York, Brooks/cole publishing company.

PYH403: STATISTICS IN PSYCHOLOGY

No. of Credits: 4

No.ofHrs:48

Objectives:

- To familiarize students with the statistical techniques used in psychological studies
- To understand the importance of application of statistical techniques in psychological studies.

Course Outcomes:

CO1: Be well versed with the application of different statistical methods used in testing quantitative data.

CO2: Exhibit hands on training in using software for analysing statistical data.

CO3: Demonstrate different parametric and non-parametric analysis techniques.

Unit- I: Introduction to Statistics 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. Coefficient of variation. Skewness and Kurtosis	12 hrs.
Unit- II: Probability Distribution & Inferential Statistics 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.	12 hrs.

ANOVA – Meaning, types, assumptions and uses of ANOVA, One-way ANOVA, Two-way ANOVA, MANOVA, Post hoc analysis Application of inferential statistics in behavioural sciences	
Unit- III: Correlation, Regression, and concepts of SEM, Mediation analysis and moderation analysis 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), Mediation Analysis, Moderation Analysis	12hrs.
Unit IV: Non-parametric tests and use of computers in statistics Meaning and assumptions of non-parametric tests. Spearman’s co-efficient of rank correlation, 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.	12 hrs.

Skill Component

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Understanding the rationale behind the usage of statistical tests in analysing psychological data	Practice of using appropriate statistical tests by working out the sums (manually)
2	Use of software for the analysis of statistical data.	Online/ Certificate course in use of software in the analysis of statistical data
3	Deciding whether to use parametric or non parametric tests	Testing for the normalcy of the data using software
4	Understanding the number of methods of interpreting the data obtained from different research study	Data interpretation using different statistical techniques

5	Statistical test result analysis	Analysis of the statistical result table in published research articles
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References:

1. 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 Macmillan.
2. D.G Elner, Barry H. Kantowitz, H.L Roediger III (1981) Research Methods in Psychology 5th Ed New York, West publishing company.
3. Donald W. Stilson (1966), Probability & Statistics in psychological research and theory, Bombay (Vakils, Feffer and Simons Pvt. Ltd.)
4. Dubois H.P (1965), An introduction to psychological statistics, New York, A Harper International students reprint.
5. Edward W. Minium, Bruce M. King, Gordon Bear (1995) Statistical Reasoning in Psychology and Education 3rd Ed, New York. John Wiley & sons.
6. Ferguson, G.A and Takane, Y. (1989). Statistical analysis in psychology and education. 6th Ed, New Delhi: McGraw-Hill Book company.
7. Frederick J. Gravetter, Larry B. Wallnau (2000) Statistics for the Behavioral science 5th Ed, Singapore, Wadsworth publication.
8. Garrett, H.E. (1926). Statistics in psychology and Education 6th Ed, Bombay, Vakils, Feffer and Simons Pvt. Ltd.
9. Gaur, Ajai S & Gaur Sanjaya S. (1977) Statistical methods for practice and research - a guide to data analysis using SPSS, New Delhi, Sage Publications India Pvt Ltd.
10. Gravetter J Frederick (1970), Statistics for the Behavioural Sciences 5th edition, Wadsworth Thomson Learning
11. Howell D.C (1999), Fundamental statistics for the behavioral science 4th Ed, London Duxbury press – An international Thomson Publishing company.
12. Howitt Dennis and Cramer Duncan (1997), An introduction to statistics for psychology, New York, Prentice Hall Harvester wheatsheaz.
13. K.D Broota (1989) Experimental design in behavioral research, Bangalore, Wiley eastern.
14. Kerlinger N.F (1986), Foundation of Behavioral Research 3rd Ed, Bangalore, A prism Indian Ed.

15. Siegel. S(1956), Non parametric statistics for the behavioral sciences New York McGraw Hill.
16. WallnauB.Larry (1970), Statistics for the Behavioural Sciences 5th Edition, Wadsworth Thomson Learning.

PYH 404: THEORIES OF PERSONALITY

No. of Credits: 3

No. of Hrs. 48

Objectives:

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

Course Outcomes:

CO1: Understand the forces and factors that shape personality.

CO2: Comprehend different perspectives of personality.

CO3: Show ability to comprehend the importance of different personality theories.

CO4: Exhibit the skills to compare and contrast different personality theories, and relate it to the current changing trends.

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 12 hrs.

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

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. Biscoff, L.J(1970) Interpreting personality theories New York : Harper and Roe.
2. Feist, J and FeistG.J(2002). Theories of Personality, McGraw Hill, Boston.
3. H Jelle, L.A & Zeigler, D.J(1991) – Personality theories. Basic Assumptions, research and applications, 2nd Ed. International students Edition. McGraw Hill, International Book Co.
4. Hall, C.S. &Tindzey, G(1978) Theories of personality 3rd Ed New york: J. Willey & sons.
5. Hall, Calvin S and Lindzey G and Campbell J.B(1998) Theories of Personality, John Wiley and sons, 4th Ed New York.
6. Libert R.M and Spiegler, M.D Personality : Strategies and issues, pacific grove, California : Brooks/cols Publishing company.
7. Pervin, L.A(1975). Personality, assessment and research 2nd Ed. Newyork; Willey International Ed .
8. Ramachandra Rao S.K(1962) Development of psychological thought in India.
9. Sahakian, W.S(1965) Psychology of Personality; Readings in theory, Chicago; Rand Mc-Nally college Publication Co.Magnusson D and Endler, N.S(1977) Personality at crossroads, New Jersey, Hillsdale: Lawrence Erlbaum
10. Schultz, Duane P. and Schultz, Sydney Ellen(2001), Theories of Personality, Wadsworth – Thompson Learning, U.S.A.
11. Sinha J(1958) Indian Psychoogy, Vol 1,2 and 3.
12. Vrinte, J(1995) The concept of personality in Shri Aurobindo's Integral Yoga Psychology and A. Maslow's Humanistic/Transpersonal Psychology Munshi Ram Manoharlal Publishing Pvt. Ltd., New Delhi.

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 Weschler's Memory Scale
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: ASSESSMENT OF PERSONALITY PRACTICAL

(To assess any 9)

1. Assessment of dimensions of Personality by administering Eysenck's Personality Questionnaire (EPQ)
2. Assessment of personality by administering Neo-Five factor Inventory
3. Assessment of Personality by administering IAS Rating scale
4. Assessment of locus of control by administering –Levenson's Scale for Cocus of control
5. Assessment of adjustment by administering Bell's Adjustment Inventory-Adult form
6. Assessment of self-efficacy by administering Self Efficacy Scale by Sherer et.al
7. Assessment of Personality by administering Cattell's 16 Personality Factor Questionnaire
8. Assessment of Personality by administering Myer Brigg's Type Indicator (MBTI)
9. Assessment of Personality by administering Edwards Personal Preference Schedule (EPPS)
10. Assessment of Empathy
11. Assessment of Subjective Well-being by administering Subjective Well Being inventory by Nagpal and Sell

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 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	10 hrs.
Unit II: Contemporary issues contributing to Psychological Maladjustments Poverty, Crowding, Changing Family Structure and Values, Deprivation, Pollution, Unemployment, Violence, and AIDS.	10 hrs.
Unit III: Community Mental Health and Intervention Techniques 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	10 hrs.
Unit IV: Mental Health and Community Based Approaches 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.	10 hrs.

. Skill Component

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Knowledge of the modules on ecological perceptive, preventions, precautions and remedies	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.
2	Knowledge of 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	Familiarity with the counseling techniques for community mental health intervention.	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. Collins, Gary. R (1986) Innovative approaches to counseling: World Publishers.
2. Corey Gerald (2000) Theory and practice of group Counseling 5th Ed: Australia Brooks/Cole: Thomas/ Learning.
3. Forsyth R Donelson (1990) Group Dynamics, Second Ed: Pacific group, California: Brooks/ Cole publishing company.
4. Gerard E (1975) The Skilled helper. A model for systematic helping and interpersonal relating.
5. Jeny. E. Phares (1988) Clinical Psychology: concepts, methods and profession, 3rd Ed, books/ Cole publishing company. Pacific Grove, California
6. Michael. D, SPIEGLER, David C, Gurvemout (1996) Contemporary behaviour therapy New York: Brooks/ Cole Publishing company.
7. Myrdal, Gunnar, Asian Drama 3 vols. Panthom 1968. New Delhi: 1986-1987. New Delhi: Thousand Oak: London: Sage Publications.
8. New Frontiers in Education: A Journal of the India Association of Christian Higher Education.
9. Orford Jim (1992) Community .Psychology: Theory and practice, John Wiley: New York.
10. Pandey. Janak (2001), Psychology in India Revised, Developments in the Discipline (Volume2):
11. Prashantham B. J. (1983) Empowerment for Development: Prashantham publications: Vellore.
12. Rappaprot J and Seuidman E (2000). Hand book of Community Psychology. Kulwer academics/ Pleneem Publisher: New York.
13. SeldanJ .Korchin (1996) Modem Clinical Psychology Principles of Interventions in Clinic and Community. Paper back Books : New York.
14. Seventh Five year plan: YojanaBhavan, New Delhi.
15. Simonton and Simonton, Getting well again.
16. Wolman. B. Benjamin (1997): International Encyclopedia of Psychiatry, Psychology, Psychoanalysis and Neurology Volume 4: A esculapuis publishers, Inc.

SECOND SEMESTER SYLLABUS

HARD CORE PAPERS	SOFT CORE PAPERS	OPEN ELECTIVE
PYH451: Physiological Psychology	PYS454: Qualitative Research methods	PYE458: Psychology In Everyday Life
PYH452: Psychometry	PYS455 : Counselling Skills and Field Work Practical	PYE459: Science of Happiness
PYH453 : Counselling Skills	PYS456 : Group Counselling Practical	PYE460: Personality Development
	PYS457: Additional Paper: Positive Psychology	

PYH451: PHYSIOLOGICAL PSYCHOLOGY

No. of Credits: 4

No .of Hrs: 48

Objective:

- To acquaint the students with the knowledge of brain behavior relationship.
- To orient the students regarding structural, neurochemical correlates and genetic determinants of behavioural, cognitive and affective processes.

Course Outcomes:

CO1: Understand brain and behaviour relationships.

CO2: Will be equipped with different methods of studying the brain and behaviour relationship.

CO3: Understand the dynamics of higher mental abilities and motivational behavior

Unit I - Biological Basis of Behaviour and Methods of studying brain behaviour relationship Environments of the brain. Neuron: Meaning, Structure, Types and functions. Nervous system: Structure and Functions Intercellular communication within neuron and Intracellular communication between neurons, Neurotransmitters: Types and functions, Neural plasticity- Meaning, process, its influence on learning and behavior Methods of studying brain behaviour relationship – Neuro anatomical, Neuro electrical, Neuro chemical, and neuro imaging techniques.	12 hrs
Unit II– Behaviour genetics Genetics: Meaning, Structure of DNA , Chromosomes- Structure and types of chromosomes, Selection and modes of Mendalian inheritance: Monohybrid cross and dihybrid cross, Nature and Nurture Theory in the development of behaviour, Eugenics: meaning, positive and negative eugenic methods. Euthenics Genetic Engineering: Meaning, advantages and disadvantages	12 hrs.

Human behaviour genetic methods: Family studies, Twin studies, Adoption studies.	
Unit III – Psychophysiology of Higher mental functions Attention: Structural and chemical correlates of Attention and attention related disorders Memory: Structural and chemical correlates of Memory and memory related disorders Language: Structural and chemical correlates of Language and language related disorders. Intelligence: Structural, Chemical and Genetic correlates of Intelligence and variations in intelligence.	12 hrs.
Unit IV – Psychophysiology of Affect and Activation Structural and chemical correlates of Emotion. Structural and chemical correlates of Motivation: Hunger, Thirst and Sex. Biorhythms, States of Consciousness – Waking & sleep. Sleep: Stages and psychophysiology of sleep Altered states of consciousness – hypnosis, meditation	12 hrs.

Skill Component

Sl. No.	Skill Components incorporated	Mode of Implementation
1	Understanding the structure of brain	Visit to anatomy and pathology laboratory.
2	Understanding the structure and functions of brain, and neuron.	Preparation of charts and models
3	Higher understanding of the psychophysiology of human behaviour.	Video review - Teams will be made and each team has to collect videos which indicate biological psychology concepts.
4	Understanding the principles and process of inheritance from one generation to next	Preparation of family tree

5	Understanding the inheritance and expression of genetic abnormalities	Case discussion- Cases regarding the genetic abnormality, sleep disorders are discussed by the students.
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References:

1. Carlson, N. R. (1998). Physiology of behaviour, 6th Ed., USA: Allyn& Bacon.
2. John P.J. (1997). Biopsychology, 3rd Ed. USA : Allyn& Bacon.
3. Kalat, J. W (1995) Biological Psychology, 5th Ed. USA : Brooks/code Pub.Co.
4. Rosenweig, Leiman & Breedlove. (1999) Biological Psychology: An introduction to behavioural, cognitive, and clinical neuroscience, 2nd Ed. Sinauer Associates, Inc.: Massachusetts.

PYH452: PSYCHOMETRY

No. of Credits: 4

No. of Hrs: 48

Objectives:

- To provide an overview of the essentials and principles of psychological tests and measurement.
- To provide familiarity and skill of test construction, test standardization, and evaluation of different psychological tests.

Course Outcomes:

CO1: Equipped with knowledge about validity and reliability of the tests.

CO2: Know the significance of standardization of the tests.

CO3: Understand the evaluation of different psychological tests.

CO4: Develop simple psychological tests.

Unit I: Psychological Test Construction 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.	12hrs.
Unit –II: Reliability 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.	12 hrs.
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 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.	12 hrs.

Skill Component

Sl. No.	Skill Components incorporated	Mode of Implementation
1	Test Construction	Development of Psychological test
2	Practice of item writing	Writing items to assess any psychological trait
3	Expert Validation	Developing the tests and getting it validated by the subject experts.
4	Analysis of validity and reliability	Analysing the validity and reliability methods and values of standardised tests.
5	Test Construction and standardisation	Constructing a psychological test to assess a psychological trait and standardising the same.

References:

1. Anne Anastasi, Susan Urbina (1997), Psychological testing (7thed), New Jersey, Prentice hall.
2. Frank S. Freeman (1962), theory and practice of psychological testing New Delhi, Oxford & IBH publishing Ltd.
3. Fred. N. Kerlinger (1986) , foundation of behavioural research (3rded) Bangalore prism Indian Edition.
4. G.C. Helmstadter (1964), Principles of Psychological Measurement, New York, Appleton-century-crofts publishing company.
5. J.P. Guilford (1936), Psychometric methods (2nded) Bombay, Tata McGraw Hill publishing Ltd.
6. K.R. Murphy, Charles .O. Davidshofer (1991), Psychological testing: Principles and applications (4thed), Prentice hall International Inc.
7. Narender. K. Chandha(1996) , theory and practice of Psychometry, New Delhi, New Age International Ltd, Publishers.
8. Robert. M. Kaplan, dennis .P. Saccuzzo (2001), Psychological Testing: Principles, Applications, and issues (5thed), Australia, Wadsworth publication.
9. Singh A.K (1997), Test measurements and research methods in behavioural sciences sciences Patna: BharathiBhavan publishers and Distributors.

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.

Course Outcomes:

CO1: Understand the theoretical base for counselling.

CO2: Comprehend the various stages involved in the process of counselling.

CO3: Manages various barriers of counselling.

CO4: Be acquainted with the roles, functions and qualities of an effective counsellor.

UNIT I: Introduction to Counselling Psychology 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.	12 hrs.
UNIT II: Models and Process of Counselling Models of psychological counselling – Egan’s Skilled Helper Model and Ivey’s Model of psychological counseling. Steps in the Process of Counselling, Dimensions of Counselling Relationship.Planning and Duration of Psychological Counselling. Crosscultural counseling issues. Alternative Modes of counselling- Time limited counselling, Telephone counselling, Online counseling	12 hrs.
UNIT III: Basic and advanced skills of counselling Basic skills: Rapport establishment, Attending and observing, Opening, Structuring,	12 hrs.

<p>Listening, Questioning, Reflection, Paraphrasing, Acceptance, Leading, Reassurance and Suggestion, Negotiating home work with the client, Terminations.</p> <p>Advanced Skills: Confrontation, Influencing skills</p> <p>Charkoff's Nine Steps of Empathy</p>	
<p>UNIT IV: Barriers in counselling relationship, Client Appraisal and Counselling Case History Collection</p> <p>Barriers in counselling relationship- Transference, Counter Transference and Resistance, Psychological test, Non psychological methods: Autobiography, Anecdotes, Cumulative Records, Case Study, Rating scales, Sociometric Techniques, Pupil Data Questionnaire, Diaries, Interview and Observation.</p> <p>Counselling Case History Collection</p>	12 hrs.

Skill Components

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Using different Counselling Skills	A teams will be made, each team will get a case/techniques for Demonstration
2	Counselling cases / case history	A teams will be made, each team will get a case for Demonstration
3	Expertise in counselling skills	A Visit to schools and hostel for practicing counselling skills
4	Peer practice of Counselling	Taking cases of their own friends
5	Counselling case analysis	Counselling Case presentation

References

1. Barkhi and Mukhopadhyay(1989) – Guidance and Counselling – New Delhi: Sterling Publishers.
2. Brammer and Shostrom(1982) : Therapeutic Psychology – Prentice Hall.
3. Brammer, L.M., and Shostrom, E.L.(1982). Therapeutic Psychology- Fundamentals of Counselling and Psychotherapy: New Jersey: Prentice -hall.
4. Colin Feltham and Horton (2000) – hand book of Counselling and Psychotherapy:
5. Corey, G.(2001). Theory and practice of Counselling and Psychotherapy. New Delhi: Sage.
6. Eugene Kemmery and Sara .C Charles (1990) – On becoming a Counsellor- 13.Bang
7. Feltham, C & Horton, I (2000). Hand book of Counselling and Psychotherapy: New Delhi: Sage Publication.
8. Gelso and Fretz(1995) : Counselling Psychology: Bangalore:- A prism Indian edition.
9. Gerald Cory (2000): Theory and Practice of group counseling – 5th edition – Australia Brooks Cole.
10. Ivey, A.E & Ivey ,M.B (2007) .Intentional interviewing and Counselling (6 Ed) USA : Thomson Brooks / Cole
11. Jeffrey.A.Kottler, Robert W. Brown (2000) – Introduction to therapeutic Counselling voices from the field; Australia ,Canada, Denmark, Japan , Mexico, New Zealand , U.K,U.S Brooks/cole.
12. Jones R. N. (2001) Theory and practice of counselling and therapy, New Delhi, sagepublication.
13. Kottler and Brown (200) – Introduction to Therapeutic counseling 4th edition: Brooks/Cole London, Thousand oaks, New Delhi: Sage Publications.
14. Michael Carroll and Michael Walton (1997) – Hand book of Counselling in Organization: London , Thousand oaks, New Delhi- Sage Publications.
15. Narayan R.S.,(2004).Counselling and Guidance. New Delhi: Tata McGraw Hill.
16. Palmer, Stephen and Woolfe, R,(2000). Integrative and Eclectic Counselling and Psychotherapy. New Delhi: Sage.
17. Paterson, L.E. & Welfel, E.R.(2000).The Counselling process: Wadsworth Brooks/Cole.Thomson Learning.
18. Richard .S.Sharf (2000) – Theories of Psychotherapy and Counselling concepts and cases, Australia, Canada, Denmark, Japan, Brooks/ Cole.
19. Sharf. & Sharf(2000). Theories of Psychotherapy and counseling : Australia: Brooks/ Cole.
20. Woolfe, R. & Dryden, W.(1996). Hand book of Counselling Psychology. New Delhi: TMH.

PYS454: QUALITATIVE RESEARCH METHODS

No. of Credits: 3

No. of Hrs: 40

Objectives:

- To orient the students about qualitative methods of data collection which helps in getting rich, textured data
- To get familiarity with the interpretation of qualitative research data

Course Outcomes:

CO1: Develop and understand qualitative research and also get to know how it is different from quantitative research.

CO2: Be aware of various methods of data collection regarding qualitative research methods.

CO3: Show the skills in the analysis of qualitative data.

CO4: Demonstrate mixed methods of qualitative research.

Unit I: Introduction to Qualitative Research Methods 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.	10 hrs.
Unit II: Methods of Data Collection in qualitative research 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)	10 hrs.
Unit III: Methods of Data Analysis in qualitative research Interpretative phenomenological Analysis; Grounded Theory, Discourse Analysis, Narrative Analysis, Thematic Analysis, Case study, Content Analysis	10 hrs.
Unit IV: Mixed Method Data Analysis and Qualitative data analysis using Software	10 hrs.

Mixed Method Data Analysis : Sequential explanatory research; Sequential exploratory research and triangulation, Use of Qualitative data analysis Software : ATLAS, R and CAQDAS (Computer Assisted Qualitative Data Analysis Software)	
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Skill Component

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Familiarity with qualitative data collection	Determining the sample and Collection of qualitative data from the same using focused group discussion, face to face interview, document based and other techniques of data collection
2	Expertise in Qualitative data analysis techniques	Undertake a mock data collection amongst the group members and analyse the data using one of the qualitative data analysis techniques.
3	Evaluating the importance, feasibility, merits and demerits of qualitative research methods	Review of published qualitative study based research articles
4	Usage of qualitative research techniques in psychological studies	Undertake a qualitative research study (minor)
5	Understanding the importance of mixed methods approaches	Group discussion on improvising the existing research study to overcome the limitation of using only qualitative or quantitative research techniques.
4	Usage of mixed methods research approaches	Undertaking a group research study by incorporating mixed method approach

References:

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

PYS455: COUNSELLING SKILLS & FIELD WORK PRACTICAL

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, Termination of the session.
2. **Influencing Skills:** Confrontation, focusing; reflection of meaning, interpretation/reframe; logical consequences; self-disclosure; feedback; information and directives.
3. **Counseling case record format**
4. **Recording the Counselling proceedings:** Peer practice, Writing Verbatim and Individual appraisal.
5. **Negotiating home work with the client**
6. **Case discussion** Using Egan's or Ivey's Counselling Model Perspective/ Indian counseling models
7. **Alternate modes of counseling- Telephone counseling, and Online counseling**
8. **Field Work**
 - Practice of counselling in CGC/ Hostels: Case history Collection, Assessment, Supervised Counselling Practice and Case Report Writing.
 - Need based Module development, presentation and discussion on relevant topics at schools and colleges (Addiction, Life skills, Adolescent issues, Career choices, Higher studies, Personality development topics etc)

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. Ivey, A.E., Pedersen, P, B., & Ivey, M.B. (2001) Ed. Intentional group counseling – A microskills approach, Belmont, Books /Cole.
2. Jacobs, E. E., Masson, R.L &Harvill, R.L (2006) Ed. Group counseling strategies and skills – 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 familiarize the students about practical ways of using one's character strengths in promoting and maintaining well-being and happiness.

Course Outcomes:

CO1: Be oriented about human strengths, optimism, happiness, hope and resiliency.

CO2: Get sensitized about human character strengths and virtues.

CO3: Learn practical ways of using one's character strengths in promoting and maintaining well-being and happiness.

<p>Unit I: Introduction to Positive Psychology</p> <p>Definition and objectives of positive psychology, historical developments (Eastern and Western perspectives on positive psychology).</p> <p>Positive relationships, positive schooling, positive workplace, positive communities, positive youth development, altruism & empathy & Social Intelligence</p>	10 hrs.
<p>Unit 2: Subjective well-being / Happiness.</p> <p>Subjective wellbeing– The Measure of subjective Well-being, Predictors of SWB, Theories of Subjective well-being ; Psychological Wellbeing – components of psychological wellbeing.</p> <p>Meaning and measures of happiness, types of happiness, effects of happiness, happiness across life span, gender and happiness, factors contributing to happiness.</p>	10 hrs.
<p>Unit 3: Flow, mindfulness and spirituality</p> <p>Flow – creating and measuring flow. Mindfulness – definition, attributes of mindfulness, mindfulness meditation & Spirituality; Resilience</p>	10 hrs.
<p>Unit 4: Wisdom</p> <p>Theories of wisdom, development of wisdom, characteristics of wise people, virtues and strengths of character. Gratitude, zest, love, kindness</p>	10 hrs.

Skill Component

Sl. No.	Skill Components incorporated	Mode of Implementation
1.	Positive psychology and positive relationship/communication	A teams will be made, each team has to prepare the modules on positive aspects such as relationship/communication etc
2.	Understanding the components of subjective well-being and Happiness index	Preparation of happiness index or modules
3.	Usage of Psychological well-being concept	A teams will be made, each team has to prepare a chart on positive evaluation of oneself and past, purpose in life, environmental mastery
4.	Understanding the Mindfulness and its importance in life span	Workshop on minfulness
5.	Observing and analysing the concepts of Wisdom, gratitude, Zest, Love, Kindness	Movie review depicting the concepts

References:

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

PYE458: PSYCHOLOGY IN EVERYDAY LIFE

No. of Credits: 3

No. of Hrs: 36

Objectives:

- To orient non-Psychology students about the need of Psychology in everyday life
- To help the students understand and manage themselves better

UNIT – I: Introduction to Psychology, Self Management 12 hrs.

Introduction: Meaning, definition, origin & Branches of Psychology.

Self management: Meaning, and techniques

UNIT –II: Stress Management 12 hrs.

Stress - Meaning,

Types of stress,

Sources of stress,

Stress Management

UNIT –III: Anger Management 12 hrs.

Anger management: meaning,

Need of anger management

Techniques of anger management

Skill Component

Sl.No.	Skill Component	Mode of Implementation
1.	Understand the level of Self Management skill	Assessment and interpretation, Video analysis
2.	Ask y our friends what they think about psychology? Draw a comparition between what they say and what the textbook tells you?, What conclusion you can draw.	Discussion and report writing
3.	Stress management Module	Preparation
4.	Development of Anger management module	Preparation and presentation

Reference:

1. Nataraj, P., (1994). Psychology for the beginners, Mysore: Srinivas printers
2. Santrock, J.W.(2003) Psychology, 7 th Ed., New York, McGraw Hill
3. Jessalyn Woodruff , Anger Management best practice handbook,
[file:///C:/Users/sdm/Downloads/Anger%20Management%20Best%20Practice%20Handbook_%20Controlling%20Anger%20Before%20it%20Controls%20You,%20Anger%20Management%20Proven%20Techniques%20and%20Exercises%20\(%20PDFDrive%20\).pdf](file:///C:/Users/sdm/Downloads/Anger%20Management%20Best%20Practice%20Handbook_%20Controlling%20Anger%20Before%20it%20Controls%20You,%20Anger%20Management%20Proven%20Techniques%20and%20Exercises%20(%20PDFDrive%20).pdf)
4. Butcher et. al (16th ed), Abnormal Psychology. New York: Pearson
5. Self Management by NCRET <https://ncert.nic.in/vocational/pdf/kees102.pdf>

PYE 459: SCIENCE OF HAPPINESS

No. of Credits: 3

No.ofHrs:36

Objectives

- Critically analyze basic and applied research on affective, cognitive, social, biological, and behavioral aspects and correlates of happiness.
- Consider and compare proposed pathways and barriers to happiness from empirical, theoretical, and philosophical perspectives.
- Engage in a proactive and thoughtful process of self-examination with regard to personal ideals, goals, and mechanisms of happiness.

<p>Unit I: Introduction, and Types of happiness</p> <p>What is happiness? : Meaning according to the dictionary, scientists, Philosophers, modern leaders & Scriptural point of view</p> <p>Types of happiness</p> <p>The biology of happiness: Male female, tongue, digestive system, subtle consciousness - thinking feeling willing</p> <p>The chemistry of happiness: Dopamine, oxytocin -- finally it's all a chemical game, C & delta fibers (pain Fibers)</p> <p>The physics of happiness: Laws of karma /reap what u sow/the permanent bank account</p> <p>The Meta physics of happiness (happiness beyond the body - scriptural viewpoint, the Buddha in you, definition of happiness in Buddhism, chewing the chewed, East / West thought process, grades of happiness – karma, jnana, bhakthi ... definition of happiness in different mighty civilizations)</p>	<p>12 hrs</p>
<p>Unit II: Need of happiness</p> <p>Natural phenomena: Anandamayo bhyasath, sat-cit-ananda it's intrinsic & we are entitled to it, Lust vs love.</p> <p>Artificially imposed happiness:The American Model (Lesson from America), Substance abuse, fish-bait, moth-fire, meet your meat, real beauty, karma ghost.</p> <p>Rules of the game: 4 levels – sensual, mental, intellectual, spiritual, traveler's story, why bad happens to good and good happens to bad.</p> <p>Lessons from history: In pursuit of happiness – Dominance & supremacy at</p>	<p>12 hrs</p>

<p>its peak, The epitome of renunciation, Setting up an example for modern kings, controlling the mind, Respecting women is a sign of advanced civilization, everything went wrong in his life, Meditation Getting down to Zero – Meditation – the Enlightened one, to integrate resolutions & Art of Mind Control & Self Management in the inspirational narratives</p>	
<p>Unit III: Ingredients of happiness</p> <p>Contemporary tools to seek happiness: Circle of influence vs circle of concern, attitude. Being a player, Inner voice, Coach-ability, rackets, shreya vs preya, Deserve then desire, two sides of the coin, superstitions, power of context, power of conditioning, the story, ‘OK’ Corral, integrity, Happy New Year.</p> <ul style="list-style-type: none"> ➤ Case study: Drona-Ashwathama, Drthrastra-Duryodana, Pandu-Yudhistra, Dasaratha-Rama, Socrates. ➤ Creating a Positive Mindset: Express gratitude —Gratitude and “we-ness”, three social functions of gratitude— Moral barometer, moral motive, moral reinforce. ➤ Life about zero: absence of negative without the presence of positives is life about zero, Interconnection of the “Good” and the “Bad”, three types of life – A pleasant life, a engaged life, a meaningful life ➤ Art of forgiveness and Resilience: hero of failure, Bolster belief, Growth through trauma ➤ Cultivating Positivity: Flow experience, savoring, positive thinking. 	<p>12 hrs</p>

References:

1. Baumgardner S R. & Crothers, M.K. (2009). *Positive Psychology*, Pearson Education: India
2. Csikszentmihalyi, M (2015), *Flow and the Foundations of Positive Psychology*. USA: Springer.
3. David Lykken, D..(1999). *Happiness*. New York: Golden Books,
4. Goleman, D. (1998). *Working With Emotional Intelligence*. New York: Bantam
5. Knoop, H.H.(2004). *Positive Psychology*. Denmark: Aarhus university.
6. Kumar, S. & Yadav, S.B. (2011). *Positive Psychology*. New Delhi: Global Vision

7. Mihaly, C.(1991). *Flow*. New York: Harper and Row
8. Myers, D.G. (1990). *The Pursuit of Happiness*. New York: Avon Books.
9. Seligman, M.(1991). *Learned Optimism*. New York: Pocket Books.
10. Snyder, C.R., Lopez Shane, L.J., &Pedrotti, J.T. (2014). *Positive Psychology: The Scientific and Practical Exploration of Human Strengths*. New Delhi: Sage

PYE460: PERSONALITY DEVELOPMENT

No of Credits 3

No of Hours 36

Objectives

- The course is designed to provide insights into a range of theoretical and hands on experience in personality development.
- The students will be introduced to:
- Determinants of personality
- Personality enrichment and assessment

Unit -I Introduction to personality development

12Hrs

Definition of personality, characteristics of personality, perception, the concept of success and failure: What is success? Factors responsible for success – What is failure - Causes of failure. SWOC analysis.

Unit-II: Attitude, Communication skills

12Hrs

Attitude - Concept - Significance - Factors affecting attitudes - Positive attitude – Advantages –Negative attitude- Disadvantages - Ways to develop positive attitude. Communication skills, self-confidence, motivation, introspection, self-analysis, self-assessment, self-appraisal and symbol of self.

Unit-III: Personality Enrichment, Assessment of Personality development

12Hrs

Motivation and its Process.Hands on experience; personality analysis of famous individuals, assessment on characteristics of personality development, group discussion, individual assessment and assertiveness training. Emotional Quotient

Skill component

Sl.No	Skill Components	Mode implementation
1	Time management	Preparation of Module
2	Assertiveness training	Preparation of Module
3	Team building	Preparation of module in group
4	Stress management	Preparation of techniques

References

1. Elizabeth B Hurlock, (2016) Personality development: 41th reprint. New Delhi: Tata McGraw Hill.
2. Robert A baron, Donn Byrne, and Nyla R. Branscombe (2008) Social Psychology; 11th Edt, Prentie Hall of India Pvt Limtd, New Delhi
3. Santrock, J.W.(2003) Psychology, 7th Ed., New York, McGraw Hill

THIRD SEMESTER SYLLABUS

HARD CORE PAPERS	SOFT CORE PAPERS	OPEN ELECTIVE
PYH501 : Adult Psychopathology	PYS504: Brief Psychotherapies	PYE508: Life skills Education
PYH502 : Psychotherapy	PYS505 : Assessment of Children and Adolescents- Practical	PYE 509 Neuro Lingustic Programming
PYH503 : Child and Adolescent developmental theories and disorders	PPYS506:Assessment of Clinical Symptomatology Practical	(NLP) PYE510 Psychological First Aid (PFA)
	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 the knowledge of manifestation of Psychopathology among adults.
- To orient the students about the influence of psychological, biological and social factors in the etiology and treatment of mental disorders.

<p>UNIT I: Classification of mental disorders & Organic Mental Disorders Classification of Mental disorders- ICD-11 classification and DSM –V Classification, similarities and difference between ICD 11 and DSM V Classification of mental disorders Organic mental disorders- Delirium, dementia and amnesic disorders.</p>	<p>12hrs.</p>
<p>UNIT II: Schizophrenia, schizotypal, delusional disorders and Mood disorders Schizophrenia, Schizotypal disorder, Persistent delusional disorders, Acute and transient psychotic disorders, Induced delusional disorder, Schizoaffective disorders Mood Disorders- Manic episode, bipolar affective disorder, Depressive disorders, Persistent mood disorders- Dysthymia and Cyclothymia</p>	<p>12 hrs.</p>
<p>UNIT III: Neurotic, stress related and somatoform disorders Phobic anxiety disorders, Other anxiety disorders, Obsessive compulsive disorder, Reaction to severe stress, and adjustment disorders, Dissociative [conversion] disorders, Somatoform disorders, Other neurotic disorders</p>	<p>12 hrs.</p>
<p>UNIT IV: Behavioral syndromes associated with physiological disturbances & physical factors, Personality Disorders and Psychoactive substance use disorders Personality disorders, habit and impulse control disorders, Gender identity disorders, Disorders of sexual preference Eating disorders, Non-organic Sleep disorders Mental and behavioral disorders due to psychoactive substance use.</p>	<p>12 hrs.</p>

Skill Component

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Understanding the nature, causes, management and treatment of psychopathology among adults	Case analysis
2	Knowledge about the manifestation of symptoms and diagnosis of psychopathology among adults	Case history collection
3	Acquisition of required skills and competence in dealing with adults with psychopathology	Internship in a Psychiatric setup
4	Knowledge about the structure and functioning of mental health care centres	Field visit to mental health care centres
5	Analysis of biological, psychological and social aspects of psychopathology in movies	Movie review

References:

1. American Psychiatric Association(1994) Diagnostic and Statistical Manual of Mental disorders 4th Ed.
2. Barlow H. David and Durnad V. Mark(1999) – Abnormal Psychology; India, Brooks/Cole Publishing Company.
3. Carson C. Robert, Butcher N. James, Mineka, Susan(1998) – Abnormal Psychology and Modern life; Newyork, Longman.
4. Carson R and Butcher JN(1992). Abnormal Psychology and Modern life, New York Harpercollin.
5. David S.Holmes(1997) Abnormal Psychology, 3rdEdition,U.S. Addison and Weisely Publishers.
6. Davison and Neale(1998) Abnormal Psychology, Revised 7th Ed, John Wiley and Sons.
7. Ilusen.M ,Kazdin E.A and Bellack S.A (1991). The Clinical Psychology handbook. 2nd Ed New York: Pregamon press.
8. Irwin G.SarasonandSarason Barbara, R (1993) Abnormal Psychology 6th Ed, New York: prentice Hall.
9. Richard R. Bootzin, Joan Ross Acocelk and Lamén B. Alley (1993), Abnormal Psychology. 6th Ed New York: McGraw Hills.

10. Ronald, J Comer(1996) Fundamentals of abnormal Psychology New York : W.H Freeman and company.
11. Sue G.D and Sue.S (1997) Understanding abnormal behaviour 5th Ed. Boston Houghton Mifflin.
12. Thomas F. Oltmanns and Robert, E Emery (1995). Abnormal Psychology New Jersey. Prentice Hall.
Washington DE APA.
13. WHO (1992) The ICD 10 classification of mental and behavioural disorders, clinical descriptions and diagnostic guidelines ,Geneva ,WHO.
14. WHO (1993) The ICD 10 classification of mental and behavioural disorder. Diagnostic criteria for research Geneva WHO.

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.
- To get familiarity with the nature, limitations, feasibility and merits of psychotherapeutic techniques

Course Outcomes:

CO1: Show the knowledge of classical psychotherapeutic techniques.

CO2: Understand the changes and trends in psychotherapeutic techniques

CO3: Be oriented about creative art therapies and modern psychotherapeutic techniques

Unit I –Psychoanalytical interventions Classical psychoanalysis by Sigmund Freud, Psychoanalytic therapy by Carl C. Jung Neo psychoanalytic approach by Alfred Adler	12hrs.
Unit II: Humanistic interventions Person centered therapy by Carl Roger Gestalt therapy by Fritz Perls Existential therapy by Irvin Yalom and Rollo May	12 hrs.
Unit III: Reality therapy, Logo therapy and Transactional Analysis Reality therapy by William Glasser Logo therapy by Victor Frankl, Transactional Analysis	12 hrs.
UNIT IV: Cognitive and Behavioral therapies Cognitive behaviour therapy (CBT) by Aaron T.Beck Rational Emotive Behaviour therapy (REBT) by Albert Ellis. Dialectic Behavioural Therapy (DBT) by Marshal Linehal Solution Focused Behaviour Therapy	12 hrs.

Skill Component

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Understanding the application of different psychotherapies	Video review: Rogers and Gloria
2	Understanding the usage of different psychotherapeutic techniques.	Review of videos of demonstration of different psychotherapies.
3	Proficiency in the usage of different psychotherapies.	Peer practice of psychotherapeutic techniques
4	Application of psychotherapeutic techniques	Supervised practice of Therapy skills in schools and hostels.
5	Analysing the method, merits, limitation and applicability of different psychotherapies	Case discussion

References:

1. Archer, J. & Mc. Carthy, C.J (2007). Theories of Counselling and Psychotherapy, :
2. Avenite M & Shapero, D.A. (1995) Ed, Research for Psychotherapy practice. Chichester: Wiley.
3. Bellack A.S. & Hersen, M (1980). Introduction to Clinical Psychology; Oxford; Oxford University Press, New York: John Wiley & Son.
4. Bernstein, D.A - & Nietzel, M.T. (1980) Introduction to Clinical Psychology. New York: McGraw Hill.
5. Bugin, A.E. & Garsied S.L. (1994), Ed, Handbook of Psychotherapy behavioural change, 4th Ed. New York: Wiley.
6. Corey, Gerald (1996) Theory and Practice of Counselling and Psychotherapy; 5th Edition; New York, Brooks/Cole Publishing Company
7. Jones, C.C. (1993). Family system therapy, Chichesles Wiley.
8. Joseph Vrinte (1966); The quest for inner man: Transpersonal Psychotherapy & integral Keynes, open Uni Press.
9. Lane, D & Milles, A. (1992) Ed. Child & Adolescent therapy. A hand book. Milton
10. Levme, E.S. & Padiha, A.M. (1980) Crossing cultures in therapy. Monterey, C.A;
11. Nercross J.C. (1980). Handbook of Psychotherapy integration (Ed) New York: Basis

12. S.S. Hession. M.Kazdin A.E. (1983) International handbook of behavioural modification & therapy, New York: Plenum Press.
13. Sacuzzo D.P and Kaplan.R.M(1984), Clinical Psychology, Boston: Allyn and Bacon Inc.
14. Sharf Richard S and Sharf (2000) Theories of Psychotherapy and Counselling Concepts and Cases, 2nd Ed., Australia, Brooks Cole Publishing Co.
15. Steven Jay & John P, Gar Ke (1985) contemporary Psychotherapy models & methods, Ohio, Charles E. Menitt.
16. Wolberg L.R. (1989). The technique of Psychotherapy Vol. I & II London Warberg &
17. Wolman.B.B (1965) Ed Handbook of clinical Psychology New York; McGraw Hill.

**PYH 503: CHILDHOOD AND ADOLESCENT DEVELOPEMNTAL THEORIES
AND DISORDERS**

No. of Credits: 4

No.ofHrs:48

Objectives:

- To orient the students about the theories of child and adolescent development
- To equip the students with the knowledge of psychological disorders that manifest during childhood and adolescence.

Course Outcomes:

CO1: Understand mental retardation and specific developmental disorders of scholastic skills.

CO2: Understand pervasive developmental disorders.

CO3: Be familiar with behavioural and emotional disorders.

CO4: Be aware of Tic disorders and feeding, elimination disorders.

<p>UNIT 1: THEORIES OF CHILD AND ADOLESCENT DEVELOPMENT</p> <p>Piaget’s theory of Cognitive constructivism</p> <p>Vygotsky’s social constructivism</p> <p>Kohlberg’s Moral Development Theory</p> <p>Erik Erikson theory</p> <p>Attachment Theory by John Bowlby</p> <p>Object relation theory by Ronald Fairbairn</p> <p>Temperament Theory</p>	<p>10 Hrs</p>
<p>Unit II: Intellectual disability , Communication Disorders & Specific developmental disorders of scholastic skills</p> <p>Intellectual Disability-Types; Etiology, Prevention and Management</p> <p>Communication Disorder- Language disorder, Childhood-Onset Fluency Disorder (Stuttering) and Social Communication Disorder</p> <p>Specific disorders of reading, writing, spelling, arithmetic skills and mixed disorder of scholastic skills-Etiology and Management.</p>	<p>10 hrs.</p>
<p>UNIT III: Pervasive Developmental Disorders , Behavioural and Emotional Disorder</p> <p>Behavioural Disorder: Hyperkinetic disorder, Conduct Disorder, ODD</p> <p>Emotional Disorders: Separation anxiety disorder of childhood, Phobic anxiety</p>	<p>10 hrs.</p>

disorder of childhood, Social anxiety disorder of childhood, Sibling rivalry disorder and Elective mutism Pervasive Developmental Disorders (PDD): Types, Etiology and Management	
Unit IV: Tic disorders, other Behavioural and Emotional Disorder Tic Disorders – Types, Causes, and Management Nonorganic enuresis and encopresis, feeding disorder of infancy and childhood, Pica- Causes, Treatment.	10 hrs

Skill Component

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Understanding the concepts of psychological development among children and adolescents	Observation of children in natural setting
2	Observation and Understanding of the symptoms of psychopathology among children and adolescents.	Visit to child mental health care centre
3	Understanding the nature, etiology and management of psychological disorders of Childhood and adolescence	Cases analysis and Presentation
4	Knowledge about Treatment methods and Management of children and adolescents with psychological disorders	Video show and analysis Guest Lectures by practitioners
5	Hands on Knowledge about Treatment methods and Management of children and adolescents with psychological disorders	Field work and internships in special schools
6	Case history collection and assessment	Supervised practice at Child Guidance Clinic

References:

1. American Psychiatric Association(1994) Diagnostic and Statistical Manual of Mental disorders 4th Ed. Washington DE APA.
2. Barlow H. David and Durnad V. Mark(1999) – Abnormal Psychology; India, Brooks/Cole Publishing Company.
3. Bowar G. H & Hilgard E.R , (1966). Theories of Learning (3rded) ,New York ,Meredith Publishing Company

4. Carson C. Robert, Butcher N. James, Mineka, Susan (1998) – Abnormal Psychology and Modern life; Newyork, , Longman.
5. Carson R and Butcher JN(1992). Abnormal Psychology and Modern life, New York Harpercollin.
6. Dandapani S (2010), Advanced Educational Psychology, New Delhi: Neelkamal Publications.
7. DavidS. Holmes(1997) Abnormal Psychology, 3rdEdition,U.S. Addision and Weisely Publishers.
8. Davison and Neale(1998) Abnormal Psychology, Revised 7th Ed, John Wiley and Sons.
9. 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
10. ICD- 10. International Statsitcal Classification of Diseases & Related Health Problem.
11. ICD- 10. International Statsitcal Classification of Diseases & Related Health Problem.Tenthrevision.Volume 3.
12. Ilusen.M ,Kazdin E.A and Bellack S.A (1991). The Clinical Psychology handbook. 2nd Ed New York: Pregamon press.
13. IrwinG.SarasonandSarason Barbara, R (1993) Abnormal Psychology 6th Ed, New York: prentice Hall.
14. Mash J. Eric, Wolfe A. David (1999) – Abnormal child Psychology; Belmont, Boston, London Brooks/Cole Wadsworth.
15. Ouay and Werry (1972) – Psychopathological disorders of childhood; New York, John Wiley and Sons.
16. Richard R. Bootzin, Joan Ross Acocelk and Lamem B. Alley (1993), Abnormal Psychology. 6th Ed New York: McGraw Hills.
17. Ronald, J Comer (1996) Fundamentals of abnormal Psychology New York: W.H Freeman and company.
18. Sahakian S.W. (1976). Introduction to the psychology of learning, Chicago, Rand McNally College Publishing Company.
19. Stephen N. E., Thomas R K., Joan L. C & John F.T (2000) Educational Psychology (III ed).Mc. Grawhill International editions.
20. Sue G.D and Sue.S (1997) Understanding abnormal behaviour 5th Ed. Boston Houghton Mifflin.
21. Thomas F. Oltmanns and Robert, E Emery (1995). Abnormal Psychology New Jersey. Prentice Hall.
22. WHO (1993) The ICD 10 classification of mental and behavioural disorder. Diagnostic criteria for research Geneva WHO.
23. Woolfolk .A (2006) Educational Psychology (9th edition) Delhi, Pearson Education.

PYSS504: PSYCHOTHERAPEUTIC INTERVENTIONS

No. of Credits: 3

No. of Hrs: 40

Objectives:

- To orient the students about brief psychotherapies

<p>Unit I – Supportive Psychotherapy and NLP Supportive Psychotherapies: meaning, and importance. Supportive psychotherapeutic techniques: Guidance, Tension control and release, Environmental manipulation, Externalization of interests, Reassurance, Prestige suggestion, Pressure and coercion, Persuasion, Confession and ventilation Neuro Linguistic Programming (NLP)</p>	<p align="center">10hrs.</p>
<p>Unit II: Multimodal therapy, Eclectic therapy and Feminist therapy Multimodal therapy of Lazarus, Eclectic therapy Feminist Therapy</p>	<p align="center">10hrs.</p>
<p>Unit III: Creative Art Therapies and Milieu therapy Creative Art Therapies: Drama Therapy, Music Therapy, Dance movement therapy. Milieu therapy</p>	<p align="center">10 hrs</p>
<p>Unit IV: Third wave therapies Introduction to Third wave therapy: ACT (Acceptance and Commitment Therapy), Mindfulness Based Cognitive Therapy (MBCT), Metacognitive Therapy (MCT)</p>	<p align="center">10 hrs</p>

Skill Component

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Understanding the application of different psychotherapies	Video review
2	Understanding the usage of different psychotherapeutic techniques.	Review of videos of demonstration of different psychotherapies.
3	Proficiency in the usage of different psychotherapies.	Workshops on different psychotherapies

4	Application of psychotherapeutic techniques	Supervised practice of Therapy skills in schools and hostels.
5	Analysing the method, merits, limitation and applicability of different psychotherapies	Case discussion

References:

1. Archer, J & Mc. Carthy, C.J (2007) . Theories of Counselling and Psychotherapy, :
2. Avenite M & Shapero, D.A. (1995) Ed, Research for Psychotherapy practice. Chechester: Wiley.
3. Bellack A.S. & Hersen, M (1980). Introduction to Clinical Psychology; Oxford; Oxford University Press, New York: John Wiley & Son.
4. Bernstein, D.A - & Nietzel, M.T. (1980) Introduction to Clinical Psychology. New York: McGraw Hill.
5. Bugin, A.E. & Garsied S.L. (1994), Ed, Handbook of Psychotherapy behavioural change, 4th Ed. New York: Wiley.
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7. Jones, C.C. (1993). Family system therapy, Chichesles Wiley.
8. Joseph Vrinte (1966); The quest for inner man: Transpersonal Psychotherapy & integral Keynes, open Uni Press. m
9. Lane, D & Milles, A. (1992) Ed. Child & Adolescent therapy. A hand book. Milton
10. Levme, E.S. & Padiha, A.M. (1980) Crossing cultures in therapy. Monterey, C.A;
11. Nercross J.C. (1980). Handbook of Psychotherapy integration (Ed) New York: Basis
12. S.S. Hesson. M.Kazdin A.E. (1983) International handbook of behavioural modification & therapy, New York: Plenum Press.
13. Sacuzzo D.P and Kaplan.R.M(1984), Clinical Psychology, Boston: Ally and Bacon Inc. Sadhana, Pondichery: Mira Trust.
14. Sharf Richard S and Sharf (2000) Theories of Psychotherapy and Counselling Concepts and Cases, 2nd Ed., Australia, Brooks Cole Publishing Co.
15. Steven Jay & John P, Gar Ke (1985) contemporary Psychotherapy models & methods, Ohio, Charles E. menitt.
16. Wolberg L.R. (1989). The technique of Psychotherapy Vol. I & II London Warberg &
17. Wolman.B.B (1965) Ed Handbook of clinical Psychology New York; McGraw hill.

PYS505: ASSESSMENT OF CHILDREN AND ADOLESCENTS

(To conduct any 9)

No. Of Credits: 3

1. To assess social maturity of children by using Vineland Social Maturity Scale (VSMS)
2. To assess mental age by administering Seguin Form Board Test
3. To assess Abstract reasoning by administering Raven's Coloured Progressive Matrices (CPM)
4. To assess Learning Disability by administering NIMHANS index of learning disability
5. To assess differential ability by administering David's Battery of Differential Abilities (DBDA)
6. To assess the Intelligence by administering Binet Kamath Test of Intelligence (BKTI)
7. To assess personality by administering Childrens' Apperception Test (CAT)
8. To assess intelligence of children by administering Draw a person test
9. To assess Critical thinking by administering Murthy's Critical Thinking Scale
10. To assess Creativity using Baqer's Mehdi's test of creativity
11. Assessment of Behavioral problems associated with ADHD using Conners Comprehensive Behavior Rating Scale
12. To assess adaptive behavior using Vineland Adaptive Behavior Scale
13. Assessment of the symptoms of Autism using Childhood Autism Rating Scale (CARS)
14. Assessment of symptoms of Depression among children using Children Depression Rating Scale

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 (BDI)
3. Assessment of level of anxiety using Hamilton's Anxiety Rating scale (HARS)
4. Assessment of clinical condition by administering Multi Phasic Questionnaire (MPQ)
5. Assessment of personality characteristics and emotional functioning by administering Rorschach Ink Blot test
6. Assessment of interpersonal relationship by administering Thematic Apperception Test (TAT)
7. Assessment of personality by administering Sack's 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. Assessment of psychological symptoms by administering Brief Psychiatric Rating Scale (BPRS)
11. Assessment of positive and negative affect using Positive and Negative Affect Scale (PANAS)
12. Assessment of Obsessive Compulsive symptoms by using Yale Brown Obsessive Compulsive Scale (Y-BOCS)
13. Assessment of Personality Disorder by using International Personality Disorder examination Scale(IPD)
14. Assessment of Substance abuse using CAGE (Cut-Annoyed-Guilty-Eye opener) Scale /Alcohol Use Disorders Identification Test (AUDIT)

PYS 507: HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT (HRM&D)

No. of Credits: 3

No. of hours: 40

Objectives:

- 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

Course Outcomes:

CO1: Develop systematically the techniques of manpower for strategic change.

CO2: Thoroughly comprehend the vital aspects of human resource management.

CO3: Exhibit training techniques to improve any company's growth.

CO4: Develop various modules for people working in different sectors.

Unit I- Introduction to Human Resource Management 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	10 hrs.
Unit II –Acquiring, Motivation and Maintaining Human Resource: 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	10 hrs.
Unit III- Human Resource Development - Conceptual Frame Work 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	10 hrs.
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	
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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. Matoria, 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 Jersey, Prentice Hall International.
10. Aswathappa. (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.

PYE508: LIFE SKILLS EDUCATION

No of Credits 3
No of Hours 36

Objectives

- To orient students in theoretical foundations in life skills education
- To prepare the students in training methodologies, enable students to apply life skills in various spheres, develop professionals in life skills education
- This programme provides strong theoretical background blended with practical experience. Innovative pedagogic methods, internships and learning by doing through extension programmes and field work are the unique features of this Programme.

Unit –I Introduction to Life skills

12Hrs

Definition and Importance of Life Skills, Livelihood Skills, Survival Skills and Life Skills, Life Skills Education, Life Skills Approach, Life Skills Based Education, Life Skills Training - Implementation Models

Unit-II: Social Skills and Negotiation Skills. Pillars of Education and Life Skills

12Hrs

Self-Awareness, Empathy, Effective Communication, Interpersonal Relationship. The Four Pillars of Education - Learning to Know - Learning to Do - Learning to Live Together - Learning to Be, Learning Throughout Life

Unit-III: Thinking skills and Coping skills

12Hrs

Thinking, Creative and Critical Thinking, Problem Solving, Decision Making. Coping skills; Coping with Emotions, Coping with Stress, Life Skills Work in Combination (Thinking Skills, Social Skills, and Coping Skills)

Skill component

Sl.No	Skill Components	Mode implementation
1	Thinking skills, Social skills and Coping skills	Preparation of modules
2	Life skills	Assessment scale
3	Four Pillars of Education	Preparation charts
4	Importance of life skills	Preparation of chart/modules on life skills

Reference

- Delors, Jacques (1997). Learning: The Treasure Within, UNESCO, Paris. 2. Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

- Dahama O.P., Bhatnagar O.P, (2005). Education and Communication for Development, (2nd Edn.), Oxford& IBH Publishing Co. Pvt. Ltd. New Delhi. 2. Debra McGregor, (2007).Developing Thinking; Developing Learning - A guide to thinking skills in education, Open University Press, New York, USA 3. Duffy Grover Karen, Atwater Eastwood, (2008). (8th Edn.), Psychology for LivingAdjustment, Growth and Behaviour Today, Pearson Education Inc, New Delhi. 4. Hockenbury (2010). Discovering Psychology, Worth Publishers. New York

PYE 509 NEURO LINGUSTIC PROGRAMMING (NLP)

Total credits: 3

Total hours: 36 Hours

Objectives

1. To understand the foundations and methods of NLP
2. To enhance communication skills by applying NLP

Unit 1: Introduction to NLP

12 Hours

Meaning, basic history of NLP

Presuppositions of NLP

Unit 2: Fundamental components of NLP

12 Hours

Fundamental components: rapport, sensory awareness, outcome thinking, behavioral flexibility

META model of NLP

Unit 3: Techniques and application of NLP

12 Hours

Techniques of NLP: anchoring, belief change, mirroring and rapport, reframing thoughts, creative visualization

Application of NLP

Skill Component

1	To specify information, challenge and expand the limits to a person's <i>model</i> of the world.	Practicing meta model of NLP
2	Changing the way of thinking, viewing past events and approach towards life	Practice of techniques of NLP
3	To understand the individual differences in the perception of messages	Introspection and awareness about six modalities of NLP

References

1. Hoobyar, T., Dote, T. & Sanders, S. (2013). NLP- The essential guide. Harper Collins: London. Retrieved from <https://www.pdfdrive.com/nlp-the-essential-guide-to-neuro-linguistic-programming-e194402265.html>
2. O'Conner, J. (2001). NLP Workbook. Harper Collins: London. Retrieved from https://doc.lagout.org/science/0_Computer%20Science/3_Theory/Neural%20Networks/Neuro%20Linguistic%20Programming%20WorkBook.pdf

PYE510 PSYCHOLOGICAL FIRST AID (PFA)

Total Credits: 3

Total hours- 36 hours

Objectives

1. To understand the usefulness and importance of psychological first aid
2. Gain skills needed to implement the intervention strategies to provide psychological first aid.

Unit I: Introduction to PFA

12 hours

Meaning, origin of the term,
What is and what is not PFA,
PFA- who , when and where

Unit II: Preparing to provide PFA

12 hours

Good communication,
Prepare
PFA action principles- look, listen, link,
Ending PFA and people who require special attention
Caring for yourself while providing PFA

Unit III: Practice of PFA

12 hours

Ethical responsibilities in practicing PFA
Case scenarios- Natural disaster, violence and displacement, accidents.

Skill component

1	Understanding the importance of PFA	Movie Review
2	Hands on training in PFA	Mock Peer practice
3	Understanding the usage of PFA	Case studies

References

1. World Health Organization, War Trauma Foundation and World Vision International (2011). Psychological first aid: Guide for field workers. WHO: Geneva. Retrieved from https://apps.who.int/iris/bitstream/handle/10665/44615/9789241548205_eng.pdf?sequence=
2. World Health Organization, War Trauma Foundation and World Vision International (2011). Psychological first aid: Facilitators Manual for orienting field workers. WHO: Geneva. Retrieved from

https://apps.who.int/iris/bitstream/handle/10665/102380/9789241548618_eng.pdf?sequence=1

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: Marketing, 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 behavior modification skills towards self-development.

Course Outcomes:

CO1: Demonstrate behaviour modification techniques based on classical conditioning.

CO2: Exhibit behaviour modification techniques based on operant conditioning.

CO3: Show assertiveness training, modelling and self-control techniques, cognitive therapies.

UNIT I: Classical Conditioning Techniques and Bio feedback Techniques Behavioural assessment and behavioural analysis. Classical conditioning, Jacobson's Progressive Muscular relaxation; Autogenic training; Systematic De-sensitization – in-vitro and in vivo; Flooding & Bio feedback techniques.	12hrs.
UNIT II: Operant Conditioning Techniques Operant conditioning Basic paradigm, Functional Behavioral Analysis (Prochaska-8 steps), Reinforcement, Shaping, Extinction; Contingency contract, Token economy, Chaining, Punishment, Prompting and its types, Cueing, Differential reinforcement	12hrs.
UNIT III: Assertiveness Training; Modelling & Self-control Techniques 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.	12hrs.
UNIT IV: Behavior training methods Parent Management Training by Kazdin	12hrs.

Michenbaum's Self-instruction training and Stress Inoculation Training MET(Motivation Enhancement Therapy) Applied Behavior Analysis (ABA) Model Teaching and Education of Autistic and related Communications Handicapped Children (TEACCH)	
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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 empirical findings, Academic Press.
3. Bellack, A.S Hersen H. and Kazdin, 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 therapy 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

Course Outcomes:

CO1:Understand the importance of counseling in terms of vocational, occupational and career counseling and also how to resolve the issues in career counselling.

CO2:Be familiar with the role of counseling in the couple relationship, marriage, pre-marital, and also how to deal with the sensitive issues in counselling.

CO3:Show familiarity with the importance of counseling for the dealing with family problem/issues and also the importance of family therapy in family counselling.

CO4:Demonstrate the importance of counseling for the aged and terminally ill and for grief counseling.

Unit I: Vocational counselling and guidance 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	12hrs.
Unit II: Marital Counselling 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.	12hrs.
Unit III: Counselling for Family Problems and Approaches to Family Counselling 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	12hrs.

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 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	12hrs.

Skill Component

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Understanding the vocational, career and occupational counselling and techniques	A teams will be made, each team will have to prepare a module on each component
2	Counselling for old-age homes	Field visit to old age homes
3	Practicing the case studies on career counselling for students	Preparation of career counselling modules for students and the same will be used for counselling session
4	Understanding the grief management	Preparation of material on grief counselling and Visit to old age homes
5	Understanding the counselling skills (Marital counselling)	A teams will be made, each team will have to prepare a module
6	Assessment of family functioning	NIMHANS family functioning scale

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 the caregivers of the Mentally Retarded
9. Counselling the Aged
10. Counselling the Terminally Ill
11. Grief Counselling
12. Counselling the issues of LGBTQ
13. Counseling the parents of children with diasabilities
14. Premarital counseling

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

Course Outcomes:

CO1: Be familiar with the research areas and new trends in social psychology.

CO2: Demonstrate the understanding of one's own social behaviour and improved understanding of others social behaviour.

CO3: Understand the application of social psychology concepts in different areas.

Unit I: Introduction and Social Cognition 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.	10 hrs.
Unit II: Social perception Social perception: Non verbal communication, Attribution, Impression formation and impression management. Attitudes and Attitude Change; Cognitive Dissonance; Violence and Aggression; Prosocial Behavior; Social Influence	10 hrs.
Unit III: Aspects of social identity and interpersonal attraction Social identity, the Self, Gender Interpersonal attraction : The beginning of attraction, becoming acquainted, moving toward friendship	10 hrs.
Unit IV: Groups and Application of Social Psychology Groups, how groups affect-individual performance, coordination in groups, perceived fairness in groups, decision making in groups Application of Social Psychology : Social psychology in legal system, health related behaviour, and the world of work	10 hrs.

Skill Component

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Observation and depiction of social psychology concepts	Documentary making
2	Incorporating skills of interpersonal communication, persuasion, prosocial behaviour, team work etc.	Conducting human resource development activities
3	Analysis of the concepts of social psychology	Video and Movie review
4	Hands on experience with the assessment of social behaviour	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 College Ward, 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 Wadsworth Myers,
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, ADVERTISING AND CONSUMER BEHAVIOUR

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 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.	10 hrs.
Unit II: Market Analysis and Consumer Behaviour <i>Market Analysis:</i> 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, <i>Consumer Behaviour:</i> Consumer Behaviour Model, Characteristic Effecting Consumer Behaviour, Cultural Factors, Social Factors, Personal Factors, Psychological Factors, Consumer Decision Process and Types of Buying Decision	10 hrs.

Behaviour, Business Markets and Business Buyer Behaviour	
<p>Unit III: Designing Customer Driven Marketing Strategy</p> <p>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</p>	10 hrs.
<p>Unit IV-Foundations of Advertisement and Effective Advertisement</p> <p>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</p> <p>Media; Print and out of Home Media, Broad Cast Media, Interactive and Alternative Media,</p> <p>Media Planning and Buying, Sales Promotion and Sponsorships, Public relations, Special Advertising Situations, Evaluation of the Effectiveness of the Advertisement.</p> <p>The Art and Science of Creative Advertising, Creative Strategy, Facets of Creative Strategy,</p> <p>Planning and Managing Creative Strategy, Copy Writing, Designing and Producing; Visual Communication, Print and Direction, Broadcast Production, Effective Web Design</p>	10 hrs.

Skill Component

Sl. No.	Skill Components incorporated	Mode of Implementation
1	Understanding the marketing process and consumer behaviour	Preparation of modules by the students and visit to semi scale industry

2	Preparation and practice of organization planning	A teams will be made, each team will have to prepare the chart/module on organization planning contents
3	Understanding the international market research and small business	Preparation of market research chart
4	Marketing Communication Strategy	A teams will be made, each team will have to prepare the module on strategies which is useful for small business and large scale industry

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

Value Added Course

PERSPECTIVES OF INDIAN PSYCHOLOGY

No of Credits: 3

No of Hours: 40

Objectives:

1. The course would familiarize the students, the origin of Indian psychology.
2. To understand the significance of the Indian psychology

UNIT-I: Introduction; perspective Indian psychology and its dimensions 14 hrs

Indian psychology, historical development, scope and relevance of the Indian psychology, Indian epistemology (epistemology of dreams, epistemology of recognition, epistemology of illusion, and epistemology of supernormal perceptions)

UNIT-II: Self and consciousness: 12 hrs

Body and self, Degree of consciousness, ego identity and soul identity, the mode of consciousness (the upanisads, the samkhya, the yoga, the vedanata and the jaina).

UNIT-III: Religious emotions and Religious sentiments (Bhaktirasa) 14 hrs

Religious emotions; the Bhagavad Gita; distressed, inquisitive selfish and wise devotes. The Bhagavata (Tamasa, Rajasa, Sattvika and Nirguna Devotion),

Religious sentiments (Bhaktirasa); the common religious sentiment of devotion (Samanyabhaktirasa), the quiet religious sentiment (santabhaktirasa), the religious sentiment of loving servitude (Pritabhaktirasa, Dasyabhaktirasa), the religious sentiment of parental love (Vastsalabhaktirasa),

References

- Jadunath Sinha (1996). *Indian Psychology “Epistemology of perception, Emotion and Will*, Edt, I, II, and III, Jainendra Prakash, New Delhi
- Handbook of Indian Psychology by K.Ramakrishna Rao, Anand Paranjpe & Ajit K Dalal
- Indigenous Psychology by Girishwar Misra & Ajit.K. Mohanty

VALUE ADDED COURSE 1
EDUCATIONAL AND SCHOOL PSYCHOLOGY

Total hours: 40

Objective:

To orient the students about the scope and methods of educational and school psychology

Unit I: Introduction to educational and school psychology **8**

hrs

Educational Psychology: Meaning, Historical foundations, Methods of educational psychology, Contemporary educational psychology approaches, Bloom's taxonomy (Revised)

School Psychology: Meaning, definition, history, scope, and goals of school psychology, Difference and similarities between school and educational psychology

Scope of school psychologists and educational psychologists in India- Eligibility criteria, Career opportunities

UNIT II – Children with special needs **8 hrs.**

Slow learners, Gardner's multiple intelligence, Competency mapping, Socially disabled (differentially abled) children, gifted children. Socially advantaged and disadvantaged children, developmental delays, Mainstreaming and inclusion.

UNIT III-Effective teaching-learning and counseling in school **8 hrs.**

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.

Creating effective learning environment

Role of school psychologists: Consultation, Assessment , Training and Intervention

UNIT IV: Practical **16 hrs**

Assessment of different abilities using psychological assessment tools

Need based Development and presentation of modules in schools

Field work: 15 hours of field work at regular school

Internship : 15 days internship in special school

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
3. Sahakian S.W. (1976). Introduction to the psychology of learning, Chicago, Rand McNally College Publishing Company
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.

**VLAUE ADDED COURSE 2
BASIC YOGASANAS**

THEROY: **No.of hours:40**

Objectives: **15 hours**

- To orient the students about one of the six schools of Indian Philosophy

Unit 1: Introduction: **4 hours**

Six schools of Indian Philosophy: Sankhya, Vedanta, Nyaya, Vaisheshika, Mimamsa and Yoga

Origin and Meaning of the term yoga

Types of yoga – bhakti yoga; karma yoga;jnana yoga and raja yoga

Panchakosas

Unit 2: Ashtanga yoga: **9 hours**

Yama – ahimsa;sathya;asteya;bramcharya;aparigraha,

Niyama – saucha;asana; pranayama; prathyahara; dhyana; Samadhi

Asana – Aspects – Static and dynamic; Types of asanas- Cultural; meditative and relaxative

Pranayama – Puraka; Rechaka; Kumbaka

Prathyahara – Withdrawal of the senses

Dharan – Ksipta, viksipta, Mudha; Ekagra; Nirudha

Dhyana

Samadhi

Unit 3: Therapeutic Yoga **2 hours**

Yoga in the management of depression; Yoga in the management of stress; Yoga in the management of anxiety; Yoga to improve attention and concentration

Practical: **25 hours**

Loosening Exercises

Asanas:

Suryanamaskara

Standing Asanas: Vrukshasana; Ardha Kati chakrsana; Padahastasana; Trikonasana;

Ardhachakrasana

Sitting Asana: ArdhaMatsyendrasana; Pashchimothanasana; Ushtrasana; Shashankasana;

Supthavajrasana

Asanas in the prone position: Bhujangasana; Shalabasana; Dhanurasana

Asanas in the supine position: Sarvangasana; HALasana: Mathsyasana

Pranayama:Nadishodhana; Anuloma-viloma; Sectional Breathing; Kapalbhata; Bastrika; Ujjayi; chandranuloma, chandrabhedhana

Dharana:Bindutrataka/ Jyothitrataka

Meditation: Concentration Meditation / Mindfulness Meditation

References:

1. Swami Rama, RudoloBallenture and Swami Ajaya (1993) – *Yoga and Psychotherapy the evolution of consciousness*; Honesdale, Pennsyloania; Himalayan International Institute of Yoga Science and Philosophy.
2. Swaminathan, V.D and Kalianppam, K.V (1997), *Psychology for effective living-behaviour modification, Guidance, Counselling and Yoga*, Chennai: Madras Psychology Society.
3. Swami Sivananda (1996) – *Meditation know – How*, Erode; N. Ananthanarayanan.
4. PhulgendaSinha (1976) – *Yogic Cure for common diseases*; New Delhi, Orient Paperbacks.
5. Ananda (1998) – *The Complete Book of Yoga Harmony of Body and Mind*; New Delhi; Orient Paperbacks.
6. Iyengar, B K S (2004) *Light on Yoga*, India, Harper Collins
7. Iyengar, B K S (1998). *Light on Pranayama*, U.S.A., Crossroads Publishing Co.

VALUE ADDED COURSE 3
PERSPECTIVES OF INDIAN PSYCHOLOGY

No of Credits: 3

No of Hours: 40

Objectives:

3. To familiarize the students with the origin and development of Indian psychology.
4. To understand the significance of the Indian psychology

UNIT-I: Introduction

14 hrs

Indian psychology: Meaning, historical development, scope and relevance of the Indian psychology, Indian epistemology (epistemology of dreams, epistemology of recognition, epistemology of illusion, and epistemology of supernormal perceptions)

UNIT-II: Self and consciousness

12 hrs

Body and self, Degree of consciousness, ego identity and soul identity, the mode of consciousness (the upanisads, the samkhya, the yoga, the vedanata and the jaina).

UNIT-III: Religious emotions and Religious sentiments (Bhaktirasa)

14 hrs

Religious emotions; the Bhagavad Gita; distressed, inquisitive selfish and wise devotes. The Bhagavata (Tamasa, Rajasa, Sattvika and Nirguna Devotion),

Religious sentiments (Bhaktirasa); the common religious sentiment of devotion (Samanyabhaktirasa), the quiet religious sentiment (santabhaktirasa), the religious sentiment of loving servitude (Pritabhaktirasa, Dasyabhaktirasa), the religious sentiment of parental love (Vastsalabhaktirasa),

References

- Jadunath Sinha (1996). *Indian Psychology “Epistemology of perception, Emotion and Will*, Edt, I, II, and III, Jainendra Prakash, New Delhi
- Handbook of Indian Psychology by K.Ramakrishna Rao, Anand Paranjpe & Ajit K Dalal
- Indigenous Psychology by Girishwar Misra & Ajit.K. Mohanty

Evaluation of the Certificate Course:

Max. Marks:50

Theory:

Time: 11/2 hrs

Marks:30

- To answer two essay questions out of three, each carrying 10 marks
- To answer two short notes out of three each for 5 marks

Practical:

Marks: 20

- Module development and presentation - 10 marks
- Case studies – 10 marks