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UNION CHRISTIAN COLLEGE (AUTONOMOUS) ALUVA

Affiliated to Mahatma Gandhi University, Kottayam, India
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DEPARTMENT OF PSYCHOLOGY



PG SYLLABUS 2025

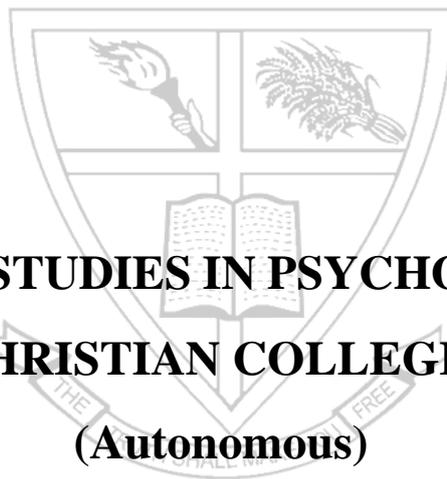
POSTGRADUATE PROGRAMME {UCC PGP}
IN PSYCHOLOGY

Master of Science in Psychology

PROGRAMME STRUCTURE AND SYLLABUS

2025-26 ADMISSIONS ONWARDS

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BOARD OF STUDIES IN PSYCHOLOGY (PG)

UNION CHRISTIAN COLLEGE, ALUVA

(Autonomous)

2025

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13.	Dr. Tony Thomas, IIT, Roorkee	Subject specific expert
14.	Dr. Manoj Menon, Professor and Head, Department of Personnel Management, Rajagiri College of Social Sciences	Subject specific expert
15.	Dr. Bindhya Ibrahim, Director, All-inclusive Foundation, Bengaluru	Subject specific expert
16.	Dr. Athulya Jayakumar, Clinical Psychologist, Bengaluru	Subject specific expert

Preface

Union Christian College, Aluva is proud to present the revised Postgraduate syllabus in Psychology, prepared under the autonomous framework of the institution. This curriculum is adapted from the PG syllabus of our affiliating university, Mahatma Gandhi University, Kottayam and refined to suit the academic aspirations and contextual needs of our college. The revised syllabus reflects our commitment to fostering advanced psychological knowledge, research competence, and professional readiness among postgraduate learners.

Psychology at the postgraduate level demands a rigorous and nuanced engagement with theoretical frameworks, methodological approaches, and applied dimensions. Accordingly, this curriculum is structured to provide a robust academic foundation while also promoting critical thinking, ethical sensitivity, and cultural relevance. The revision emphasizes both core and emerging areas in the discipline, offering a balanced combination of depth and breadth in psychological understanding.

In line with the evolving demands of higher education and the broader objectives of the National Education Policy (NEP) 2020, the curriculum encourages interdisciplinary perspectives, research-based learning, and skill enhancement. Practical components such as internships, activity-based assignments, and project work have been integrated to ensure that students are not only academically equipped but also professionally oriented. A key feature of this syllabus is the provision of specialization through well-defined electives in three major domains: Clinical Psychology, Organizational Behaviour, and Educational Psychology. Under each of these streams, carefully curated and practice-oriented courses provide students with domain-specific expertise and hands-on training. These electives are designed to cater to the diverse career aspirations of students, whether in therapeutic settings, corporate environments, educational institutions, or research fields, while also grounding them in a strong ethical and culturally sensitive framework.

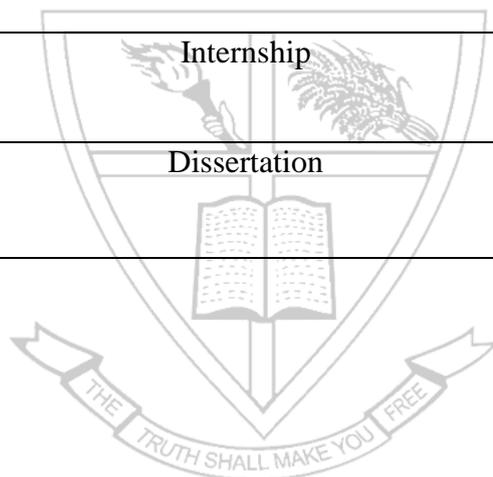
We acknowledge the foundational academic structure provided by our affiliating university, and express our gratitude to all faculty members, subject experts, and academic advisors for sharing their valuable perspectives, helping us integrate emerging psychological theories, therapeutic approaches, and research methodologies into our programs. Your inputs will undoubtedly enhance the learning experience of our students and equip them with the necessary skills for their professional journey.

We hope that this curriculum will empower students to engage meaningfully with both academic and real-world psychological challenges, preparing them for careers in mental health, research, teaching, social development, and beyond. As we move forward, hope that our collective wisdom and collaborative efforts will continue to strengthen the academic and research standards of our postgraduate program in Psychology.

Chairperson
PG Board of Studies in Psychology

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SCHEME AND STRUCTURE OF M.SC. PSYCHOLOGY DEGREE PROGRAM (Mahatma Gandhi University Regulations PGCSS2019 from 2019-20 Academic Year)

1. Aim of the Program

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

2. Eligibility for Admissions

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

3. Duration of the Programme

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

4. Medium of Instruction and Assessment

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

5. Faculty under which the Degree is Awarded

The Degree is awarded under the Faculty of Behavioural Science.

6. Specializations offered, if any

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

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

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

8. Programme Outcome

M.Sc. Psychology Degree Programme offered by Union Christian College is outcome based and the specific outcomes expected are as follows:

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

9. Programme Specific Outcome

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

10. Name of Electives

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

PROGRAM STRUCTURE & SYLLABUS

Course Code	Title of the Course	Type of the Course	Hours per week	Credits
FIRST SEMESTER				
UCPY010101	Cognitive Psychology	Core	4	4
UCPY010102	Personality and Personal Development	Core	4	4
UCPY010103	Psychopathology	Core	4	4
UCPY010104	Psychometry	Core	3	4
UCPY010105	Psychological Assessment (Practical)	Core	10	3
	<i>Total for Semester</i>		25	19
SECOND SEMESTER				
UCPY010201	Psychology of Intelligence, Learning and Motivation	Core	4	4
UCPY010202	Health Psychology	Core	4	4
UCPY010203	Research Methodology	Core	3	4
UCPY010204	Positive Psychology	Core	4	4
UCPY010205	Field work (Practical)	Core	10	2
	<i>Total for Semester</i>		25	18
THIRD SEMESTER				
UCPY010301	Neuropsychology	Core	4	4
UCPY010302	Counselling	Core	4	4
UCPY010303	Cognitive and Behaviourally Oriented Therapies	Core	4	4
UCPY800301		Elective	3	4
UCPY801301		Elective		
UCPY802301		Elective		
UCPY010304	Neuropsychological Assessment (Practical)	Core	10	3
	<i>Total for Semester</i>		25	19
FOURTH SEMESTER				
UCPY010401	Contemporary Social Issues and Role of Psychology in Social Engineering	Core	5	4
UCPY010402	Training Program for Mental Health Promotion	Core	5	4
UCPY800402		Electives	5	3
UCPY800403		Electives		
UCPY810402		Electives		
UCPY810403		Electives		
UCPY820402		Electives		
UCPY820403		Electives		
UCPY010403	Practical – Case study based on internship		10	4
UCPY010404	Project/ Dissertation			2
UCPY010405	Viva voce			2
UCPY010406	Skill Enhancement Activities			2
	<i>Total for Semester</i>		25	24
TOTAL CREDIT				80

SEMESTER	ELECTIVE I Clinical Psychology	ELECTIVE II Educational Psychology	ELECTIVE III Organizational Behaviour
III	UCPY800301 Clinical Psychology and Assessment	UCPY801301 Psychology in Classroom	UCPY802301 Advanced Organizational Behaviour
IV	UCPY800402 Psychotherapy	UCPY810402 Psychology of Differently Abled	UCPY820402 Human Resource Development
IV	UCPY800403 Specializations in Clinical Psychology	UCPY810403 Counselling in School Setting	UCPY820403 Consumer Behaviour and Advertisement Psychology

Skill Enhancement Activities (SEA)

In addition to theory practical and examinations, students will be evaluated for project and practical skill acquisition activities. All such activities should be done after joining PG and should be in related fields of Psychology. The end program evaluation will have 2 credits for engaging in such activities. Which would be evaluated for quality during fourth semester Viva Voce. This covers the following:

1. Scientific research Publication: (a) UGC care list) - 50 marks each. (b) Publication in peer reviewed journals 40 marks each.
2. Paper presentation: (a) International seminar- 30 marks, National- 20, Regional 10 marks Each.
3. Resource person in training program -30 marks Each (Explaining psychological principles)
4. Certificate courses done SWAYAM, NTPL etc,25 marks each (related to Psychology)
5. The following items all together should not exceed 75 marks, and should be related to Psychology.
 - (a) Attending training workshop (related to psychology) 15 marks each (maximum 50 marks)
 - (b) Attending seminar 2-3 days 5 marks each (maximum 50 marks)
 - (c) Attending a one-day seminar & workshop/ webinar 2 marks each (maximum 50 marks).

ACTIVITY BASED ASSIGNMENTS (ABA)

(To be compiled along with practical records and submitted as ABA reports at end semester evaluation)

This has been introduced to provide practical and experiential learning opportunities to students regarding the theoretical knowledge they acquire. It enables the students to gain professional and practical skills. Each activity assignment is based on the theory papers offered in the semester.

For each course the students have to produce separate reports which will be given 20 % credits and will be evaluated along with the practical record at the end semester evaluation.

SEMESTER I COURSES

UCPY010101 COGNITIVE PSYCHOLOGY

OBJECTIVES :

Understand history of scientific nature of Psychology and contributions of prominent scientists.

Acquire a comprehensive understanding of research methods in cognitive psychology

Enhance the theoretical and conceptual understanding of cognitive processes.

Critically evaluate theoretical frameworks of cognitive psychology

COURSE OUTCOMES:

CO 1: Students will develop conceptual understanding of basic cognitive processes

CO 2: Students will be able to design psychological experiments.

CO 3: Students will apply principles of cognitive psychology to real world interactions

Module 1: Introduction to Cognitive Psychology

Unit 1: History of the emergence of Cognitive Psychology.

Unit 2: Cognitive Sciences- an interdisciplinary field.

Unit 3: Cognitive revolution in Psychology (contribution of various schools within Psychology).

Unit 4: Models of cognitive Psychology: Information Processing, connectionism.

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

Module 2: Attention

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

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

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

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

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

Module 3: Sensation & Perception

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

- Unit 2: Theories of pattern recognition: Biederman-Geon theory, Neisser-View based approach. Selfridge--pandemonium model.
- Unit 3: Theories of Pain perception: specificity, pattern and gate control theories. Pain threshold and pain management.
- Unit 4: Theories of constancies and illusions; (in depth).
- Unit 5: Classical and modern psychophysics: classical psychophysical methods (in detail), Brief discussion of- Fechner's contributions, Weber's law, Steven's power law, signal detection theory and ROC curve.

Module 4: Memory

- Unit 1: Encoding: Theories and models of memory: James - two store model, Atkinson & Shiffrin (3store) - Information processing approach, Craik, Lockhart & Tulving- levels of processing, Zinchenko- levels of recall.
- Unit 2: Working memory models: Baddeley & Hitch (declarative) & Anderson's ACT* model (procedural).
- Unit 3: Storage: Long -term memory: features and distinctions of: episodic and semantic memory, declarative and procedural memory, Implicit and explicit memory, autobiographical memory, prospective memory, flash bulb memory.
- Unit 4: Models of knowledge organization in semantic memory: hierarchical model, Connectionist Model (Parallel Distributed Processing) of McClelland, Rumelhart, & Hinton), Networks model - Quillian, Spreading Activation model- Collins & Loftus, Schema.
- Unit 5: Retrieval & Forgetting: Recall, recognition, reconstruction, confabulation, illusory memory, memory as an active process. Detailed discussion of theories of forgetting: interference, decay, organic/ biological causes, encoding failure, failure of reconstruction, motivated forgetting,

Module 5: Cognition

- Unit 1: Elements of thought: Concepts, propositions, mental imagery. Brief discussion of various theories of concept formation and mental imagery (analogue and propositional coding)
- Unit 2: Decision making: Bounded rationality model of Simon, Prospect theory of Kahneman & Tversky
- Unit 3: Reasoning: Inductive & deductive reasoning, cognitive errors.
- Unit 4: Problem solving & Creativity: Strategies and barriers to Problem solving, features of creative thinking, Convergent & divergent thinking, productive and reproductive thinking, insight.

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

Module 6: Applications of Cognitive Psychology

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

Unit 2: Subliminal perception, perceptual defense, synesthesia

Unit 3. Meta-memory, mnemonics. meta-cognition

Unit 4: Artificial intelligence & computer simulation

Unit 5: Applications in educations, clinical practice, social behavior, behavioural economics.

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

Recommended References:

1. Barros, G. (2010). Herbert A. Simon and the concept of rationality: Boundaries and procedures. *Brazilian Journal of Political Economy* 30(3):455-472. DOI: 10.1590/S0101-31572010000300006
2. Braisby, N. & Jellatly, A. (2012). *Cognitive Psychology*. U. K.: Oxford university Press.
3. Galotti, K. (2022). *Cognitive Psychology: in and out of Laboratory(5th edition)*. New Delhi- Wiley
4. Crowder, R. G. (2014). *Principles of Learning and Memory*. Taylor & Francis.
5. Glass, A.L. & Holyoak, K.J.(1986). *Cognition*, Singapore: McGraw-Hill Book Company.
6. Gonzalez, C. (2017) *Decision-Making: A Cognitive Science Perspective*. Oxford Handbooks Online. DOI: 10.1093/oxfordhb/9780199842193.013.6
7. Hayes, N. (2000). *Foundations of Psychology (3rd edition)* London: South-Western Cengage Learning.
8. Matlin, M. W. & Foley, H. J. (1992). *Sensation & perception*. US&A: Allyn and Bacon.
9. Robinson-Riegler, G. & Robinson-Riegler, B.(2008). *Cognitive Psychology*, India: Pearson Education.
10. Solso, R.(2014). *Cognitive Psychology (8th Edition)*. India: Pearson Education.
11. Sternberg, R. J. (2010). *Applied Cognitive Psychology: Perceiving, learning and remembering*. Cengage Learning India Pvt Ltd.

UCPY010102 PERSONALITY AND PERSONAL DEVELOPMENT

OBJECTIVES:

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

COURSE OUTCOMES

- CO1- To understand the concept of personality from different theoretical perspectives
- CO 2- To learn critical analysis and appreciation of personality theories
- CO 3- To gain understanding about healthy personality characteristics
- CO 4- To apply the knowledge to greater self awareness and psychological well being.

Module 1: Personality

- Unit 1: Definition and the concept of self and personality.
- Unit 2: Personality development: Critical periods / influences in development.
- Unit 3: Introduction to View of human nature: freedom, optimism, rationality, holism, constitutionalism, changeability, subjectivity, reactivity, homeostasis, knowability. (Note: each theory should be discussed on these lines).
- Unit 4: Introduction to Evaluation of theory based on critical evaluation parameters: verifiability, heuristic value, parsimony, internal consistency, comprehensiveness & functional significance. (Note: each theory should be discussed on the lines).
- Unit 5: Personality assessment: Objective, projective, semi- projective tests.

Module 2: Psychodynamic perspective:

- Unit 1: Freud Unit 2: Adler, Jung Unit 3: Erikson, Murray. Unit 4: (in brief) Sullivan, Horney, Fromm
- Unit 5: Comparison of Freudian and Neo Freudian concepts. Discussion on aspects of personal development based on the theories.

Module 3: Learning and Social cognitive/ learning perspective

- Unit 1: Skinner Unit 2: Dollard & Miller Unit 3: Rotter Unit 4: Bandura.
- Unit 5: Discussion on application of behavioural principles to understanding personality and behaviour. Discussion on aspects of personal development based on the theories.

Module 4: Humanistic and existential perspective

- Unit 1: Maslow Unit 2: Rogers Unit 3: May Unit 4: Frankl

Unit 5: Contributions of existentialism and humanism to Psychology and other fields. Discussion on aspects of personal development based on the theories.

Module 5: Trait and Cognitive perspective:

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

Unit 2: Cattell

Unit 3: Eysenck

Unit 4: Big 5 personality type theory

Unit 5: Kelly, Discussion on aspects of personal development based on the theories.

Module 6: Eastern approaches and narrow band theories

Unit 1: Indian perspective of 4 stages of life

Unit 2: Triguna theory, Yoga

Unit 3: Buddhism

Unit 4: Sufism

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

Activity based assignment:

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

Recommended References:

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

Additional Reading:

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

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

UCPY010103 CLINICAL PSYCHOPATHOLOGY

OBJECTIVES:

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

To equip students to take case histories and diagnose

To train students to form psychopathology formulation

COURSE OUTCOME

CO 1: Students will be equipped to make provisional diagnosis and psychopathology formulation of a case.

CO.3: Students will learn the causal factors of different types of abnormal behaviour

CO.2: Students will become aware of the management of different types of abnormal behaviour

Module 1: Classificatory Systems and Neurodevelopmental Disorders

Unit 1: Case history and MSE, Clinical formulation, Interviewing and taking case history of children.

Unit 2: Intellectual Disabilities, Autism Spectrum Disorder, Specific Learning disorders and Communication Disorders

Unit 3: Separation Anxiety disorder, School Phobia, Selective Mutism, Elimination disorders- Encopresis and Enuresis

Unit 4: ADHD, Oppositional Defiant Disorder, Conduct Disorder,

Unit 5: Tic Disorders, Eating Disorders- Pica, Anorexia Nervosa, Bulimia Nervosa,

Module 2: Schizophrenia Spectrum and other Psychotic Disorders

Unit 1: Clinical symptoms and subtypes

Unit 2: Etiology: Biological factors

Unit 3: Psychosocial theories: Psychoanalytic theories, Family theories – Schizophrenogenic mother, communication deviance, double bind communication, marital schism and skew, expressed emotion, Socio cultural factors

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

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

Module 3: Mood Disorders

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

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

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

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

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

Module 4: Anxiety, Trauma, and stress related and somatoform Disorders

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

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

Unit 3: Obsessive Compulsive and related Disorder - OCD, Body Dysmorphic disorder,
Hoarding disorder, Trichotillomania, Excoriation Etiology and Intervention.

Unit 4: Somatoform disorders: Somatic symptom disorder, Illness anxiety disorder, Conversion
disorder.

Unit 5: Etiology and Intervention of somatoform disorders

Module 5: Sexual disorders and Personality Disorders

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

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

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

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

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

Module 6: Addiction Related Disorders and Neurocognitive disorders:

Unit 1: Alcohol, Opioid, Cannabis, Cocaine, Amphetamines, Caffeine, Nicotine

Unit 2: Hallucinogens, Inhalant and sedative related disorders

Unit 3: Etiology and Management of substance related disorders

Unit 4: Internet addiction - Types, Etiology, Management

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

Note

Students are expected to read and discuss the clinical features of all the disorders. Psychopathology of various disorders will be taught in the class.

Recommended References:

1. Ahuja, A. A short Textbook of Psychiatry VI Edition. Jaypee.
2. Millon, T., Blaney, H. P., & Davis, D. R.(1999). Oxford Textbook of Psychopathology. Oxford University Press New York.
3. Barlow, David. H & Durand, Mark. V. (2015). Abnormal Psychology: An Integrative Approach (7th Edition) CENGAGE Learning
4. Carson, Robert. C, Butcher, James,&Mineka, Susan .(1996). Abnormal Psychology and Modern Life(Tenth Edition), Harper Collins College Publishers.
5. Fish, F. & Hamilton, M.(Eds) .(1979). Fish's Clinical Psychopathology Bristol: John Wright & Sons.
6. Diagnostic and Statistical Manual of Mental Disorders, IV Edition American Psychiatric Association, Jaypee, 2005
7. Kaplan, H. & Sadock, B. J.(1998). Synopsis of Psychiatry (9th Edition). New Delhi: B.I. Waverly
8. Kring, Ann.M, Johnson, Sher.L, Davison, Gerald. C & Neale, John. M. (2014). Abnormal Psychology (11th Edition) UK: John Wiley & Sons
9. Oltmanns, Thomas. C & Emery, Robert. E. (2017). Abnormal Psychology (3rd Edition), Tamilnadu: Pearson
10. Wenar, C. & Kerig, P. (2000). Developmental psychopathology, Singapore: McGraw Hill

UCPY010104 PSYCHOMETRY

OBJECTIVES:

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

COURSE OUTCOMES

- CO1- To understand the nature and characteristics of measurement in psychology, use of statistics and distinguish between testing and assessment
- CO 2- To construct an appropriate test for collecting data based on local demands
- CO 3- To understand the different aspects to be taken into consideration for the standardization of a test.
- CO4 - To administer a test and interpret it accordingly
- CO5 - To equip with test adaptation and cross-cultural assessment
- CO6 - To understand the uses of tests in different settings considering ethical issues involved in psychological testing

Module 1: Basics of Assessment

- Unit 1: Basic ideas in statistics- Defining statistics, Measurement, Numbers, Use of statistic in Psychology, Functions of statistics, scope and limitations
- Unit 2: Definition of psychological test, Uses of tests, Characteristics of tests, Testing Vs assessment
- Unit 3: Levels of measurement-Nominal, Ordinal, Interval, Ratio scales
- Unit 4: Properties of scales- Identity, magnitude, equal intervals, absolute zero
- Unit 5: Types of tests- Speed test, power test, Individual test, group test, Aptitude tests, achievement tests, Projective tests.

Module 2: Test construction

- Unit 1: Steps in test construction- Brief overview
- Unit 3: Constructing the Items- Meaning and types of items, Guidelines for item writing
- Unit 4: Item Analysis- Item difficulty- Method of judgment, empirical method

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

Unit 6: Revising the Test, Publishing the Test

Module 3: Psychometric properties

Unit 1: Reliability: Meaning and significance.

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

Unit 3: Standard error of measurement. Factors influencing reliability

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

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

Module 4: Norms

Unit 1: Partition values: Percentiles, Quartiles

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

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

Unit 4: Norm-referenced and Criterion referenced Tests

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

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

Module 5: Test Adaptation and Cross-Cultural Assessment

Unit 1: Evaluating the Quality of Existing Psychological Tests: Critically reviewing test manuals and research literature.

Unit 2: Principles of Test Adaptation: Linguistic, cultural, and psychometric equivalence., Different approaches to test adaptation (e.g., translation, adaptation, assembly).

Unit 3: Methods for Evaluating Cross-Cultural Equivalence: Back-translation, bilingual testing., Statistical techniques for assessing measurement invariance across groups.

Unit 4: Bias in Cross-Cultural Assessment: Sources of bias (e.g., construct bias, method bias, item bias), Strategies for minimizing bias in test development and adaptation.

Module 6: Application and Issues of Testing

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

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

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

Unit 4: Computer-assisted psychological assessment: Ethical considerations related to online testing. Data security and privacy issues.

Unit 5: Ethical and social considerations in psychological testing – User qualification and professional competence, Protection of Privacy, Test related factors, Responsibilities of test publishers, Protecting test materials and intellectual property, Social and legal implications of test use, Strategies for promoting fairness and reducing bias.

Recommended References

1. Gregory, R.J (2015). *Psychological Testing: History, Principles, and Applications* (7thed.). England: Pearson Education Limited
2. Anasthasi, A., & Urbina S.(2017). *Psychological testing* (7thed.). India: Pearson India Education services Pvt. Ltd.
3. Singh, A. K. (2016). *Tests, measurements and research methods in behavioral sciences*(5th ed.). Patna: Bharati Bhawan Publishers.
4. Husain, A. (2012). *Psychological Testing*. India: Dorling Kindersley India Pvt Ltd.
5. Kaplan, R. M., & Saccuzzo, D. P (2005) *Psychological testing* (3rd edition). California: Brooks/ Cole publishing company.
6. Murphy, K. R., & Davidshofer, C. O. (1994). *Psychological testing - Principles and applications*. New Jersey: Prentice Hall.
7. Ramsay, M. C., Reynolds, C. R., & Kamphaus, R.W. (2002). *Essentials of Behavioural assessment*. New York, John Wiley & Sons, Inc.
8. Van de Vijver, F. J. R. (2013). *Bias in cross-cultural assessment: Methodological and conceptual issues*; Psychology Press.
9. International Test Commission (ITC) *Guidelines for Translating and Adapting Tests* (Second Edition, 2017).

Activity based Assignments:

- Advanced Readings and Discussions: Engaging with seminal and current research in psychometry.
- Hands-on Data Analysis Projects: Applying learned statistical techniques to real or simulated test data.
- Re-standardising a test from another culture
- Guest Lectures: Inviting experts in specific areas of psychometry.

UCPY010105 PSYCHOLOGICAL ASSESSMENT (PRACTICAL)

OBJECTIVES:

To familiarize students to psychological tests those assess cognitive functions

To apply theoretical knowledge in practice

To enhance the professional skills of the student

COURSE OUTCOMES

CO1: Develop the skill to assess various cognitive functions

CO2: Apply theoretical concepts of cognitive functions into practice

CO3: Develop skills to administer psychodiagnostic tests in professional settings

Psychological Assessment of Cognitive abilities

Attention – Digit Span Test. Simple and Choice Reaction Time
Perception – Two point threshold, Method of constant stimuli, Method of average error
Memory – Wechsler Memory Scale
Intelligence – WAPIS, WAIS, WISC, SFB
Problem solving – Problem Solving Skills Questionnaire
Creativity – Torrence Test of Creative Thinking
Emotion – Stroop test, Emotional intelligence scale
Aptitude – Differential Aptitude Test
Achievement – Deo Mohan Achievement test
Motor abilities – Steadiness Test, Tweezer Dexterity Test

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

Skill development

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

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

4. Extempore: students are expected to make presentations based on current social issues. One teacher will be in charge of these activities 1 practical hr per week will be devoted for the same. The evaluation of the above will be done as part of internal assessment.

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

ACTIVITY BASED ASSIGNMENT - ABA

(To be compiled along with second semester activities and submitted as ABA reports)

Evaluation of ABA will be done at the end of second semester along with practical examination

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



SEMESTER II

UCPY010201 PSYCHOLOGY OF INTELLIGENCE, LEARNING, MOTIVATION AND EMOTION

OBJECTIVES:

Understand and evaluate classical learning, intelligence and motivation theories and principles

Appreciate the role of research and theory building in Psychology.

Apply theories of Intelligence, emotion, learning and motivational concepts in solving everyday problems.

COURSE OUTCOMES:

CO 1: Students will be able to apply the intelligence, learning and motivational principles to solve real world problems in diverse settings.

CO 2: Students will develop communication skills in scientific and conversational modes.

CO 3: Students will be able to design and implement training sessions for families, faculty & students in schools, residential and special educational institutions

Module 1: Early and Modern Theories of Learning

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

Unit 2: Drive, incentive & purposive behaviour: neo-behaviourists- Hull, Tolman.

Unit 3: Attribution theory: Weiner (brief)

Unit 4: Neurophysiological approach: Hebb (brief).

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

Module 2: Social and Cognitive Theories of Learning

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

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

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

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

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

Module 3: Process theories of Motivation

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

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

Unit 3: Instinct/ Ethology: Lorenz & Tinbergen.

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

Unit 5: Cognitive view: Tolman, Lewin, Expectancy- valance: Rotter, Vroom,. Opponent process: Solomon & Corbit.

Module 4: Content theories of Motivation

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

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

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

Unit 4: Arousal theory: Yerkes-Dodson law.

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

Module 5: Intelligence

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

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

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

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

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

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

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

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

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

Unit 4: SPAARS approach

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

Activity based assignment

1. Visit /interact with play school/primary students to make a report of the type of teaching/learning practices through observation.
2. Introduce any learning/ reinforcement technique and test its effectiveness among middle school children.

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

Recommended References:

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



UCPY010202 HEALTH PSYCHOLOGY

OBJECTIVES:

To equip students with an understanding of the psychological factors influencing physical health, illness, and well-being.

To understand stress and coping strategies, prevent illness and promote good health

To investigate the biopsychosocial correlates of illness from Health Psychologist's perspective

COURSE OUTCOMES:

CO1: Understand the Interdisciplinary nature and theoretical foundations of Health Psychology

CO2: Examine the role of stress and immune functioning in the development and progression of illness and understand the coping mechanisms

CO3: Develop an understanding of multidisciplinary approach to pain management

CO4: Develop a holistic approach to evaluate and apply comprehensive management strategies for individuals with chronic and terminal illnesses, as well as psychophysiological disorders

Module 1: Introduction to Health Psychology

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

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

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

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

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

Module 2: Psychoneuroimmunology

Unit 1: The immune system; Stress & Immune functioning

Unit 2: Negative affect, Immune functioning and interpersonal relationships

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

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

Unit 4: AIDS: Psychosocial impact of HIV infection

Unit 5: Cancer: Psychosocial factors of Cancer, Coping with cancer and Interventions, The field of Psycho-oncology.

Module 3: Stress and Coping

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

Unit 2: Psychological Appraisal, Sources of chronic stress,

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

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

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

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

Module 4: Management of Pain

Unit 1: Significance and nature of pain

Unit 2: Clinical issues in pain management

Unit 3: Pain control techniques

Unit 4: management of chronic pain: pain management programs

Unit 5: placebo as healer

Module 5: Management of Chronic and Terminal Illness

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

Unit 2: Personal issues in chronic disease

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

Unit 4: Psychological issues in advancing and terminal illness

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

Module 6: Psychophysiological disorders

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

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

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

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

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

To read:

- Specific Health related Behaviours: Benefits of exercise, accident prevention, cancer related health behaviours, developing healthy diet, weight control and obesity, eating disorders and sleep.

- Patient provider relations: Nature of communication, how to improve patient provider communication.
- Nature & Scope of the field of Psycho Oncology.

Activity Based Assignment

1. **Activity:** Students will analyse a case where psychological factors influence a person's physical health (e.g., a patient with chronic pain). They will identify mind-body connections and the role of health behaviors.

Outcome: This will enhance their understanding of the biopsychosocial model and the need for health psychology.

2. **Activity:** To conduct Health Literacy Workshop: Students will create health literacy programs for specific populations (e.g., elderly, adolescents). They will design content that explains health behavior change and its impact.

Outcome: This will develop practical skills for applying health promotion strategies.

3. **Activity:** Students will be able to take up the role of healthcare providers in any rehabilitation scenario, addressing the psychological and rehabilitative challenges.

Outcome: This will enhance students' understanding of the psychosocial factors influencing recovery from conditions.

Recommended References:

1. Shelley, E. T. (2012). *Health Psychology; 10th edition*. Mc Graw Hill Education(India) Private ltd. New Delhi
2. Marks, D. F., Murray, M., Evans, B., & Estacio, E.V. (2006). *Health Psychology*.
 - a. India: Sage Publications
3. Sarafino, E. P. (1999). *Health Psychology*. John Wiley & Sons Inc

UCPY010203 RESEARCH METHODOLOGY

OBJECTIVES:

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

COURSE OUTCOMES

- CO1: To establish a foundational understanding of research methods in Psychology.
- CO2: To enhance students' awareness of the significance of scientific research and ethical considerations.
- CO3: To enable students to select and apply appropriate research designs.
- CO4: To equip students with the skills to apply appropriate methods of data analysis.
- CO5: To develop students' skills to develop a research proposal and compose a comprehensive research report.

Module 1: Scientific research

- Unit 1: Philosophy of Research - Ontology, Epistemology, Axiology.
- Unit 2: Definition, meaning and characteristics of scientific research
- Unit 3: Research strategies - Descriptive research, Correlation research, Experimental Research.
- Unit 4: Validity of research, factors affecting research
- Unit 5: Steps in research, Ethical issues.

Module 2: Variables and Sampling

- Unit 1: Variables: Definition, Types- Independent, Dependent, Extraneous and confounding variables, Continuous, Discrete, Moderator, Mediator, active, attribute variables
- Unit 2: Controlling variables- Randomization, Matching, Pairing, Counterbalancing, Statistical control
- Unit 3: Sampling: Fundamentals, Factors influencing sampling
- Unit 4: Sampling errors, Types.
- Unit 5: Sample size estimation.

Module 3: Experimental and Non-Experimental Research Design

- Unit 1: Variance- Experimental variance, Extraneous variance, Error variance
- Unit 2: Principles of experimental design- Replication, Randomization, Local control
- Unit 4: Experimental designs- Types - Randomized Controlled Trials (RCT), Pre-test Post-test Control Group Design, Post-test Only Control Group Design, Factorial designs
- Unit 5: Non experimental designs- Quasi experimental designs, Correlational design

Module 4: Fundamentals of qualitative research

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

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

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

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

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

Module 5: Carrying out data analysis

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

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

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

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

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

Module 6: Report writing

Unit 1: Purpose of research report

Unit 2: Structure of research report

Unit 3: Style of writing a research report

Unit 4: Preparing a research proposal.

Unit 5: Guidelines for publication of articles

Recommended References:

1. Bordens, K. S. (2018). *Research Design and Methods: A Process Approach (10th ed.)*, NY; McGraw-Hill Education
2. Coolican H. (2019). *Research Methods and Statistics in Psychology (7th ed.)*, NY: Routledge.
3. Creswell, J. W. & Clarke, V. L. P. (2018). *Designing and Conducting Mixed Methods Research (3rd Ed.)*, California: SAGE Publications.

4. Creswell, J. W. (2023). *Research design: Qualitative, Quantitative, and Mixed Methods Approaches* (6th ed). Thousand Oaks, California: SAGE Publications.
5. Flick, U. (2010). *Introduction to Qualitative Research* (4th ed.). New Delhi: Sage Publications.
6. Gravetter, F.J. & Forzano, L.B. (2012). *Research methods for the behavioural sciences* (4th ed.). NY: Linda Schreiber-Ganster
7. Garret, H. E. (2005). *Statistics in Psychology and Education*. New Delhi: Paragon International.
8. Krishna Swamy, O. P. (1993). *Methodology of research in Social Sciences*. Himalaya Publishing house.
9. Kothari, C. R. (1998). *Research Methods and techniques*. New Delhi: Wiley Eastern.
10. Miles, J. (2001). *Research Methods and Statistics*. Exeter, Crucial.
11. Race, N., Kemp, R., & Snelgar, R. (2009). *SPSS for Psychologists* (4th ed.). Palgrave: Macmillan.
12. Singh, A. K. (2016). *Tests, measurements and research methods in behavioral sciences*(5th ed.). Patna: Bharati Bhawan Publishers.



UCPY010204 POSITIVE PSYCHOLOGY

OBJECTIVES:

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

COURSE OUTCOMES:

OUTCOMES:

CO1 - To develop an understanding of the key concepts, approaches and researches in the field of positive psychology.

CO 2- To explore cognitive approaches to positive psychology to understand and enhance well-being.

CO 3- To effectively use emotional approaches to promote positive behavior.

CO 4-To foster stronger interpersonal connections with people around for personal development

CO 5- To cultivate an understanding and practical application of positive psychological principles across all stages of life.

CO 6- To create positive, science-driven environments for community growth.

LEARNING OUTCOMES

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

Module 1: Psychology From A Positive Perspective

Unit 1: Introduction to Positive Psychology; Assumptions, Goals and Definitions, Need for a science of human strengths and virtues., Deconstruction of illness ideology and inclusion of human strengths

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

Unit 3: Three pillars of positive psychology: Positive experiences, Positive individual traits, and Positive institutions.

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

Module 2: Cognitive Approaches

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

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

Unit 3: Resilience Theory, Protective factors within child, family, community, Strategies for promoting resilience.

Unit 3: Hope: Hope theory, Childhood antecedents of hope, Measures of hope, Hope and well-being, Collective hope

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

Module 3: Emotional Approaches

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

Unit 2: Broaden-and-build model of positive emotions- Approach oriented behavioural facilitating system; Withdrawal oriented behavioural inhibiting system; The Hierarchical structure of positive affectivity; Frederickson's model; Advantages of Broad and build

Unit 3: Happiness and Subjective well-being: Components of Happiness; Contributions of Alice Isen; Theories of happiness; Strategies to increase happiness

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

Unit 5: Emotional Intelligence: What is it?; Dimensions; Theories of EI

Unit 6: Socioemotional Selectivity- Theory by Laura Carstensen

Unit 7: Emotional Storytelling- What is it? ; Benefits of Emotional story telling.

Module 4: Interpersonal Approaches

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

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

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

Unit 4: Gratitude: State and Trait Gratitude, Cultivating gratitude, Measuring gratitude, Good of gratitude

Module 5: Positive Psychology Across The Lifespan

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

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

Unit 3: Ageing well in the 21st century: Popular beliefs- Old people are Sick people/Cognitively deficient/Isolated and lonely; Drain society's resources/ Depressed, Activity Restriction model of depressed affect

Unit 4: Interventions to increase activity and decrease depression

Module 6: Positive Environments

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

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

Unit 3: Positive Organizational Behavior, Positive Psychological Capital,

Unit 4: Creating Positive workplaces

Activity based assignment

1. Complete the VIA Survey of Character Strengths at <http://www.viacharacter.org/www/Character-Strengths-Survey>. Students will print out their results and bring them to class.
2. During class, students will be assigned to interview another class member for 30 minutes and then be interviewed themselves by a class member for 30 minutes. During these interviews, the goal will be to understand what is “best” about the other student, which in positive psychology is labeled signature strengths. Based on their interview of another class member, as well as that student's signature strength questionnaire, students will complete a paper of no more than 1 page, 12 point font, double spaced, Times New Roman lettering, 1 inch margins, in black ink. This paper will describe what is best about this student.

3. Watch the video and think about how focusing on your own happiness may lead to success in different areas of your life. Also, look for when he talks about his sister the “unicorn” and how you could use your imagination in a similar way to cope with a stressful or challenging time. https://www.youtube.com/watch?v=GXY_kBVq1M

Recommended References

1. Lopez, S.J. & Snyder, C.R. (2011). *The Oxford Handbook of Positive Psychology* (2nd Edition). New York: Oxford University Press.
2. Lopez, S. J., Pedrotti, J.T. & Snyder, C. R. (2015). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths* (3rd Edition). New Delhi: Sage Publications.

Recommended Reading

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

UCPY010205 FIELD WORK (PRACTICAL)

OBJECTIVES:

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

LEARNING OUTCOMES

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

Psychological Assessment of Personality

Objective Tests

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

Projective Tests

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

Qualitative Methods

Content Analysis
Systematic Observation
Case Study
Interview
Test Construction

- **Minimum of 8 practicals to be reported in the practical record for evaluation**
- **Activity based assignment (first and second semester activities to be presented as report for external evaluation along with practical)**

PSYCHOLOGY OF INTELLIGENCE, LEARNING AND MOTIVATION

Visit /interact with play school/primary students. Make a report of the type of teaching/learning practices. Apply/test the effectiveness of different learning/ memory /reinforcement techniques

HEALTH PSYCHOLOGY

- Assume the role of a community health psychologist, focusing on illness prevention and fostering overall well-being, guide the individuals toward a balanced and healthier lifestyle. Support for Individuals with Chronic Conditions and Palliative Care.
- Provide personalized care and support for individuals facing chronic illnesses or managing pain, as well as those in palliative care by conducting wellness assessments, developing tailored intervention strategies, and offering ongoing emotional and psychological assistance.
- Facilitate engagement and learning in various settings (hospitals, schools, community spaces) to emphasize the value of healthy living and interactive educational sessions covering nutrition, physical activity, mental health, and stress management to empower individuals to adopt healthier habits.

RESEARCH METHODOLOGY

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

POSITIVE PSYCHOLOGY

Activities

1. Watch a movie related to positive psychology in the class and write a review of the movie.
2. Positive Journal for 6 weeks (Write down three good things that happened in the past week).
3. Read a positive psychology article/ book chapter and write down a general reflection on the reading.

4. Share the greatest challenge you've overcome in your life with your classmates and write it down.
5. Go to the Authentic Happiness website and take the VIA Survey of Character Strengths. List your top five character strengths. Write a brief reflection on the following questions: Were any surprise to you? Why? In what kind of activities could you use your strengths and virtues most effectively?
6. Share and write down the happiest moment in your life.
7. Choose a pleasurable activity to do with your classmates and do it until completion.
8. Write down the positive qualities of your classmates and give to them.
9. Write down your Life Story- The Present and Future(Present-Describe your life and who you are now. How do you differ from your past self? What are your strengths now? What challenges are you facing? Future- Write about your ideal future. How will your life be different than it is now? How will you be different than you are now?
10. Help-seeking and help giving. Take an area in which you need someone's help. Ask someone from the class to help you.

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

Report of field visits

Attending national seminars/workshops

1. Presentation of scientific papers in national seminars
2. Publication of research articles in journals (minimum one)
3. Obtaining a course certificate through MOOCS
4. Developing / standardizing a psychological tool
5. Developing a programme for Community Outreach

SEMESTER III
UCPY010301 NEUROPSYCHOLOGY

OBJECTIVES:

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

COURSE OUTCOME

- CO1:** Understand structural and functional aspect of brain
- CO2:** Explain brain- behaviour relationship.
- CO3:** Equip to differentiate between neurological deficits associated with normal aging and brain dysfunction,
- CO4:** Localize brain dysfunction associated with cerebral trauma
- CO5:** Develop neurocognitive rehabilitation task based on specific functional dysfunctions

Module1: Neuropsychology – Basic Concepts and disruptions of higher cerebral function

- Unit 1: Brain plasticity, cerebral dominance, lateralization of function, Hemispheric asymmetry, cerebral commissurotomy
- Unit 2: Neuropsychological syndromes, Functional systems, Disconnection syndrome and Double dissociation of functions
- Unit 3: Common neurological disorders: Cerebral trauma, Intracranial tumours, Cerebrovascular disorder, degenerative disorders
- Unit 4: Disruptions of higher cerebral functions: Aphasia, Agnosia, Apraxia, Amnesia
- Unit 5: Epilepsy

Module 2: Structural and Functional Aspects of Frontal Lobe

- Unit 1: Basic Anatomy and functional organization of frontal lobe
- Unit 2: Frontal lobe syndrome: confabulation, utilization behaviour, frontal adynamia; strategy application disorder, prospective remembering
- Unit 3: Lesion studies and cognitive change.
- Unit 4: Laterality and frontal lobe
- Unit 5: Frontal lobe and personality

Module 3: Structural and Functional Aspects of Temporal Lobe

- Unit 1: Basic Anatomy of temporal lobe
- Unit 2: Functional Organization: Auditory system and auditory perception, Visual perception, Olfactory function

Unit 3: Temporal lobe epilepsy: behavioral changes, Hallucinations and illusions of temporal lobe

Unit 4: Electrical stimulation studies

Unit 5: Temporal lesions and Cognitive change: Unilateral lesions, bilateral lesion and general amnesic syndrome

Module 4: Structural and Functional aspects of parietal lobe

Unit 1: Basic anatomy of parietal lobe

Unit 2: Sensory and perceptual disturbances: Somatosensory discrimination, disorders of tactile perception, disorders of intersensory association, symbolic (quasi-spatial) syntheses

Unit 3: Disorders spatial orientation: Disorders of location and orientation, impaired memory for location, topographical disorientation and loss of topographical memory, route finding difficulties

Unit 4: Constructional apraxia, spatial alexia and acalculia,

Unit 5: Unilateral spatial neglect: Testing for neglect, laterality of lesion, locus of lesion, neglect and perceptual disorders, nature of defect, neglect and recovery of function, motor neglect

Unit 6: Disorders of body schema: Anosognosia, Lack of awareness of body parts, Right-left disorientation

Unit 7: The Gerstmann syndrome, parietal lobe and STM, Postural arm drift

Module 5: Structural and Functional aspect of occipital lobe

Unit 1: Anatomy of occipital lobe, Visual pathways

Unit 2: Cerebral blindness: Blindsight, denial of blindness, adaptation to visual field defects, hysterical blindness

Unit 3: Visual agnosia: Visual object agnosia, Simultanagnosia, Prosapagnosia, Colour agnosia,

Unit 4: Visual hallucination, electrical stimulation

Module 6: Neuropsychological deficits and Neuro-cognitive rehabilitation

Unit 1: Cognitive and brain changes associated with normal aging.

Unit 2: Neuropsychological defects associated with stroke,

Unit 3: Neuropsychological defects associated with brain tumours and head injuries

Unit 4: Neuropsychological defects associated with cortical and subcortical dementias

Unit 5: Neurocognitive rehabilitation: for dementia and specific functional loss

To read (not to be included for examination, can be used as seminar portions)

History of Neuropsychology, blood brain barrier. Cellular organization of nervous system - structure and background of neurons, neural impulse, types of neurons, neurotransmitters, central nervous system, peripheral nervous system, Limbic system,

Neurohistology techniques – stain techniques, Radiological procedures, Electrophysiological procedures, Imaging of brain metabolism, Cerebrospinal fluid studies, Behavioural examination, New advances in imaging techniques – brain mapping, functional MRI, research articles on neuropsychology published in national/International journals,

Activity based assignment (mandatory for internal assessment)

Neurocognitive Rehabilitation Program

1. Application of assessment and neurocognitive rehabilitation program for the participant for whom neuropsychological assessment is being done. This has to be documented and submitted along with third semester practical examination
2. Neurocognitive rehabilitation tasks are exercises that help improve cognitive functions like memory, attention, and problem solving. They can be used as intervention for conditions like brain disorders, dementia, or traumatic brain injury. In general, there are two types of cognitive rehab: Restorative treatment: Practice skills to improve them. Examples include memory exercises, problem-solving games, and mental exercises aimed at improving attention span. Compensatory treatment: Tasks to work around a person's deficits or injuries.
3. For guidelines to intervention refer :-
4. In-home Cognitive Stimulation Guidebook Activities to Stimulate Thinking Skills of People with Brain Disorders Developed by The University of Alabama at Birmingham Traumatic Brain Injury Model System

Recommended References

1. Darby, D., & Walsh, K. (2005). *Walsh's Neuropsychology. A Clinical Approach, Fifth edition*. UK:Elsevier.
2. Kelley, M.E., & Sullivan, M.O. (2015). *Strategies and techniques for Cognitive rehabilitation: Manual for health care professionals working with individuals with cognitive impairment*. Alzheimer's Society of Ireland
3. Kolb, B., & Whishaw, I. Q. (2003). *Fundamentals of Human Neuropsychology, Fifth edition*.
4. Schneider, A. M., & Tarshis, B. (1986). *Introduction to Physiological Psychology, Third edition*. New York: Random House
5. Zillmer, E. A., & Spiers, M. V. (2001). *Principles of Neuropsychology*. USA: Wadsworth.

UCPY010302 COUNSELLING PSYCHOLOGY

OBJECTIVES:

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

COURSE OUTCOMES:

- CO1:** Understand the concepts and develop essential counselling skills, including active listening, empathy, interpretation, and confrontation techniques.
- CO2:** Gain an understanding of various counselling approaches, including affective, cognitive, trait-factor, and behavioural therapies.
- CO3:** Apply Egan's three-stage model to help clients clarify issues, set goals, and develop action plans for personal growth.
- CO4:** Understand the dynamics of group counselling, including group formation, goals, leadership, and effective member participation.
- CO5:** Learn to address counselling needs for special populations, including the elderly, individuals with special needs, and those facing addiction, suicide risks, or family-related challenges.

Module 1: Introduction

- Unit1: Definition and Scope of counselling,
- Unit2: Related concepts: Case work, Anecdotal methods, Cumulative records, Guidance. Difference between counselling and psychotherapy.
- Unit3: Goals of Counselling, Counsellor and Counselee Characteristics. Values in Counselling, Conditions facilitating effective counselling.
- Unit4: Types of counselling: Crisis, Facilitative, Preventive and Developmental,
- Unit5: Ethics in Counselling, Legal aspects in counselling

Module 2: Skills/Procedure in Counselling

- Unit1: The initial procedures, The initial counseling interview,
- Unit2: Counseling skills, Advance empathy, Theme identification,
- Unit3: Non verbal skills (SOLER); Listening techniques - Active listening, forms of poor listening
- Unit4: Self disclosure, Perception check, Interpretation, Confrontation
- Unit5: Immediacy, Probing, Leading techniques

Module 3: Approaches to Counselling

Unit1: Affective approaches: Client centred counselling, Gestalt counseling

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

Unit3: Cognitive approaches: Rational Emotive Behaviour Therapy

Unit4: Trait factor counseling

Unit5: Behavioural approaches: Reality Therapy and Behavioural counseling.

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

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

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

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

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

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

Module 5: Group Counselling

Unit1: Types of groups, group terminology,

Unit2: Why counselling in groups?

Unit3: Goals of Group counselling

Unit4: Stages and phases of group formation,

Unit5: Effective group leader and group member behaviours.

Module 6: Counseling Special Populations:

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

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

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

Unit4: Addiction counseling, family counseling,

Unit5: Suicide prevention counseling, Tele counseling.

To Read:

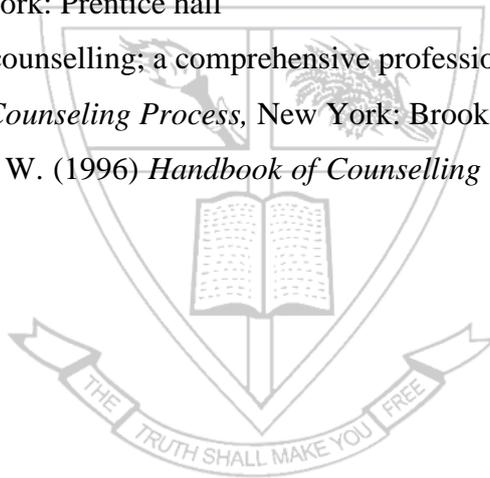
Opening Techniques – Greeting, topics, physical arrangements, attitudes; Helping clients manage reluctance and resistance; Relaxation techniques, Mindfulness meditation, Biofeedback, EEG, EMG.

Activity based assignment:

1. Verbatim reports of one case of counselling which depicts most of the counselling skills.
2. Identify the skills used in counselling process.
3. Conduct a group counselling and report the same
4. Service learning at places where counselling for special population is done.

Recommended references:

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



UCPY010303 COGNITIVE AND BEHAVIOURALLY ORIENTED THERAPIES

OBJECTIVES:

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

COURSE OUTCOMES

- CO1: Understand the rationale, goals and application of behaviourally oriented techniques
- CO 2: Understand the rationale, goals and application of techniques based on cognitive - behavioural oriented theories.
- CO 3: Apply the knowledge about techniques learned, to handle child and adult behavioural problems
- CO 4: Carry out functional behaviour analysis.

Module 1: Behaviour Modification

- Unit 1: The nature of behaviour therapy. Origins of behaviour therapy
- Unit 2: Assumptions of behaviour therapy
- Unit 3: Behavioural assessment – traditional versus behavioural assessment, approaches to behavioural assessment
- Unit 4: The initial interview
- Unit 5: Functional behavioural analysis

Module 2: Counter conditioning techniques.

- Unit 1: Progressive Muscle relaxation: procedure of Jacobson's technique, other relaxation techniques
- Unit 2: Systematic desensitization: background, applicability, determining feasibility, method and procedure.
- Unit 3: Desensitization in groups, automated desensitization
- Unit 4: Theory of desensitization
- Unit 5: Classroom discussion of application of systematic desensitization in dealing with phobia and relaxation training in dealing with overcoming pain.

Module 3: Contingency management

- Unit 1: Reinforcement, punishment, reinforcers, schedules of reinforcement, contingency, contingency management
- Unit 2: Contingency contracting, coverant control
- Unit 3: Contingency punishment: time-out, response cost, differential reinforcement

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

Unit 5: Modelling: types - overt modelling, covert modelling, self-modelling, role therapy

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

Module 4: Elimination and extinction procedure

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

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

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

Unit 4: Aversive counter conditioning procedures

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

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

Module 5: Cognitive behaviour therapies

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

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

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

Unit 4: Assertiveness training, Mindfulness Based Cognitive Therapy

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

Module 6: Self-control techniques

Unit 1: Stimulus control (dealing with obesity)

Unit 2: Biofeedback

Unit 3: Self speech, false feedback and reattribution.

Unit 4: Stress inoculation

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

To Read

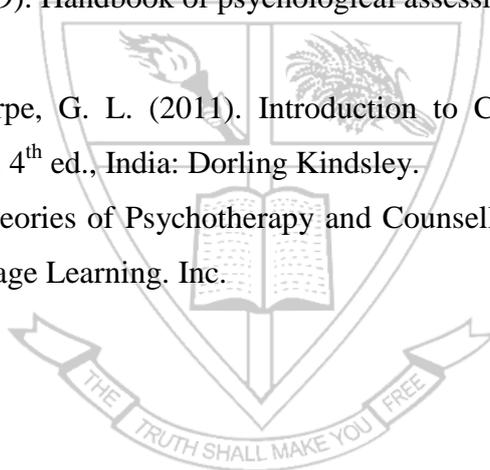
Classical and operant conditioning concepts and principles.

Activity based training:

1. Apply at least one of the techniques learned in any domestic/ school/ organizational setting and make a report of the same.
2. Download and use a CBT app for a minimum period of one month and evaluate it.

Recommended References

1. Rimm, D. C & Masters, J. C. (1979). *Behaviour Therapy; Techniques and empirical findings*. New York: Academic Press.
2. Hofmann, S. G. (2012). *An introduction to Modern CBT*. USA: Wiley-Blackwell.
3. Jena, S. P. K. (2008). *Behaviour Therapy- techniques Research and Applications*.
4. New Delhi: Sage Publications.
5. Carson, R. C., Butcher, J. C & Mineka, S. (2000.) *Abnormal Psychology and Modern Life*. New Delhi: Pearson Education.
6. Est. in 1921
7. Groth-Marnat, G. (1999). *Handbook of psychological assessment*, 3rd ed., New York: John Wiley & Sons, Inc.
8. Hecker, J. E. & Thorpe, G. L. (2011). *Introduction to Clinical psychology: Science, practice, and ethics*, 4th ed., India: Dorling Kindsley.
9. Sharf, R.S. (2012). *Theories of Psychotherapy and Counselling: Concepts and Cases*. 5th ed. Brooks/ Cole, Cengage Learning. Inc.



UCPY800301 CLINICAL PSYCHOLOGY AND ASSESSMENT

OBJECTIVES:

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

COURSE OUTCOMES:

- CO1: Students will be equipped to conduct different types of interview and assessment.
- CO2: Students will learn ethical practice of clinical psychology and assessment.
- CO.3: Students will learn to write psychological report

Module 1: Clinical Psychology – Introduction

- Unit 1: Definition and Characteristics of clinical psychology,
- Unit 2: Professional activities and employment settings of clinical psychologists,
- Unit 3: Distinguishing clinical psychology from related professions,
- Unit 4: Training in clinical psychology,
- Unit 5: Ethical guidelines of clinical psychology

Module 2: Clinical Interview

- Unit 1: Goals, General skills and specific behaviours of interviewer, Components of interview – Rapport and Techniques,
- Unit 2: Pragmatics of interview – Note taking, Audio and Video recording, Interview room, confidentiality.
- Unit 3: Types of clinical interview – Intake, Diagnostic interviews,
- Unit 4: case history, Mental status examination, Crisis interviews,
- Unit 5: Structured versus unstructured, Directive versus nondirective.

Module 3: Clinical Assessment

- Unit 1: Types of referral settings – Psychiatric setting, General medical setting, Legal context, Educational context, Psychological clinic.
- Unit 2: Goals – Diagnostic clarification and classification, Description, Prediction and Plan of management. Clinician versus Psychometrist,
- Unit 3: Evaluating psychological tests -. Theoretical orientation, Practical considerations, Standardization, Reliability and Validity. Incremental and conceptual validity,
- Unit 4: Interpreting assessment data - Clinical judgment and computer assisted assessment and interpretation, Factors affecting clinical judgment – Preconceived notions, conformation bias, hindsight bias, overconfidence. How to improve accuracy of clinical judgment.
- Unit 5: Ethical practice of assessment – professional relationship, privacy, Inviolacy, labeling, competent use of assessment instrument, accurate interpretation, communicating test

results, maintenance of test security. Psychological Report - general guidelines and format.

Module 4: Intellectual and Educational Assessment

Unit 1: Stanford-Binet Scales,

Unit 2: Wechsler scales, Kaufman scales

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

Unit 4: Tests of Achievement,

Unit 5: Tests of Aptitude.

Module 5: Personality Assessment

Unit 1: Objective Methods: MMPI - History, Clinical Scales, Content Scales, CPI,

Unit 2: Millon Scales, NEO-personality Inventory.

Unit 3: Projective Methods – Rorschach,

Unit 4: Thematic Apperception Test,

Unit 5: Projective Drawings

Module 6: Behavioural Assessment

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

Unit 2: Behavioural Questionnaires, Behaviour rating scales,

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

Unit 4: Psychophysiological recording methods.

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

To Read

History and recent developments in Clinical Psychology

Recommended References

1. Groth-Marnat, G. (1999). Handbook of psychological assessment, 3rd ed., New York: John Wiley & Sons, Inc.
2. Hecker, J. E. & Thorpe, G. L. (2011). Introduction to Clinical psychology: Science, practice, and ethics, 4th ed., India: Dorling Kindsley.
3. Pomerants, A. M. (2008). Clinical Psychology: Science, practice and culture, New Delhi: Sage publications
4. Korchin, J. S.(2004). Modern clinical psychology: Principles of intervention in the clinic and community. CBS Publishing.
5. Wolman, B.B. (1965). Handbook of clinical psychology, N.Y: McGraw Hill Inc.

UCPY810301 PSYCHOLOGY IN CLASSROOM

OBJECTIVES

- To understand students and class room functioning
- To analyse different approaches in Education
- To explore the scope of school counselling
- To understand the different ways to motivate students in classroom

COURSE OUTCOMES

- CO1: Provide counselling to school students using different counselling approaches
- CO2: Manage classroom dynamics
- CO3: Apply theoretical knowledge in classroom settings

Module 1: Education Psychology – Basic concepts

- Unit1: Role and scope of educational Psychology
- Unit2: Teaching in the real world: Misconception about teaching
- Unit3: Learning to Teach, What is good teaching
- Unit4: Teacher – student relationship
- Unit5: teacher preparation and quality

Module 2: Understanding the Learner

- Unit1: Differences in Intelligence, Socioeconomic status, Culture
- Unit2: Gender, gifted students, at risk students
- Unit3: Increasing learner motivation: extrinsic and intrinsic motivation
- Unit4: Personal factors in motivation
- Unit5: Model for promoting student motivation

Module 3: Productive learning environment

- Unit1 : Effective Teaching: Effective teaching skills
- Unit2: Classroom management, making rules, dealing with misbehaviour
- Unit3: Cognitive and behavioural approaches to intervention
- Unit4: Intervention continuum
- Unit5: Management of violence and aggression

Module 4: Approaches to Instruction

- Unit1: Teacher centered approach: Characteristics, planning for teacher centered instruction
- Unit2: Direct instruction, lectures and lecture discussion
- Unit3: Accommodating learner diversity
- Unit4: Learner centered approach: characteristics, planning for learner centered instruction

Unit5: Types of learner centered instruction

Module 5: Application of Perspectives

Unit1: Classroom application of Piaget's theory

Unit2: Instructional application of Vygotsky

Unit3: Applying constructivism in teaching and learning

Unit4: Moral development

Unit5: Classroom structure

Module 6: Class room assessment

Unit1: Purpose of class room assessment

Unit 2: Types of assessment

Unit3: Data collection methods

Unit4: Standardized and non-standardized assessments

Unit5: Ethical issues and responsibilities

To read

Theories of Piaget, Vygotsky, Kohlberg, Erikson,

Theories of motivation – behaviouristic, cognitive and humanistic views

Recommended References

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

UCPY820301 ADVANCED ORGANIZATIONAL BEHAVIOUR

OBJECTIVES:

To develop a good understanding of the human behaviour in organizations

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

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

COURSE OUTCOMES

CO1: Develop ability to understand organizational behavior in terms of psychological concepts.

CO2: Design and practice organizational development techniques.

CO3: Understand the different causes of stress and design appropriate strategies for managing it.

CO4: Support organizations for conflict resolution and negotiation.

Module: 1 Understanding Organizational behaviour

Unit 1: Definition, goals and elements

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

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

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

Unit 5: Managing organizational misbehaviour.

Module 2: Individual Processes in organizations- I

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

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

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

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

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

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

Module 3: Individual processes in organizations II

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

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

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

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

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

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

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

Module 4: Interpersonal Processes in organizations

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

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

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

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

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

Module 5: Organizational processes in organizations

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

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

Unit 3: Culture and ethical behaviour - Elements of culture, Approaches to culture, Maintaining and transmitting culture, Changing culture, Whistle blowing, Rating culture.

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

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

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

Module 6: Change processes in organizations

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

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

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

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

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

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

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

Case study discussion

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

Recommended References

1. Kavitha Sing, Organizational behaviour (2013). Doring kinderly India pvt. Ltd, New Delhi
2. Hellriegel, Slocum and Woodman, Organizational behaviour (7th Edn) (1995). New York, West publishing company.
3. Michael G Aamodt. Applying Psychology to work (2014). Wadsworth Cengage learning, Singapore
4. Fiona M Wilson, Organizational behaviour and work (2014). New Delhi, Oxford university press.
5. Kondalker, V. G. Organizational Behaviour (2018). New Delhi, New age international Publishers.
6. Luthans, F. (2005). *Organizational Behaviour (Tenth Edition)*. United States:McGraw Hill Irwin.
7. *OBMOD; The effectiveness of OB-MOD.:*
<http://faculty.css.edu/dswenson/web/OB/obmod.html>

8. Stephen, R. P., Timothy A Judge, Niharika, Vohra . *Organizational Behaviour* 16th edn. (2016).. India: Pearson education,
9. Gareth R Jones and Mary Mathew, *Organizational Theory, design and change* (2013). New Delhi, Dorling kinderly India pvt. Ltd,



UCPY010304 NEUROPSYCHOLOGICAL ASSESSMENT (PRACTICAL)

OBJECTIVES

To identify, quantify and describe changes in behaviour related to the cognitive integrity of the brain and to understand the instances where neuropsychological consultation is useful

To learn comprehensive assessment of a wide range of cognitive and behavioural areas of functioning

To apply theoretical knowledge in practice and to enhance the professional skills of the learner

COURSE OUTCOME

CO1: Develop the skill and knowledge to assess patients with neurological problems, a

CO2: Decide on appropriate evaluation measures for specific brain function.

CO3: Provided neuro rehabilitation based on findings of assessments

Any 8 test from the list given have to be administered on elderly people or individuals with known neurological problems like migraine, stroke, Parkinson's and or dementia and to be presented in practical record. The record with 8 practical is mandatory for attending the end semester practical examination

Areas of Neuropsychological assessment	Tests used
Orientation / Screening	Mini Mental State Examination, Addenbrooke's Cognitive Examination
Sensation / Perception	Halsted Reitan Neuropsychological battery subtest
Attention and Motor function	Letter Cancellation test, Digit span test, Copying task, Finger Oscillation Test
Visual - Spatial	Visuo Object Space Perception subtest Benton's line orientation test, Block design test, Nahor Benson Test, Bender Gestalt Visual Motor Test
Memory	Rey Auditory Verbal Learning Test, Wechsler Memory Scale, Benton Test of Visual Retention, PGI Memory Scale
Executive Functioning: Abstract Reasoning/ judgment/ problem solving	Wisconsin Card Sorting Test, Stroop Test, Trail Making Test, Clock drawing, Tower of London,
Intellectual Functioning	Verbal Adult Intelligence Scale, Standard Progressive Matrices
Emotional /Psychological Distress	Beck's Depression Scale, Hospital Anxiety and Depression Scale
Activities of Daily Living	Instrumental Activities of Daily Living

Reference

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

SEMESTER IV

UCPY010401 CONTEMPORARY SOCIAL ISSUES AND ROLE OF PSYCHOLOGY IN SOCIAL ENGINEERING

OBJECTIVES:

To be understand and analyse social origin of personal problems.

To develop critical thinking and perspective taking skills to understand and explain human rights violations.

Apply psychological and principles methods to facilitate social change.

COURSE OUTCOME:

CO1: Apply psychological principles and methods to understand social issues

CO2: Learn to employ psychological techniques to bring changes in society

CO3: Understand and analyse the social origins of personal problems.

CO4: Discuss possible solutions to contemporary social issues

Module 1: Environmental issues & hazards

Unit 1: Pollution related physical and mental health hazards.

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

Unit 3: Solutions to environmental issues from various fields.

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

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

Module 2: Issues of migration, globalization and technology

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

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

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

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

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

Module 3: Issues related to economic development

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

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

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

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

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

Module 4: Gender issues

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

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

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

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

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

Module 5: Psychology of deprivation

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

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

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

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

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

Module 6: Human rights violations

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

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

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

Unit 4: Orphans and abused children.

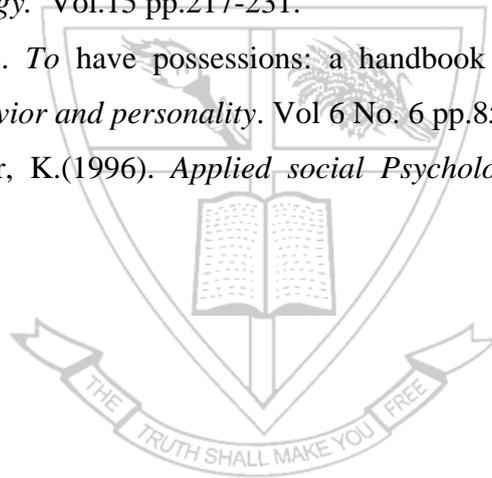
Unit 5: Conduct an interview / discuss case studies of *survivors* among above mentioned groups.

Activity based assignment:

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

Recommended references:

1. Baron, A. S., Schmader, T., Cvencek, D. & Melzoff, A.N. (2014). The gendered self concept: How implicit gender stereotypes and attitudes shape self definition. In Leman, P.J. & Tenenbaum (Eds.). *Gender and development*. pp. 109-132.
2. Bell, P. A., Fisher, J. D., Baum, A. S. & Greene.T. C. (2005). *Environmental psychology 5Th edition*. Psychology Press Holt, Rinehart& Winston Inc.
3. Keith, K. D. (2011) (Eds.) *Cross cultural Psychology: contemporary themes and perspectives*. Wiley-Blackwell.
4. Menon, L. (1997). *Gender issues and social dynamics*. Kanishka Publishers, New Delhi.
5. Misra, G.(1990). *Applied social Psychology*, Sage Publications, New Delhi.
6. Naovi, K.A. (1982). *Problems, strategies and conditions of Asian countries and in particular in India*. UNSCO,SS-82/WS/74.
7. Richins, M. L. & Rudmin, F.W. (1994). Materialism and economic Psychology. *Journal of Economic Psychology*. Vol.15 pp.217-231.
8. Rudmin, F.W. (1991). *To have possessions: a handbook of property and ownership*. *Journal of social behavior and personality*. Vol 6 No. 6 pp.85-104
9. Semin, G.R.& Fiedler, K.(1996). *Applied social Psychology*, Sage Publications. New Delhi.



UCPY010402 TRAINING PROGRAMS FOR MENTAL HEALTH PROMOTION

OBJECTIVES:

To understand the significance of mental health promotion

To develop public speaking skills

To design and execute intervention and training programs

COURSE OUTCOME:

CO1: Develop public speaking skills, presentation skills

CO2: Create and enhance professional and personal skills and ethics of a trainer

CO3: Prepare a training module in mental health issues suitable for any age group. The course

CO4: Stimulate entrepreneurship in learner.

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

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

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

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

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

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

Module 2: Short term training programs: an introduction

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

Ethics and etiquettes.

Phases of short term training (in detail):

Unit 2: contracting,

Unit 3: designing, developing,

Unit 4: conducting,

Unit 5: terminating and evaluating.

Module 3: Essential Skills for trainers

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

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

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

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

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

Module 4: Modes of presentation and levels of learner involvement

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

Unit 2: Presentation: Lecture, Demonstration.

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

Unit 4: role play, drama,

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

Module 5: Concluding and evaluating the program

Unit 1: Termination of sessions

Unit 2: Session feedback

Unit 3: Termination of program

Unit 4: Outcome feedback

Unit 5: Self-evaluation & personal ethics

Module 6: Mental health enhancement training programs

Need, characteristics and methods of:

Unit 1: Crisis intervention, Encounter groups.

Unit 2: Leadership training.

Unit 3: Life skills training programs.

Unit 4: motivational training,

Unit 5: Parenting skills training.

1. **Activity Based Assignment: (compulsory)** Individual students should design and execute an appropriate training module of an area of interest in a group of not less than 10 participants and submit an audio-visual report. This is to be assessed and graded for internal as activity based assignment for the course
2. A student should attend a minimum of 2 training workshops and volunteer in intervention programs during the course of the PG program.

Recommended texts:

1. Hart, L. B.(1991). *Training methods that work: A handbook for trainers*. USA: Crisp publications, Inc
2. Korchin, S. J. (2004). *Modern Clinical Psychology: Principles of prevention in the clinic and community*. Delhi: CBS publishers.
3. Loughary, J. W. & Barrie, H. (1979). *Producing workshops, seminars and short term courses: A trainer's Handbook*. USA: Follett Publishing Company.

UCPY800402 PSYCHOTHERAPY

OBJECTIVES:

To introduce students to different types of psychotherapy

To familiarize them with different techniques of psychotherapy

COURSE OUTCOMES:

CO1: Develop an understanding of the theoretical foundations, principles, and processes of psychotherapy.

CO2: Developing an understanding of the techniques of Psychoanalytic, humanistic and existential therapies.

CO3: Acquire knowledge and skills related to the specific techniques employed in different forms of group, family and play therapy.

CO4: Identify and select appropriate therapeutic approaches suitable for various clinical contexts.

CO5: Demonstrate the ability to apply eclectic or integrative approaches in therapeutic practice.

Module 1: Introduction to Psychotherapy

Unit 1: Definitions of Psychotherapy, Varieties of Psychotherapy: Supportive therapy, Re-educative Therapy, Reconstructive Therapy

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

Unit 3: Therapeutic alliance and its significance

Unit 4: Eclectic and Integrative approaches-Technical eclectism, Theoretical integration, Common Factors approach

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

Module 2: Psychoanalytic Psychotherapy-Major techniques

Unit 1: Therapeutic relationship, Psychoanalytic situation

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

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

Unit 4: Selection of patients for psychoanalysis

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

Module 3: Humanistic Therapies-Major techniques

Unit 1: Client-centred Therapy: Therapeutic relationship

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

Unit 3: Gestalt Psychotherapy:Therapeutic relationship

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

Unit 5: Application and evaluation of Humanistic therapies

Module 4: Existential Psychotherapy-Major techniques

Unit 1: Existential philosophy

Unit 2: Goals of Existential Psychotherapy, Therapist's function and role

Unit 3: Therapeutic techniques and procedures- Logotherapy, Paradoxical Intention, De-reflection

Unit 4: Application and evaluation

Unit 5: Case Study

Module 5: Group therapy, Family Therapy and Brief therapies

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

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

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

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

Unit 5: Brief therapies: Solution-Focussed Brief Therapy, Crisis intervention

Module 6: Play therapy

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

Unit 2: Catalyst for change, challenges to therapeutic process

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

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

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

Recommended References:

1. Bongar, B., & Beutler, E. L. (1995). *Comprehensive Textbook of Psychotherapy Theory and Practice*. Oxford University Press
2. Coombs, R. (2005). *Family Therapy Review*. Lawrence Erlbaum Associates Publishers New Jersey.
3. Corey, G. (2009). *Theory and Practice of Counseling and Psychotherapy (8th ed.)*. USA: Thomson Brooks/Cole.
4. Hecker, J. E. & Thorpe, G. L. (2011). *Introduction to Clinical psychology: Science, practice, and ethics, (4th ed.)*, India: Dorling Kindsley.
5. Nystul, S. M. (1993). *The Art and Science of Counselling and Psychotherapy*. Merrill Prentice Hall.
6. Pomerants, A. M. (2008). *Clinical Psychology: Science, practice and culture*, New Delhi: Sage publications
7. Russ, W. S., & Ollendick, H. T. (1999). *Handbook of Psychotherapies with children and Families*. Kluwer Academic/ Plenum Publishers.
8. Seligman, L & Reichenberg, L. W. (2016). *Theories of Counselling and Psychotherapy: Systems, Strategies, and Skills (4th ed.)*, India: Pearson Indian Educational Services.
9. Sharf, R. S. (2012). *Theories of Psychotherapy and Counselling: Concepts and cases (5th Ed.)*. USA: Brooks/Cole, Cengage Learning.
10. Wolberg, R. L. (1967). *The Technique of Psychotherapy*. Grune & Stratton, INC.
11. Wolman, B.B. (1965). *Handbook of Clinical Psychology*, N.Y. McGraw Hill INC
12. Wolman, B. B. (1976). *The Therapists' Handbook Treatment Methods of Mental disorders*. Van Nostrand Reinhold Company

UCPY800403 SPECIALIZATIONS IN CLINICAL PSYCHOLOGY

OBJECTIVES:

To orient the student to the scope of clinical psychology

To describe role of clinical psychology in promotion of mental health

To understand the interface between clinical psychology and law

COURSE OUTCOMES:

CO 1: Students will understand the interplay between psychological factors and physical health, and the role of clinical psychologists in hospitals, chronic illness management, and psycho-oncology.

CO 2: Students will develop an awareness about the areas where they can work as clinical psychologist.

CO 3: Students will learn how to promote mental health and prevent mental illness

CO 4: Students will be aware of the laws related to mental health

Module 1: Clinical Psychology and Physical Health

Unit 1: Clinical Psychology and Primary Care,

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

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

Unit 4: Clinical Psychology and Physical handicap.

Unit 5: Clinical Psychologist as Psycho oncologist

Module 2: Clinical Psychology and Prevention of mental health problems

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

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

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

Unit 4: Public Health and Clinical Psychology.

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

Module 3: Issues in Child and adolescent Mental Health

Unit 1: Child Sexual Abuse and Maltreatment,

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

Unit 3: Role of clinical psychologist in juvenile homes,

Unit 4: Clinical Psychologist as school Psychologist.

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

Module 4: Mental Health and Law

Unit 1: Mental Healthcare Act 2017,

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

Unit 3: Criminal Psychologist and Criminal Profiling,

Unit 4: Role of Clinical psychologist in prison.

Unit 5: Mental health of destitute

Module 5: Research Methods in Clinical Psychology

Unit 1: Quantitative versus Qualitative methods

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

Unit 3: Meta analysis,

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

Unit 5: recent trends – mixed methods research

Module 6: Way Forward

Unit 1: Role of Clinical Psychology in Policy building,

Unit 2: Geriatrics and Clinical Psychology,

Unit 3: Clinical psychology and defense.

Unit 4: Clinical Psychologist in Industrial setting,

Unit 5: Role of clinical Psychologist in Sports

Recommended References

1. Hecker, J. E. & Thorpe, G. L. (2011). Introduction to Clinical psychology: Science, practice, and ethics, 4th ed., India: Dorling Kindsley.
2. Korchin, J. S.(2004). Modern clinical psychology: Principles of intervention in the clinic and community. CBS Publishing.
3. Pandey, R.S., & Advani, L., 1995. Perspectives in Disability and Rehabilitation. Vikas Publishing House, New Delhi.

4. Pomerants, A. M. (2008). Clinical Psychology: Science, practice and culture, New Delhi: Sage publications
5. Rakesh Agarwal, Lal Advani & Rajinder Raina. Handbook on Disability Rehabilitation. Viba Press Pvt. Ltd., New Delhi.
6. Wolman, B.B. (1965). Handbook of clinical psychology, N.Y: McGraw Hill INC.



UCPY810402 PSYCHOLOGY OF DIFFERENTLY ABLED

OBJECTIVES:

To understand children who are differently abled.

To identify the risk factors and causal factors of disabilities.

To explore and understand the different remediation and rehabilitation process involved in the field of such disability.

COURSE OUTCOMES:

CO1: Develop the skill to assess

CO2: Understand the needs of differently abled students

CO3: Provide effective intervention

Module 1: Introduction to differently abled (Exceptional Learners)

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

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

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

Unit 4: Mainstreaming: Scope, components and efficacy,

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

Module 2: Learners with Intellectual and Developmental Disabilities

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

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

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

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

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

Module 3: Learners with Learning Disabilities

Unit 1: Definition and Identification of learners with learning disabilities

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

Unit 3: Educational Considerations for learners with learning disabilities

Unit 4: Assessment of Progress of learners with learning disabilities

Unit 5: Early intervention for learners with learning disabilities

Module 4: Learners with Attention Deficit Hyperactivity Disorder

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

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

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

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

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

Module 5: Learners with Behavioural Disorders

Unit 1: Definition and Identification of learners with behavioural disorders

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

Unit 3: Educational Considerations for learners with behavioural disorders

Unit 4: Assessment of Progress of learners with behavioural disorders

Unit 5: Early intervention for learners with behavioural disorders

Module 6: Learners with Autism Spectrum Disorders

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

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

Unit 3: Educational Considerations for learners with autism spectrum disorders

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

Unit 5: Early intervention for learners with autism spectrum disorders

To read: Legal considerations in special education.

Activity based assignment: (Mandatory for internal assessment)

Visits to centers with exceptional learners

Prepare an IEP program for a single case.

Prepare a power point presentation for addressing parents who have children with disability.

Recommended References:

1. Hallahan, D., & Kauffman, J. (1994). *Exceptional Children*. MA: Allyn & Bacon.
2. Farrell, M. (2009). *Foundations of Special Education: An introduction*. Chichester: Wiley-Blackwell.
3. Hoff, E. (2008). *Language development*. CA: Thomson Learning
4. Tolmie, A. (2011). *Educational Psychology: Research on cognitive and biological factors*. Edited: Davey, G. *Applied Psychology*. UK: Blackwell

UCPY810403 COUNSELLING IN SCHOOL SETTINGS

OBJECTIVES:

To make students understand the role of counselling in schools

To sensitize students about the varied issues in schools and methods of handling them

COURSE OUTCOMES:

CO1: Equip in handling various issues of students in schools

CO2: Provide appropriate counselling

Module 1: School counselling – an introduction

Unit 1: Meaning and purpose of school counselling

Unit 2: Evolution of school counselling,

Unit 3: The role of counsellors in different grades,

Unit 4: The importance of counselling and conducting programmes and services,

Unit 5: The developmental approach to counselling- thinking, feeling and relating

Unit 6: Essential developmental skills.

Module 2: Child and adolescent issues and concerns

Unit 1: Underachievement, bullying and gangs in schools,

Unit 2: School violence, substance abuse, sexual harassment, child and adolescent suicide,

Unit 3: Role of counsellor in tackling the issues. Understanding the mental health needs of children and adolescents,

Unit 4: School counsellors as mental health professionals, mental health vs. mental illness,

Unit 5: Anxiety disorders, Mood disorders, ADHD, Autism, Disruptive disorders, Eating disorders

Unit 6: Diagnosis and treatment of disorders.

Module 3: Consulting with parents, teachers and support personnel

Unit 1: School as community

Unit 2: Consultation and benefits of consultation

Unit 3: Parent-teacher relationship

Unit 4: Prevention of stress and intervention for families under stress.

Module 4: Models and approaches in school counselling

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

Unit 2: Behaviourism-operant conditioning

Unit 3: Roger's person-centered school counseling- non-directive counselling, congruence

Unit 4: Ellis's Rational Emotive Behaviour Therapy- irrational thinking

Unit 5: Beck's Cognitive behavior therapy in school counselling- methods of CBT

Module 5:Counselling in schools

Unit 1: Implementation of counselling in schools

Unit 2: Solution - focussed counselling

Unit 3: The efficacy of small group counselling in schools

Unit 4: Types of counselling groups

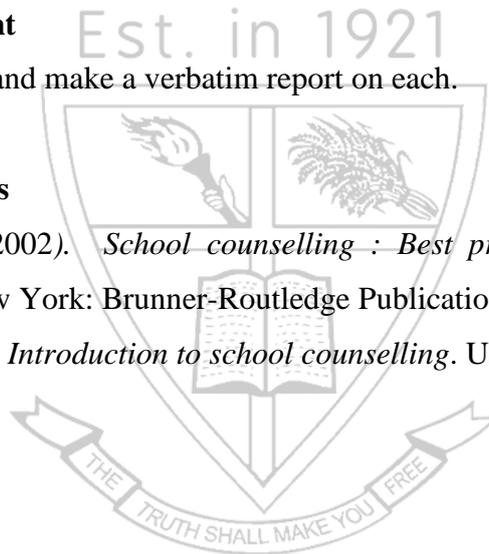
Unit 5: Conducting psychoeducational groups to enhance social, emotional and cognitive skills.

Activity Based Assignment

Identify at least five cases and make a verbatim report on each.

Recommended References

1. Thompson, R. A. (2002). *School counselling : Best practices for working in the schools*. (2nd ed.) New York: Brunner-Routledge Publications.
2. Wright, R. J. (2012). *Introduction to school counselling*. USA: Sage Publications, Inc.



UCPY820402 HUMAN RESOURCE MANAGEMENT & DEVELOPMENT

OBJECTIVES:

To provide foundation on the basics of human resource development.

To train the students in the various theoretical and

To help students understand practical aspects of motivation, quality of work of HRD and to focus on development of various intervention techniques.

COURSE OUTCOMES

CO1: Conduct training programmes for employees and managerial staff.

CO2: Support organizations in personnel selection.

CO3: Work as a Human Resource Specialist/ Personnel Manager in organizations.

Module1: Introduction to Human Resources Management

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

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

Unit 3: Process of strategic Human Resource Management,

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

Unit 5: Globalization- causes and impact.

Note - Discuss case studies related to a). Offshoring, b) Mergers and acquisitions

Module 2 : Procurement of Human Resources

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

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

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

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

Module 3: Personnel Training and Development

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

Unit 2: Training, learning and motivation.

Unit 3: Designing training and development activities.

Unit 4: Training methods.

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

Module 4: Career Planning and Management

Unit 1: Career management- Career planning and development.

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

Unit 3: Managing promotions and transfers,

Unit 4: Diversity and career management.

Unit 5: Retirement.

Module 5: Maintaining Work Force

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

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

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

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

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

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

Unit 7: Employee Assistance programmes.

Module 6: Preparation and Implementation of Training Modules

Unit 1: Enhancing self efficacy

Unit 2: Understanding attribution styles,

Unit 3: Identifying needs and motives,

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

Recommended References

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

2. Dessler, G. and Varkkey , B. (2013). Human Resource Management (12th edn). New Delhi, Dorling kinderly India pvt. Ltd,
3. Tapomoy Deb (2006). Strategic Approach to Human Resources Management; concepts,Tools Application. New Delhi; Atlantic Publishers and Distributors.
4. Torrington, D., Hall, L., Taylor, S., & Atkinson, C. Human Resource Management.(9th edn.). United Kingdon, Pearson education ltd.
5. Dessler, G. (2007). *Human Resource management. (10th ed)* New Delhi: Prentice Hall.
6. Rao, V. S. P. (2005). *Human Resource Management (2nd edn)* . New Delhi: Excell books



UCPY820403 CONSUMER BEHAVIOR AND ADVERTISING PSYCHOLOGY

OBJECTIVES:

To develop an understanding of consumer behavior from a variety of perspectives (multicultural, multidisciplinary, etc.)

To develop an understanding of peoples' consumption-related behaviors and to develop and evaluate marketing strategies intended to influence those behaviors.

COURSE OUTCOMES

CO1: Apply the principles of psychology in the field of advertising

Module 1: Introduction to Consumer Behavior

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

Unit 2: Types of consumption behavior,

Unit 3: Factors influencing a product choice,

Unit 4: Acquisition, consumption and disposition of products,

Unit 5: Marketing strategy and consumer behaviour.

Module 2: Perspectives toward the Study of Consumer Behavior

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

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

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

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

Unit 5: Life style Segmentation.

Module 3: Understanding Consumers and Market Segments

Unit 1: Marketing, selling and buying behaviour,

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

Unit 3: Usage segmentation. Benefit segmentation.

Unit 4: Product positioning, Forming attitudes,

Unit 5- Yielding to advertising- Persuasion and attitude change

Module 4: Advertising and Buying Behaviour

Unit 1: Definition, Dimensions of advertising.

- Unit 2: Effects of advertising.
- Unit 3: Classification of advertising.
- Unit 4: Functions & effects of advertising.
- Unit 5: The economic impact of advertising.
- Unit 6: Attitude behaviour relationship.

Module 5: Perception Process, Attention Interpretation, Information Processing & Attitude Change.

- Unit 1: EIM model, Central Vs Peripheral routes to persuasion.
- Unit 2: Consumer knowledge and memory, memory models,
- Unit 3: Cognitive response model, cognitive structure model.
- Unit 4: Tri-component model of attitudes
- Unit 5: The exposure effect

Module 6: Compliance Beyond Persuasion

- Unit 1: Social influence and compliance with out pressure.
- Unit 2: Reciprocity Principle.
- Unit 3: Commitment/consistency Principle.
- Unit 4: Social validation, liking & authority
- Unit 5: Scarcity and confusion

Activity based assignment

Evaluating an Advertisement, Designing an Advertisement

Recommended References

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

UCPY010403 INTERNSHIP AND CASE STUDY (PRACTICAL)

In the fourth semester, each student is expected to have practical exposure based on his/her area chosen from electives. The student has to do the **internship** for a minimum of 10 hrs per week, thus making a total of 200 hours by the end of the fourth semester. This is to be done under the supervision of a teacher and the student has to submit a report on his activities in the institution/setting (clinical setting/ organization/ school setting/ community/sport institution/forensic setting). The student should also do **case study** and submit 5 individual cases of relevance as separate work. Apart from internal evaluation, both the report and case study will be evaluated for the external examination.

UCPY010404 DISSERTATION (PROJECT)

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

VIVA

There will be a comprehensive viva at the end of the fourth semester based on the theory papers the student has covered in the four semesters, which will be evaluated externally **having a total credit of 2**