

Department of Social Sciences
I Semester
Academic Year: 2020-2021

Part	Course Code	Batch No.	Course Title	Course type	Offer to	Offer by	Hour per week	Cr.	Academic Council Book No.	FORMATIVE*			SUMMATIVE**			Name of the Course Teacher(s)	Signature of the Course Tr.
										Fld. Name	No.	RM	Fld. Name	RM	Exam Hour		
III	PPY1401CM	--	DEVELOPMENT ACROSS THE LIFE SPAN	TH	SPPSY	PSY	TH-5	4	BE2020	CA	6	100	--	--	--		
III	PPY1402CM	--	SOCIAL PSYCHOLOGY	TH	SPPSY	PSY	TH-6	4	BE2020	CA	6	100	--	--	--		
III	PPY1402CP	--	EXPERIMENTAL PSYCHOLOGY - I	LA	SPPSY	PSY	LA-5	4	BE2020	FLab	1	100	--	--	--		
III	PPY1501CM	--	ADVANCED PSYCHOLOGICAL PROCESSES - I	TH	SPPSY	PSY	TH-6	5	BE2020	CA	6	100	--	--	--		
III	PPY1502CM	--	PERSPECTIVES ON PERSONALITY	TH	SPPSY	PSY	TH-6	5	BE2020	CA	6	100	--	--	--		

Department of Social Sciences
II Semester
Academic Year: 2020-2021

Part	Course Code	Batch No.	Course Title	Course type	Offer to	Offer by	Hour per week	Cr.	Academic Council Book No.	FORMATIVE*			SUMMATIVE**			Name of the Course Teacher(s)	Signature of the Course Tr.
										Fld. Name	No.	RM	Fld. Name	RM	Exam Hour		
III	PPY2401CM	--	ADVANCED PSYCHOLOGICAL PROCESSES - II	TH	SPPSY	PSY	TH-5	4	BE2020	CA	6	100	--	--	--	Ms. EUNICE JEMIMAH S. & Ms. IDA JENEFA S.	
III	PPY2402CM	--	STATISTICS FOR BEHAVIOURAL RESEARCH	TH	SPPSY	PSY	TH-5	4	BE2020	CA	6	100	--	--	--	Ms. IDA JENEFA S.	
III	PPY2402CP	--	EXPERIMENTAL PSYCHOLOGY - II	LA	SPPSY	PSY	LA-4	4	BE2020	FLab	1	100	--	--	--	Ms. IDA JENEFA S.	
III	PPY2402MO	--	POSITIVE PSYCHOLOGY	TH	SPPSY	PSY	TH-5	4	BE2020	CA	6	100	--	--	--	Ms. KOPERUNDEVI G.	
III	PPY2403CM	--	PSYCHOPATHOLOGY	TH	SPPSY	PSY	TH-5	4	BE2020	CA	6	100	--	--	--	Mrs. ANANDHI G.	
IV	PPY2201EI	--	INTERPERSONAL DYNAMICS	TH	ALLM	PSY	TH-4	2	BE2020	CA	5	100	--	--	--	Ms. EUNICE JEMIMAH S. & Mrs. ANANDHI G.	
	PPY2301MP	--	MINI PROJECT	MP	SPPSY	PSY	--	3	BB2019	Project	1	100	--	--	--	Ms. IDA JENEFA S.	
	PPY2301MT	--	TERM PAPER	TP	SPPSY	PSY	--	3	BB2019	TPaper	1	100	--	--	--	Ms. KOPERUNDEVI G.	
	PPY2301MV	--	COMPREHENSIVE VIVA	CV	SPPSY	PSY	--	3	BB2019	Project	1	100	--	--	--	Ms. IDA JENEFA S.	

Department of Social Sciences
III Semester
Academic Year: 2021-2022

Part	Course Code	Batch No.	Course Title	Course type	Offer to	Offer by	Hour per week	Cr.	Academic Council Book No.	FORMATIVE*			SUMMATIVE**			Name of the Course Teacher(s)	Signature of the Course Tr.
										Fld. Name	No.	RM	Fld. Name	RM	Exam Hour		
III	PPY3201FP	--	CASE STUDY INTERNSHIP / TRAINING	TR	SPPSY	PSY	--	2	BG2020	Intship	1	100	--	--	--		
III	PPY3302CM	--	FUNDAMENTALS OF RESEARCH	TH	SPPSY	PSY	TH-4	3	BG2020	CA	6	100	--	--	--		
III	PPY3404CP	--	PSYCHOLOGICAL ASSESSMENTS IN THERAPEUTIC	LA	SPPSY	PSY	LA-5	4	BG2020	FLab	1	100	--	--	--		

			SETTINGS													
III	PPY3404MO	--	HEALTH PSYCHOLOGY	TH	SPPSY	PSY	TH-5	4	BG2020	CA	6	100	--	--	--	
III	PPY3408CM	--	COUNSELING AND PSYCHOTHERAPY - I	TH	SPPSY	PSY	TH-5	4	BG2020	CA	6	100	--	--	--	
III	PPY3502CM	--	INTRODUCTION TO CLINICAL PSYCHOLOGY	TH	SPPSY	PSY	TH-6	5	BG2020	CA	6	100	--	--	--	
IV	PPY3202EI	--	MICRO SKILLS IN COUNSELING	TH	ALLM	PSY	TH-4	2	BG2020	CA	5	100	--	--	--	
VI	PPY0201CD	--	PERSONAL GROWTH: AN EXPERIENTIAL ENQUIRY	TH	ALLM	PSY	--	2	BG2020	CA	4	100	--	--	--	

Department of Social Sciences

IV Semester

Academic Year: 2021-2022

Part	Course Code	Batch No.	Course Title	Course type	Offer to	Offer by	Hour per week	Cr.	Academic Council Book No.	FORMATIVE*			SUMMATIVE**			Name of the Course Teacher(s)	Signature of the Course Tr.
										Fld. Name	No.	RM	Fld. Name	RM	Exam Hour		
III	PPY4401PR	--	PROJECT	PR	SPPSY	PSY	LA-5	4	BH2021	Project	1	60	SViva	40	--	Mrs. ANANDHI G., Ms. IDA JENEFA S. & Ms. JENIFER J.	
III	PPY4501CM	--	BEHAVIOUR MODIFICATION	TH	SPPSY	PSY	TH-6	5	BH2021	CA1	1	20	STheory	40	50 mins.	Mrs. ANANDHI G.	
									CA2	1	20						
									CA3	1	20						
									CA4	1	20						
									CA5	1	20						
									CA6	1	20						
III	PPY4502CM	--	REHABILITATION PSYCHOLOGY	TH	SPPSY	PSY	TH-5	5	BH2021	CA1	1	20	STheory	40	50 mins.	Ms. JENIFER J. & Ms. SARASWATHI U.	
									CA2	1	20						
									CA3	1	20						
									CA4	1	20						
									CA5	1	20						
									CA6	1	20						
III	PPY4504CM	--	COUNSELING AND PSYCHOTHERAPY II	TH	SPPSY	PSY	TH-6	5	BH2021	CA1	1	20	STheory	40	50 mins.	Ms. IDA JENEFA S.	
									CA2	1	20						
									CA3	1	20						
									CA4	1	20						
									CA5	1	20						
									CA6	1	20						
III	PPY4506CM	--	NEURO PSYCHOLOGY	TH	SPPSY	PSY	TH-6	5	BH2021	CA1	1	20	STheory	40	50 mins.	Mrs. ANANDHI G.	
									CA2	1	20						
									CA3	1	20						
									CA4	1	20						
									CA5	1	20						
									CA6	1	20						
VI	PPY4101CE	--	COMPREHENSIVE E-ASSESSMENT	CE	SPPSY	PSY	--	1	BE2020	--	--	--	e_Assmt	100	--	Ms. JENIFER J.	
	PPY4301MV	--	COMPREHENSIVE VIVA	CV	SPPSY	PSY	--	3	AZ2017	Project	1	60	SViva	40	--	Ms. IDA JENEFA S.	

PPY1401CM DEVELOPMENT ACROSS THE LIFE SPAN

(THEORY)

COURSE OUTCOMES:

5 hrs. / wk.

On successful completion of the course, the student will be able to:

CO1: describe the complex phenomena of human development across human lifespan

CO2: explain the developmental tasks and the major changes related to physical development across developmental phases

CO3: analyze theoretical perspectives related to language and cognitive development

CO4: examine the importance of emotional and social development across developmental phases

CO5: appraise the development of self from a cultural perspective

COURSE CONTENT:

UNIT I: INTRODUCTION AND BEGINNINGS OF LIFE-SPAN DEVELOPMENT

15 hrs.

Life Span perspective: characteristics of Life Span Development – nature of development – scope of development – social contexts of life span development – Biological beginnings: genetic foundation – heredity and environmental interaction – Prenatal development and birth: Fertilization – Conception – prenatal stages – birth – post-partum period – Biology and Environment: prenatal environmental influence –teratogens. Birth: the organized new born – Birth Complications – SIDS

UNITII: PHYSICAL DEVELOPMENT

15 hrs.

Course of physical growth: changes in size – proportions – Important physical changes across life span: Skeletal growth – Gross motor skills – Brain development – Factors affecting physical growth: heredity – nutrition – Puberty: physical transition to adulthood – puberty and adolescent health abuse – Sexual maturation – Sexual risk-taking disorders – Aging: Longevity – Biological Theories of Aging: The aging brain – health problems

UNIT III: LANGUAGE AND COGNITIVE DEVELOPMENT

15 hrs.

Early learning and perceptual capacities: perceptual development in infancy – components of language –Theories of language development: prelinguistic development – phonological – semantic – grammatical and pragmatic development – Metalinguistic awareness – Cognitive development: Piagetian perspective – Vygotskian perspective – Information processing perspective – Moral development: Piaget – Kohlberg –Development of morally relevant self- control – Cognitive maturation – cognitive changes in adulthood – cognitive abilities in middle age – Cognitive Neuroscience and aging

UNIT IV: EMOTIONAL AND SOCIAL DEVELOPMENT

15 hrs.

Functions of emotions – development of emotional expressions – responding to others' emotions – temperament and development – development of attachment – Bowlby's ethological theory – Ainsworth's study Emotional changes during adolescence –relationship with family – peers – adults

Socio-emotional changes during adulthood – intimate relationships, families and social relationships – Middle age: Relationships and changes – Old age: Loneliness – emotional problems across lifespan

UNIT V: SELF DEVELOPMENT

15 hrs.

Emergence of self: Development of self - concept-self – esteem – constructing an identity – Erikson – Marcia – Gilligan – role of gender stereotypes and gender roles – The self at adolescence – adulthood – midlife – development of self in the Indian context – Views of Ramanujam – Kakra – Saraswathi – Development of sexuality: Orientation and behaviour – Issues and attitudes: Non-marital and marital life styles – Parenthood: Psychosocial changes in midlife –The self at mid-life: Midlife crisis – Empty nest and refilling – stress and personal control – Aging issues – Death – Dying and Grieving: defining death and life – developmental perspective on death – Facing one's own death: Kubler Ross – stages of dying

TEXTBOOK(S):

Santrock. J. W. (2011). *A Topical Approach to Life-Span Development*. New Delhi: Tata McGraw-Hill.

Santrock. J. W. (2010). *Life-Span Development*. New Delhi: McGraw hill Education Pvt. Ltd.

REFERENCE BOOK(S):

Berk.L.E. (2011)*ChildDevelopment*.Newdelhi: Phi Learning Pvt. Ltd.

Papalia. D.E. Olds. W.S. Feldman. R.D. (2001). *Human Development*. New York:

McGrawhill.

Newman & Newman. (2003). *Development through Life: A Psychosocial Approach*. USA: Thomson Wadsworth.

Weiner. I. B. Freedheim. D. K. (2003). *Handbook of Psychology, Developmental Psychology* (ed). New Jersey: John Wiley and Sons.

Kakar.S. (1981).*The Inner World- A Psychoanalytic Study of Childhood and Society in India*. New Delhi: Oxford University Press.

Ramanujam. B. K. (1979). "Towards Maturity: Problems of Identity Seen in the Indian Clinical Setting." In S. Kakar. (Ed.). *Identity and Adulthood*.p. 37-55. Delhi: OUP.

Saraswathi, T.S. (1999). *Culture, Socialization and Human Development: Theory, research and applications in India* (Ed.). New Delhi: Sage.

**K1-Remember, K2-Understand, K3-
Create**

PPY1401CM DEVELOPMENT ACROSS THE LIFE SPAN

Apply, K4-Analyze, K5- Evaluate, K6-

MAPPING: COs consistency with

Class

I M.SC., PSYCHOLOGY

Semester I

PSOs

Cognitive Level

K-2 Understand

K-4Analyze

K-5 Evaluate

Course Code & Course Title: PPY1401CM –

DEVELOPMENT ACROSS THE LIFE SPAN

CO/PSO	PSO				
	1	2	3	4	5
CO1	2	2	2	2	2
CO2	2	2	2	2	2
CO3	2	2	2	2	2

CO4	2	2	2	2	2
CO5	2	2	2	2	2

Strongly Correlated (3), Moderately Correlated (2), Weakly Correlated (1), No Correlation (0)

PPY1501CM ADVANCED PSYCHOLOGICAL PROCESSES – I

(THEORY)

COURSE OUTCOMES:

6 hrs./wk.

On successful completion of the course, the student will be able to:

CO1: find the biological basis of the psychological processes

CO2: relate the dynamics behind the processes of attention

CO3: examine the principles of perception

CO4: compare and contrast the theories of learning

CO5: evaluate the theories and processes of memory

UNIT I: BIOLOGICAL BASES OF BEHAVIOUR

18 hrs.

The mind–brain relationship: Dualism – Monism – Interactionism. Genetics and Evolution. Neurons: Structure of neuron – Types of neurons – Nerve Impulse Transmission: Action Potential – Resting Potential – All or None Law – Neurotransmitters and behavior – Organisation of the nervous system. Central Nervous System and Peripheral Nervous System: Somatic and Autonomic Nervous Systems – Sympathetic and Para Sympathetic Nervous Systems – Glandular control of behaviour – Neural impact on health. Neuroscience techniques: PET – CT – Functional MRI – ERP – other imaging techniques – Interrelation between brain and behaviour

UNIT II: ATTENTION**18 hrs.**

Attention – Nature and roles of attention – Types – Theories and current developments: Bottleneck and Capacity theories – Automatic and Controlled processing – Switching Attention – Biological basis of attention – Human Consciousness – States of consciousness – Natural States of consciousness: Waking states of consciousness: Self-awareness – Sleep and Dream – Fantasy Altered states of consciousness: Meditation – Hypnosis. Psychoactive Drugs and Consciousness – Neurobiology of consciousness

UNIT III: PERCEPTION**18 hrs.**

Modularity of Perception: Visual Perception (Form and pattern perception) – Tactile perception (Shape and Object perception) – Space Perception – Speech Perception – Auditory Perception – Multimodal Perception – Multisensory interaction and Integration: Synesthesia– Comparing the senses. Theories of Perception: Gestalt approach – Top Down vs. Bottom Processing – Pattern Recognition: Feature detection analysis – Template matching – Prototype matching – Brain and Perception: Dorsal and Ventral pathways – Disruptions of Perceptions: Illusions –Agnosia. Neurobiology of attention and perception

UNIT IV: LEARNING**18 hrs.**

Basic concepts in learning: Habituation – Contiguity theory (Guthrie) – Learning theory (Thorndike) – Classical Conditioning (Pavlov) – Operant Conditioning (Skinner) – Observational Learning (Albert Bandura) – Cognitive theory (Tolman) – Transfer of Learning – Neurobiology of learning

UNIT V: MEMORY**18 hrs.**

Sensory memory: Iconic and Echoic – Short Term Memory: Capacity and characteristics – Memory Codes – Recognition of items in STM – Working Memory – Long Term Memory: Encoding and Retrieval in Long Term memory – Autobiographical and eyewitness memories – Semantic Network and Models of Knowledge Representation – Episodic Memory – Procedural (Implicit and Explicit) – Models of memory for new information: General approach, Simple association models and SAM model – Forgetting: Reproduction and Reconstruction in memory – Theories of Forgetting – Disorders and disruptions of memory: Amnesia – Traumatic and False Memories Confabulation The Multimodal Approach– Improving Prospective Memory Metacognition: Meta-memory Tip of the Tongue phenomenon Meta-comprehension – Neurobiology of Memory

SELF STUDY:

Contemporary Research related to Attention, Perception, Learning and Memory

TEXT BOOK(S):

Edward. S.E. and Stephen. K. M. (2008). *Cognitive psychology: Mind and Brain*. New Delhi: Prentice Hall of India. Print.

Margaret. M. W. (2015). *Cognition*. USA: John Wiley & Sons. Print.

REFERENCE BOOK(S):

Baron R. A. (2011). *Psychology*. New Delhi: Prentice hall of India Pvt. Ltd. Print.

Carroll. D. W. (2007). *Psychology of Language*. Massachusetts: Brooks Cole. Print.

Galotti. K. M. (2008). *Cognitive Psychology in and out of the Laboratory*. New Delhi: Cengage Learning. Print.

Goldstein E. (2009). *Sensation and Perception*. New Delhi: Cengage Learning. Print.

Jay. T. (2003). *The Psychology of Language*. New Delhi: Prentice Hall India. Print.

Kathy Pazdek. (2006). *Applied Psychology*. New Jersey: Lawrence Erlbaum Associates Publishers. Print.

Morgan. T.C and King R.A. (2010). *Introduction to Psychology*. New Delhi: Tata McGraw Hill.

Solso. R. L. Maclin. H. O. Maclin. M. K. (2008). *Cognitive Psychology*. New Delhi: Pearson Education. Print.

Stenberg. R. J. (2012). *Cognitive Psychology*. New Delhi: Cengage Learning. Print.

WEBSITE(S):

<http://www.apa.org/pubs/index.aspx>

<http://journals.sagepub.com/home/dio>

<https://onlinelibrary.wiley.com/journal/>

PPY1501CM ADVANCED PSYCHOLOGICAL PROCESSES – I

Class

I M.SC., PSYCHOLOGY

Semester I

K1-Remember, K2-Understand, K3-Create

Cognitive Level

K1-Remember

Apply, K4-Analyze, K5- Evaluate, K6-

K2-Understand

MAPPING: COs consistency with

K4-Analyze

PSOs

K5- Evaluate

Course Code & Course Title:PPY1501CM ADVANCED

PSYCHOLOGICAL PROCESSES – I

CO/PSO	PSO				
	1	2	3	4	5
CO1	2	3	3	3	2
CO2	2	3	3	3	2
CO3	2	3	3	3	2
CO4	2	3	3	3	2
CO5	2	3	3	3	2

Strongly Correlated (3), Moderately Correlated (2), Weakly Correlated (1), No Correlation (0)

PPY1402CM SOCIAL PSYCHOLOGY

(THEORY)

COURSE OUTCOMES:

6 hrs./wk.

On successful completion of the course, the student will be able to:

CO1: define Social psychology and describe its scope

CO2: analyse Self in different social contexts

CO3: examine the nature of attitude and aggression

CO4: critique the emerging trends in social psychology

CO5: design and apply appropriate interventional strategies to address personal and social problems

COURSE CONTENT:

UNIT I: INTRODUCTION TO SOCIAL PSYCHOLOGY

18 hrs.

Applied Social Psychology: Definition – Historical Context – Social Influence on Behaviour: The power of the Situation – Levels of Analysis. Social Psychological Theory: The Scientific Process – Functions of Social Psychological Theories – Characteristics of Social Psychological Theories

UNIT II: THE SELF

18 hrs.

Self-Presentation: Managing the self in different social contexts – Self-Knowledge – knowing who we are– Thinking about the Self: Personal versus Social Identity – Self-Esteem: Attitude towards Ourselves – Social Comparison – Self as target of Prejudice–Applying Social Psychology to one’s own Life–Personal Relationship: Need to be close – The Selection process –The science of Closeness. Classroom: Cognitive Errors and student-teacher relations – Self-Perceptions and Academic Consequences. Positive well-being: Positive Social Psychology – Optimism– Broadening the perspective on positive well-being

UNIT III: EVALUATING AND RESPONDING TO THE SOCIAL WORLD

18 hrs.

Attitude – formation – influence – change. The role of persuasion – Cognitive dissonance theory – Measurement of attitudes –Stereotypes: nature and origin – Prejudice and discrimination: techniques for countering–Aggression: Nature – causes and control. Conformity and Compliance – symbolic social influence – obedience to authority

UNIT IV: EMERGING TRENDS IN SOCIAL PSYCHOLOGY

18 hrs.

Gender issues –impact of media: Social media– terrorism and violence – caste – class and communal discrimination – personal space and territoriality – ecological variables in social psychology

UNIT V: INTERVENTION AND APPLICATION

18 hrs.

Design of Interventions – evaluation of Interventions – Evidence – based interventions: identifying the problem – developing a solution – goal Setting and designing the intervention – implementing the intervention – application of Social Norm Theory – the social psychological roots of Social Anxiety – Self-Presentation Theory – Hopelessness Theory Approach to treating Depression – Sports Teams: Team Dynamics – Team Building– Media: impact of Media Violence– Organization and Community: diversity versus Prejudice and Stigmatization – bringing about social change – Leadership: theories – styles

TEXT BOOK(S):

Baron.R.A. and Byrne. D. (2006). *Social Psychology*. India: Dorling KinderseyPvt. Ltd. Print.

Myers. D. G. (2017). *Social Psychology*. New Delhi: McGraw- Hill Companies. Print.

Schneider. F.W. Gruman. J.A. and Coutts. L.M. (2011). *Applied Social Psychology: Understandingand addressing social and practical problems*. New Delhi: Sage Publications. Print.

REFERENCE BOOK(S):

Elliot. A., Timothy D. W. and Samuel R. S. (2017). *Social Psychology*. New Delhi: Pearson Education. Print.

Krutch, Crutchfield and Ballachy. (1963). *Individual in society*. New York: McGraw Hill, International Book Company. Print.

Mc David J.W. Herbert H. (1986). *Social Psychology: individuals. Groups & Societies*. New Delhi: CBS Publishers and distributors. Print.

Shelley E. Taylor. E. S., Sears O. D. and Peplau A. L. (2006). *Social Psychology*. New Delhi: Pearson Education. Print.

Singh A.K. (2015). *Social Psychology*. New Delhi: Prentice Hall India Learning Private Limited. Print.

Worchel. S. Cooper.J. and Goethals. G.R. (1991). *Understanding Social psychology*. California: Brooks\Cole Publishing Company. Print.

**K1-Remember, K2-Understand, K3-
Create**

PPY1402CM SOCIAL PSYCHOLOGY

Apply, K4-Analyze, K5- Evaluate, K6-

MAPPING: COs consistency with

Class

I M.SC., PSYCHOLOGY

Semester I

PSOs

Cognitive Level

K1-Remember

K4-Analyze

K-5- Evaluate

K6-Create

**Course Code & Course Title:PPY1402CM SOCIAL
PSYCHOLOGY**

CO/PSO	PSO				
	1	2	3	4	5
CO1	3	3	2	2	2
CO2	3	3	1	1	2
CO3	3	3	1	1	2
CO4	3	3	1	1	1
CO5	3	3	1	2	2

Strongly Correlated (3), Moderately Correlated (2), Weakly Correlated (1), No Correlation (0)

PPY1502CM PERSPECTIVES ON PERSONALITY

(THEORY)

COURSE OUTCOMES:

6 hrs. / wk.

On successful completion of the course the student will be able to:

CO1: summarize the nature of personality

CO2: evaluate the construct of personality from Psychoanalytic, Humanistic and Existential perspective

CO3: examine the role of behavioural and socio-cultural influences on the development of personality

CO4: critique the trait approach to personality

CO5: compare the influence of the cognitive, emotional and social aspects on personality

COURSE CONTENT:

UNIT I: INTRODUCTION TO PERSONALITY PSYCHOLOGY

18hrs.

- A. Introduction: Definition– Levels of personality analysis – human nature– individual differences– uniqueness– Theories of personality– contemporary research in personality
- B. Biological domain: Genetics and personality– Heritability– nature-nurture debate– Physiological approaches to personality: physiological measures– physiologically based theories– Evolutionary perspectives: Evolution and natural selection, Evolutionary Psychology, Sex Differences.

UNIT II: INTRA-PSYCHIC DOMAIN

18hrs.

- A. Psychoanalytic approaches to personality: Freud– structure and dynamics of personality
- B. Neo-analytic movements: Analytical Psychology Jung– Individual Psychology– Adler

Ego psychology– Erikson– Interpersonal theory– Sullivan– Neurotic Anxiety– Horney– Klein –Developmental Psychoanalysis– Anna Freud– Object relations – Harlow– Mahler–Winnicott– Psychoanalysis in the Indian context – Kakar
- C. Motives and personality: basic concepts– Big three motives– Need Press Analysis – Murray
- D. Humanistic – Existential traditions– Maslow– Rogers– Rollo May– Viktor Frankl

UNIT III: THE BEHAVIOURAL DOMAIN AND SOCIAL-CULTURAL AND ADJUSTMENT DOMAIN

18hrs.

- A. Behaviourist and learning aspects of personality– Pavlov– Skinner– Dollard and Miller– Bandura and Walters
- B. Sex-gender and personality– Culture and personality– Personality and social interaction
- C. The ecology of human behavior: Micro and Macro contexts– Indian Approaches
- D. Feminist approaches– Trans-personal approaches– Barry

UNIT IV: DISPOSITIONAL DOMAIN: TRAIT APPROACH**18hrs.**

- A. Trait-causal properties– descriptive summaries– identification of the most important traits– trait – type distinction– Allport
- B. Taxonomies of personality: Cattell 16 PF– Eysenck: Hierarchical model– Circumplex taxonomies
- C. The Five-Factor Model: theory– evidence and applications
- D. Personality dispositions over time– stability– coherence and change

UNIT V: THE COGNITIVE / EXPERIENTIAL DOMAIN**18hrs.**

- A. Personality revealed through perception: field dependence– pain tolerance
- B. Personality revealed through interpretations: The psychology of personal constructs– Kelley
- C. Emotion and Personality: Emotional states versus emotional traits– Content versus style of emotional life
- D. Approaches to Self– descriptive component of the self– evaluative component of the self– social component of the self– Social cognitive theory and the person

TEXT BOOK(S):

Larsen. R.J. Buss. And D.M. Deuskar. MU. (2014). *Personality psychology Domains of knowledge about human nature*. NewDelhi: McGraw hill education India. Print.

REFERENCE BOOK(S):

Mc Adams. D. P. (2002). *The person an integrated introduction to personality psychology*. NY. USA: John Wiley and Sons Inc. Print.

Hall. C.S. Lindzey and G. Campbell. J. B. (2016). *Theories of Personality*. New Delhi: Wiley India Pvt Ltd. Print.

Fragar. R.C. and Fadiman. J. (2007). *Personality and Personal Growth*. Delhi: Pearson Education. Print.

Bischoff.L J. (1970). *Interpreting Personality. Theories*.Harper&Rowny. Print.

Hjelle.L.A. and Zeigler.D.J. (1991). *Personality Theories: Basic Assumptions, Research & Applications*. Mcgraw-Hill International Book Co. Print.

Kakar.S. (2011). *The Inner World: A Psycho-analytic Study of Childhood and Society in India*. New Delhi: Oxford university press. Print

K1-Remember, K2-Understand, K3-Create

PPY1502CM PERSPECTIVES ON PERSONALITY

Apply, K4-Analyze, K5- Evaluate, K6-

MAPPING: COs consistency with

Class

I M.SC., PSYCHOLOGY

Semester I

PSOs

Cognitive Level

K2-Understand

K4-Analyze

K-5- Evaluate

Course Code & Course Title:PPY1502CM PERSPECTIVES

ON PERSONALITY

CO/PSO	PSO				
	1	2	3	4	5
CO1	2	2	1	1	2
CO2	1	1	1	1	2
CO3	1	1	1	1	2
CO4	1	1	1	1	2
CO5	1	1	2	2	2

Strongly Correlated (3), Moderately Correlated (2), Weakly Correlated (1), No Correlation (0)

PPY1402CP EXPERIMENTAL PSYCHOLOGY – I

(LAB)

LEARNING OUTCOME:

4 hrs./wk.

On successful completion of the course, the student will be able to

- acquire knowledge regarding the measurement of psychological processes
- develop strategies for the interpretation of empirically measured data
- formulate conclusions based on empirically measured data

COURSE CONTENT:

60 hrs.

EXECUTIVE FUNCTIONING (minimum of 8 experiments should be completed)

1. Delis- Kaplan Executive Function System (Each sub test is considered as independent experiments)
2. Tower of London (Problem Solving)
3. Tower of Hanoi (Problem Solving)
4. Hanfmann Kasanin Concept Formation Test (Concept Formation)
5. Leon Mann Decision making test (Decision Making)

EMOTIONS AND MOTIVATION (minimum of 1 experiment should be completed)

6. Emotions and expressions – Gilliam
7. Overeating Questionnaire
8. Child Apperception Test

CREATIVITY (minimum of 1 experiment should be completed)

9. Torrence Creativity Test
10. Passi Creativity Test

LANGUAGE (minimum of 1 experiment should be completed)

11. Communication Checklist –Adult (CC-A)
12. Woodcock Reading Mastery Test
13. Lexical Decision Making test (online)

- **Any 12 experiments to be completed according to the minimum requirement in each category.**
- **List of experiments to be updated with relevant assessments on an yearly basis**

REFERENCE BOOK(S):

Carroll. D. W. (2007). *Psychology of language*. Massachusetts: Brooks Cole. Print.

Galotti. K. M. (2008). *Cognitive psychology in and out of the laboratory* New Delhi: CengageLearning. Print.

Lawrence, Postman, J.P. and Egan. (1967). *Experimental Psychology*. Ludhiana: KalyanPublishers. Print.

Margaret. M.W. (2015). *Cognition*. USA: John Wiley & Sons. Print.

Smith. E. E. and Stephen K. M. (2008). *Cognitive psychology: Mind and brain*. New Delhi: Prentice Hall of India. Print.

Woodworth.R.S., and Scholsberg H. (2008). *Experimental Psychology*. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd. Print.

PPY2401CM ADVANCED PSYCHOLOGICAL PROCESSES – II

(THEORY)

COURSE OUTCOMES:

5 hrs. / wk.

On successful completion of the course the student will be able to:

CO1: discuss the multiple approaches of Human Intelligence

CO2: describe the multiple perspectives of Motivation and Emotion

CO3: analyze Higher Cognitive Functioning

CO4: evaluate the processing of information at Meta-cognitive levels

CO5: appraise the interconnectedness of Language and Cognition

UNIT I: INTELLIGENCE

15 hrs.

Introduction –definitions – determinants of intelligence – nature versus nurture– theories of intelligence – Factor theories – Spearman – Thurstone – Thorndike – Guilford – Cattell – Gardner–Process theories – Sternberg – Vernon– measurement of Intelligence – extremes of Intelligence – Mental retardation and Giftedness–neurobiology of intelligence.

UNIT II: MOTIVATION AND EMOTION

15 hrs.

Theories of motivation – Hull's theory – Arousal theory – Expectancy theory – Self-determination theory – Self-actualization theory – Alderfer's ERG theory – Equity theory – primary drives and secondary drives – nature of human emotion – basic emotional experiences – Theories of emotion – James-Lange – Cannon-Bard – Schachter-Singer – Emotional intelligence – culture and emotions – neurobiology of motivation and emotion.

UNIT III: THINKING, PROBLEM SOLVING AND CREATIVITY

15 hrs.

Concepts and categorization – function of concepts – structure of natural object categories – Association and Hypothesis testing – use of categories in reasoning – Problem solving – types of problem – understanding the problem – strategies of Problem Solving – sub-goals – analogues – Problem.

Solving Approaches – Gestalt – Newell and Simon's theory – factors that influence problem solving – Impediments to problem solving – Creativity – creative process – Creativity and functional fixedness – Investment theory of creativity – Judging creativity.

UNIT IV: REASONING, DECISION MAKING AND META-COGNITION

15 hrs.

Reasoning – Types of reasoning – Deductive – Inductive – everyday reasoning – Syllogistic reasoning – Conditional Reasoning – Approaches to the study of reasoning – Componential – Rules – heuristics – mental models approaches – patterns of Reasoning performance – Decision making – Compensatory and non-compensatory models – Types of decisions – decisions in risk – under certainty and uncertainty – Basic concepts – estimating probabilities – combining probabilities and values – risk dimensions – Models in decision making – Utility models – Expected utility – Multi-attribute utility – Dual processing – Cognitive illusions in decision making – Availability – Representativeness – Framing effects – Illusory correlations – Hind-sight effects – overconfidence – Artificial intelligence – Robotics – models on information processing – Consciousness.

UNIT V: LANGUAGE COMPREHENSION AND PRODUCTION

15 hrs.

Defining language – origins of language – meaning – structure and use – perspectives of language – Modularity hypothesis – Whorfian hypothesis – Neuropsychological perspectives – Psycholinguistics – factors affecting Comprehension – Reading processes and Discourse processes – Writing – Cognitive model – planning the writing assignment – sentence generation – revision – Embodied Cognition – Bilingualism – Code switching – advantages and disadvantages of Bilingualism – Brain and language – Neuro-linguistic programming.

TEXTBOOK(S):

Margaret. M.W. (2015). *Cognition*. USA: John Wiley & Sons. Print.

Smith. E. E. and Stephen K. M. (2008). *Cognitive psychology: Mind and brain*, New Delhi: Prentice Hall of India. Print.

REFERENCE BOOK(S):

Baron R. A. (2011). *Psychology*. New Delhi: Prentice hall of India Pvt. Ltd. Print.

Carroll. D. W. (2007). *Psychology of language*. Massachusetts: Brooks Cole. Print.

Galotti. K. M. (2008). *Cognitive psychology in and out of the laboratory* New Delhi: Cengage Learning. Print.

Goldstein. E. (2009). *Sensation and Perception*. New Delhi: Cengage Learning. Print.

Jay. T. (2003). *The psychology of language*. New Delhi: Prentice Hall India. Print.

Kathy Pazdek. (2006). *Applied psychology*. New Jersey: Lawrence Erlbaum Associates Publishers. Print.

Morgan.T.C. and King R.A. (2010). *Introduction to Psychology*. New Delhi: Tata McGraw Hill. Print. Solso. R. L., Maclin. H. O. and Maclin. M. K. (2008). *Cognitive psychology* New Delhi: Pearson Education. Print.

Stenberg. R. J. (2012). *Cognitive psychology* New Delhi: Cengage Learning. Print.

WEBSITE(S):

<http://www.apa.org/pubs/index.aspx>

<http://journals.sagepub.com/home/dio>

<https://onlinelibrary.wiley.com/journal/>

PPY2401CM ADVANCED PSYCHOLOGICAL PROCESSES – II	
Class: I M.SC., PSYCHOLOGY	Semester: II
Cognitive Level	K2-Understand
	K4-Analyze
	K5- Evaluate

MAPPING: COs consistency with PSOs

PPY2401CM ADVANCED PSYCHOLOGICAL PROCESSES – II					
CO/PSO	PSO				
	1	2	3	4	5
CO1	3	3	3	3	2
CO2	3	3	3	3	2
CO3	3	3	3	3	2
CO4	3	3	3	3	2
CO5	3	3	3	3	2

Strongly Correlated (3), Moderately Correlated (2), Weakly Correlated (1), No Correlation (0)

**PPY2402CM STATISTICS FOR BEHAVIOURAL RESEARCH
(THEORY)**

COURSE OUTCOMES:

5 hrs./wk.

On successful completion of the course, the student will be able to

CO1: describe the basic concepts of Statistics

CO2: interpret the Univariate measures relevant for behavioural research

CO3: apply the Bivariate measures in the context of behavioural research

CO4: evaluate the relevance of Qualitative measures in behavioural research

CO5: test hypotheses using parametric and non parametric statistical tests

COURSE CONTENT:

UNIT I: BASICS OF STATISTICS

15hrs.

Types of statistics – descriptive and inferential – importance of statistics – mistrust of statistics – levels of measurement – types of variables – Independent and dependent – Discrete and continuous variables – frequency distribution – primary data – methods of collection – secondary data – sources and caution – sampling – distinction between universe and sample – methods of sampling – sampling error.

UNIT II: UNIVARIATE MEASURES

15 hrs.

Measures of central tendency – Mean – Median – Quartiles – Mode – Dispersion – Range – Quartile deviation – Standard deviation – co-efficient of variation – Normal curve – characteristics and properties – application – Skewness – Kurtosis – Time-series – meaning – components – Trend analysis.

UNIT III: BIVARIATE MEASURES

15hrs.

Correlation: Karl Pearson – bivariate analysis – Spearman's rank correlation – Regression – lines – equation – co-efficient.

UNIT IV: QUALITATIVE MEASURES

15hrs.

Association of attributes – Correlation and Association – concepts – consistency of data – methods of association – comparison of observed and expected frequencies – proportion – Yule's coefficient of association – coefficient of colligation – coefficient of contingency.

UNIT V: HYPOTHESIS TESTING AND ANALYSIS OF VARIANCE

15hrs.

Introduction – procedure – type I and type II errors – one-tail and two-tail test – significant vs important – interpreting non-significant results – Parametric test – Z-test – t-test – F-test – Non-parametric test – chi-square – Mann-Whitney U test – Kruskal Wallis H test – Friedman test – Wilcoxon Signed rank test – Analysis of variance (ANOVA): one way – two way – Multivariate analysis of variance (MANOVA) – Analysis of covariance (ANCOVA).

***Analysis of data should be done using IBM SPSS**

TEXT BOOK(S):

Pagano. R. R. (2012). *Understanding Statistics in the Behavioral Sciences*. (5thed.). California: Wadsworth Publishing. Print.

Mangal. S. K. (2017). *Statistics in Psychology and Education*. (2nded.). New Delhi: PHI Learning Private Limited. Print.

REFERENCE BOOK(S):

Howell. D.C. (2011). *Statistical Methods for Psychology*. California: Wadsworth Publishing Co. Inc. Print.

Lewis-Bec. M. S. (1994). *International Handbook of Quantitative Applications of Social Sciences*. London: Sage Topan. Print.

Pillai. R.S.N and Bagavathi. (2010). *Statistics Theory and Practice*. New Delhi: S. Chand. Print. Rajathi. A and Chandran P. (2010). *SPSS for you*. Chennai: MJP Publishers. Print.

Siegal. S. (2002). *Non-parametric Statistics for the Behavioural Sciences*. New Delhi: Tata McGraw Hill. Print.

PPY2402CM STATISTICS FOR BEHAVIOURAL RESEARCH	
Class: I M.SC., PSYCHOLOGY	Semester: II
Cognitive Level	K2-Understand
	K3-Apply
	K5- Evaluate
	K6 - Create

MAPPING: COs consistency with PSOs

PPY2402CM STATISTICS FOR BEHAVIOURAL RESEARCH					
CO/PSO	PSO				
	1	2	3	4	5
CO1	1	1	3	3	3
CO2	1	1	3	2	2
CO3	1	1	3	3	3
CO4	2	2	3	3	3
CO5	1	1	3	3	3

Strongly Correlated (3), Moderately Correlated (2), Weakly Correlated (1), No Correlation (0)

PPY2403CM PSYCHOPATHOLOGY

(THEORY)

5 hrs./wk.

COURSE OUTCOMES:

On successful completion of the course, the student will be able to:

CO1: infer the basic concepts of abnormal behaviour

CO2: evaluate the symptoms and causes of Stress, Anxiety and Mood disorders

CO3: evaluate the symptoms and causes of Somatoform, Dissociative and Eating disorders

CO4: evaluate the symptoms and causes of Personality disorders, addiction disorders and Sexual dysfunctions

CO5: evaluate the symptoms and causes of Schizophrenia, Cognitive disorders and Childhood disorders

COURSE CONTENT:

UNITI: INTRODUCTION TO PSYCHOPATHOLOGY 15hrs.

Abnormality – Classification of Mental Disorders – Diagnostic and Statistical Manual of Mental disorders (DSM) – DSM IV-TR and DSM V – Clinical Assessment of Abnormal Behaviour – International Classification of Diseases (ICD) ICD-10 – Mental Status Examination.

UNIT II: STRESS, ANXIETY AND MOOD DISORDERS

15 hrs.

- a) Trauma and stressor-Related disorders – Reactive attachment disorder –Disinhibited social engagement disorder –Acute stress disorder –Adjustment disorders – Posttraumatic stress disorder (PTSD) – nature – causal factors
- b) Anxiety disorders – Separation Anxiety disorder – Selective mutism – Specific phobia– Social anxiety disorder –Social phobia – Panic disorder – Agoraphobia – Generalized Anxiety Disorder (GAD) – nature – causal factors
- c) Obsessive-compulsive and related disorders – sub-types – nature – causal factors
- d) Bipolar and related disorders and depressive disorders and suicide: sub-types – nature – causal factors

UNIT III: SOMATOFORM, DISSOCIATIVE AND EATING DISORDERS

15 hrs.

- a) Somatic symptom and related disorders – Somatic Symptom Disorder – Illness Anxiety Disorder –Conversion disorder –Functional neurological symptom disorder – Factitious disorder – nature – causal factors
- b) Dissociative disorders – Dissociative amnesia – Dissociative Identity Disorder (DID) –Depersonalization –Derealization disorder – nature – causal factors
- c) Feeding and eating disorders – Pica – Rumination disorder – Avoidant –Restrictive food intake disorder – Anorexia nervosa –Bulimia nervosa – Binge-eating disorder – risk and causal factors

UNIT IV: PERSONALITY, ADDICTION DISORDERS AND SEXUAL VARIANTS

15 hrs.

- a) Personality Disorders – Types – Cluster A –Paranoid – Schizoid – Schizotypal personality disorders– Cluster B –Histrionic – Narcissistic– Antisocial – Borderline personality disorders– Cluster C –Avoidant –dependent– obsessive-compulsive personality disorders– clinical features– causal factors
- b) Substance-related and addictive disorders – Substance-induced disorders – Alcohol related disorders – nature – causal factors
- c) Sexual dysfunctions – Gender Dysphoria and Paraphilic Disorders: sub-types –nature –causal factors

UNIT V: SCHIZOPHRENIA, COGNITIVE DISORDERS AND DISORDERS OF CHILDHOOD AND ADOLESCENCE

15 hrs.

- a) Schizophrenia spectrum and other psychotic disorders: perspectives on Schizophrenia – clinical description –symptoms and sub-types – causes – diagnosis
- b) Neurodevelopmental disorders – Intellectual disabilities – Communication disorders – Autism Spectrum Disorder – Attention-Deficit/Hyperactivity Disorder (ADHD) – Specific Learning Disorder – Motor disorders - nature – causal factors
- c) Neurocognitive disorders– sub-types – causes – diagnosis
- d) Disruptive – Impulsive-control – Conduct disorders: Oppositional defiant disorder – Intermittent explosive disorder - Conduct disorder – Pyromania - Kleptomania – nature – causal factors

TEXTBOOK(S):

Carson. R. C., Mineka. S. & Butcher, I N. (2015).*Abnormal Psychology and Modern Life*. New York: Prentice Hall. Print.

Diagnostic and Statistical Manual for Mental Disorders (DSM-5). (5thed.). The Division of Publications and Marketing. Washington DC. American Psychiatrist Association. Print.

ICD-10. (2007). The ICD-10 Classification of Mental and Behavioral Disorders: Clinical Descriptions and Diagnostic Guidelines, Geneva, World Health Organization, AITBS Publishers in India. Print.

REFERENCE BOOK(S):

Sarason.Irwin G. and Barbara R. Sarason. (2009). *Abnormal psychology: the problem of maladaptive behavior*. New Delhi: Prentice hall. Print.

Alloy L. B. Riskind J.H. and Mandos M.J. (2006). *Abnormal Psychology: Current Perspectives*. (9thed.). New Delhi: Tata McGraw-Hill Pub. Com. Ltd. Print.

Comer. R. J. (1999). *Abnormal Psychology*. New Jersey: W. H. Freeman Co. Print.

Davison. G. C. and Neale. J. M. (1998). *Abnormal Psychology*, (7thed.). New York: John Wiley & Sons. Print.

PPY2403CM PSYCHOPATHOLOGY	
Class: I M.SC., PSYCHOLOGY	Semester: II

Cognitive Level	K2-Understand
	K5- Evaluate

MAPPING: COs consistency with PSOs

PPY2403CM PSYCHOPATHOLOGY					
CO/PSO	PSO				
	1	2	3	4	5
CO1	3	3	1	1	1
CO2	3	3	1	1	0
CO3	3	3	1	1	0
CO4	3	3	1	1	0
CO5	3	3	1	1	0

Strongly Correlated (3), Moderately Correlated (2), Weakly Correlated (1), No Correlation (0)

PPY2402CP EXPERIMENTAL PSYCHOLOGY – II

(LAB)

5 hrs./wk.

COURSE OUTCOMES:

On successful completion of the course, the student will be able to:

CO1: develop skills in assessing visual motor abilities

CO2: develop skills in assessing Attention

CO3: develop skills in assessing Perception

CO4: develop skills in assessing Learning

CO5: develop skills in assessing Memory

COURSE CONTENT:

75 hrs.

VISUAL-MOTOR

1. Bender Visual-Motor Gestalt Test- Brannigan & Decker
2. Benton Facial Recognition Test
3. Benton Visual Retention Test

ATTENTION

4. Test of Everyday Attention
5. Division of Attention
6. Span of Attention

PERCEPTION

7. Test of Visual-Perceptual Skills (III edition) Martin
8. Shape constancy
9. Stroop colour and Word Test-Golden and Freshwater

10. Depth perception

LEARNING

11. Maze for studying the effect of punishment

12. Mirror Drawing

13. Measuring Judgment or reaction time with Chronoscope

MEMORY

14. Memory Drum

15. Automated *Working Memory Assessment* (AWMA)

16. Recognition Memory Test – Warrington

- The student will be required to do any 12 experiments with a minimum of two experiments from each category.
- List of experiments to be updated with relevant assessments on a yearly basis

REFERENCE BOOK(S):

Carroll. D. W. (2007). *Psychology of language*. Massachusetts: Brooks Cole. Print.

Galotti. K. M. (2008). *Cognitive psychology in and out of the laboratory* New Delhi: Cengage Learning. Print.

Lawrence, Postman, J.P. and Egan. (1967). *Experimental Psychology*. Ludhiana: Kalyan Publishers. Print.

Margaret. M.W. (2015). *Cognition*. USA: John Wiley & Sons. Print.

Smith. E. E. and Stephen K. M. (2008). *Cognitive psychology: Mind and brain*. New Delhi: Prentice Hall of India. Print.

Woodworth. R.S., and Scholsberg H. (2008). *Experimental Psychology*. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd. Print.

Class: I M.SC., PSYCHOLOGY		Semester: I
Cognitive Level	K6 - Create	

MAPPING: COs consistency with PSOs

PPY2402CP EXPERIMENTAL PSYCHOLOGY – II					
CO/PSO	PSO				
	1	2	3	4	5
CO1	3	3	3	3	2
CO2	3	3	3	3	2
CO3	3	3	3	3	2
CO4	3	3	3	3	2
CO5	3	3	3	3	2

Strongly Correlated (3), Moderately Correlated (2), Weakly Correlated (1), No Correlation (0)

PPY2402MO POSITIVE PSYCHOLOGY

(THEORY)

COURSE OUTCOMES:

5 hrs./wk.

On successful completion of the course, the student will be able to:

CO1: describe Positive Psychology and evaluate its relevance in day to day life

CO2: identify the role of Positive emotions in wellbeing

CO3: discuss Positive cognitive states and processes in life

CO4: evaluate the influence of positive behaviour within oneself and others

CO5: summarize the importance of positive environment in well-being

COURSE CONTENT:

UNIT I: INTRODUCTION TO POSITIVE PSYCHOLOGY

15 hrs.

Positive psychology – western perspectives: hope – eastern perspectives – Confucianism – Taoism – Buddhism – Hinduism – goals – assumptions – definitions – classification and measures of human strength and positive outcomes – Positive psychology in context – developing strengths and living well in a cultural context – living well at every stage of life – difference between positive psychology and other fields.

UNIT II: POSITIVE EMOTIONAL STATES AND PROCESSES

15 hrs.

Positive emotions – positive emotions and health resources – positive emotions and well-being – cultivating positive emotions – principles of pleasure – understanding positive affect – happiness and well-being – two traditions – subjective well-being – the hedonic basis of happiness – self-realization–the Eudaimonic basis of happiness – comparing hedonic and Eudaimonic views of happiness – happiness across the life span – gender and happiness – marriage and happiness – making the most of emotional experiences – emotion-focused coping – emotional intelligence – socio-emotional selectivity – emotional storytelling.

UNIT III: POSITIVE COGNITIVE STATES AND PROCESSES

15 hrs.

Seeing our future through self-efficacy – childhood antecedents – optimism and hope – wisdom and courage: two universal virtues – mindfulness– flow and spirituality – in search of optimal experiences – positive beliefs – interconnections of the good and the bad – contours of a positive life – meaning and means.

UNIT IV: UNDERSTANDING AND CHANGING HUMAN BEHAVIOR

15 hrs.

Self-regulation and self-control – value of self-control – personal goals and self-regulation – goals that create self-regulation problems – everyday explanations for self-control failure – goal disengagement resilience – resilience – sources of resilience – growth through trauma.

Prosocial behavior – empathy and egotism – portals to altruism – gratitude and forgiveness – attachment – love and flourishing relationships – balanced conceptualizations of mental health and behavior – interceding to prevent bad and enhance the good.

UNIT V: POSITIVE ENVIRONMENTS

15 hrs.

Positive schooling – good work – psychology of gainful employment – Me/We – balance individualism Psychology of me – collectivism psychology of we – Psychology of us – building better communities – a positive look at the future of psychology tackling the fundamental dilemma: the good versus bad – spirituality and positive psychology – building a universal positive psychology.

TEXTBOOK(S):

Baumgardner, S. R. and Crothers, M. K. (2009). *Positive psychology*, New Jersey: Prentice Hall/Pearson Education. Print.

Snyder, R. S., (2007). *Positive Psychology: The Scientific & Practical exploration of human strengths*, New Delhi: Sage Publications. Print.

REFERENCE BOOK(S):

Csikszentmihalyi, M., (1990). *Flow: The Psychology of Optimal Experience*, New York: Harper & Row. Print.

Seligman M., (2002). *Authentic Happiness: Using the New Positive Psychology to Realise your Potential for Lasting Fulfilment*, New York: Atria. Print.

Duckworth, A., *Grit: The Power of Passion and Perseverance*, Print.

PPY2402MO POSITIVE PSYCHOLOGY	
Class: I M.SC., PSYCHOLOGY	Semester: II
Cognitive Level	K1-Remember
	K2-Understand
	K5- Evaluate

MAPPING: COs consistency with PSOs

PPY2402MO POSITIVE PSYCHOLOGY					
CO/PSO	PSO				
	1	2	3	4	5
CO1	2	3	2	2	2
CO2	2	3	2	2	2
CO3	2	3	2	2	2
CO4	2	3	2	2	2
CO5	2	3	2	2	2

Strongly Correlated (3), Moderately Correlated (2), Weakly Correlated (1), No Correlation (0)

PPY2201EI INTERPERSONAL DYNAMICS

(THEORY)

4 hrs./wk.

COURSE OUTCOMES:

On successful completion of the course, the student will be able to:

CO1: describe the basic concepts of Interpersonal Perception

CO2: discuss the theories of Interpersonal Attraction

CO3: discuss the social factors of Interpersonal dynamics

CO4: assess the factors that influence Interpersonal conflicts

CO5: evaluate Altruism in Interpersonal relationships

COURSE CONTENT:

UNIT I: INTERPERSONAL PERCEPTION

12 hrs.

Interpersonal perception – factors influencing accuracy of interpersonal perceptions – Halo effect – frame of reference – Stereotypes – Prejudices – Forming and changing impressions – Role of non-verbal cues – theories of attribution – bias in attribution – role of central traits – role of appearance – self perception – Self esteem – locus of control.

UNIT II: INTERPERSONAL ATTRACTION

12 hrs.

Attraction and love – meaning – theoretical models – Reward model – Balance Model – Heider–Newcomb – Sternberg’s triangular model – Proximity – Physical attractiveness – similarity and complementarity – Sociometry – Reciprocation of liking – communicating liking – sociogram – impact of social media on attraction and relationships.

UNIT III: INTERPERSONAL INFLUENCE

12 hrs.

Social facilitation – social inhibition – influence of social roles – Gender roles – culture and gender – Conformity – studies of Asch – Sherif and Milgram – factors influencing conformity – situational and personal factors – psychological processes involved in conformity – social manipulation techniques.

UNIT IV: INTERPERSONAL CONFLICTS

12 hrs.

Conflict – nature – types – intrapersonal and interpersonal – factors influencing conflict – reduction of conflict – Conflict resolution – Transactional analysis – Peacemaking.

UNIT V: INTERPERSONAL HELPING

12 hrs.

Altruism – Meaning – theoretical models – Social exchange – Empathetic – Joy model – social norms – Sociobiology – personal influences – situational influences – increasing interpersonal helping.

TEXTBOOK(S):

Myers. D.G. (1999). *Social Psychology*, New Delhi: McGraw- Hill Companies. Baron. R.A. & Byrne. D. (2006). *Social Psychology*. India: Dorling Kindersey Pvt. Ltd. Print.

REFERENCE BOOK(S):

Worchel. S. Cooper. J. Goethals. GR., (1991). *Understanding Social psychology*, Books\Cole Publishing Company. Print.

Krutch. Crutchfield & Ballachy, (1963). *Individual in society*, New York: International Book Company: McGraw Hill. Print.

Mc. David J.W. Herbert. H., (1986). *Social Psychology: individuals, Groups & Societies*, CBS Publishers and distributors. Print.

PPY2201EI INTERPERSONAL DYNAMICS	
Class: I M.SC., PSYCHOLOGY	Semester: II
Cognitive Level	K2-Understand
	K5- Evaluate

MAPPING: COs consistency with PSOs

PPY2201EI INTERPERSONAL DYNAMICS					
CO/PSO	PSO				
	1	2	3	4	5
CO1	3	1	0	0	1
CO2	3	1	0	0	1
CO3	3	1	0	0	1
CO4	3	1	0	0	1

CO5	3	1	0	0	1
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Strongly Correlated (3), Moderately Correlated (2), Weakly Correlated (1), No Correlation (0)

PPY3302CMFUNDAMENTALSOFRESEARCH

(THEORY)

COURSE OUTCOMES:

4hrs./wk.

On successful completion of the course, the student will be able to: CO1: describe the types and processes of research

CO2: formulate research problems and hypotheses CO3: appraise various research designs

CO4: evaluate various research methods

CO5: develop research proposals and write research report

COURSE CONTENT:

UNIT I: BASICS OF RESEARCH

12hrs.

Research: definitions – types: basic and applied – quantitative and qualitative – historical research – research process – limitations – ethical issues

UNIT II: RESEARCH PROBLEM AND HYPOTHESIS

12hrs.

Research problem – source selection criteria – formulation – operational definition of variables – reviewing of literature – Hypothesis: types – characteristics of a good hypothesis

UNIT III: RESEARCH DESIGNS

12hrs.

Nature – function – components – types: True Experimental (Between group – within groups – factorial) – Quasi-experimental Designs (Designs with control group – designs without control group – designs to measure developmental changes) – Non-experimental (Observational – survey – correlational) – other Research Designs: Interventions designs and Designs indicating the effects of time (Cross sectional research designs – Longitudinal research designs)

UNIT IV: METHODS

12hrs.

Descriptive methods: observation – types: with intervention and without intervention – recording – problems – observer bias – survey: characteristics – use – methods: mail – personal – telephonic and internet surveys

– questionnaire – schedule – interview method – case study – focus group discussion – ethnography – content analysis – experimental methods: characteristics – variables (Independent variable – dependent variable – extraneous variable) – group design (one group – two groups) psychological testing – history of psychological testing – meaning – principles of Psychological Assessment – steps in test construction – standardization – reliability and validity –

normsandinterpretation–typesoftest–scalingtechniques

UNITV:REPORTWRITING

12hrs.

Need for a report –component –organizing information and Presentation of data: tables –diagrams andgraphs–Infographics.ReportwritinginAPAformat–referencesinAPAformat

TEXTBOOK(S):

Goodwin C.J., (2003). *Research in Psychology*, USA: John Wiley & Sons Inc. Print.

Kothari C.R. & Gaurav G., (2018). *Research Methodology: Methods and Techniques*, New Delhi: New Age International Publishers. Print.

McBurney D.H. & White T.L., (2007). *Research Methods*, New Delhi: Akash Press. Print.

REFERENCEBOOK(S):

Seltiz C. & Jahoda Metal, (1976). *Research Methods in Social Relations*, New York: Holt, Rhinehart and Winston. Print.

Kerlinger F.N., (1999). *Foundations of Behavioural Research*, New Delhi: S. Chand. Print.

McBurney D.H., (2001). *How to Think Like a Psychologist: Critical Thinking in Psychology*, New Jersey: Prentice Hall. Print.

Saslow A.C., (1982). *Basic Research Methods*, Massachusetts: Addison Wesley Publishing Company. Print.

William M.K., (2006). *Research Methods*, New Delhi: WILEY dreamtech India Pvt. Ltd. Print.

WEBLINK(S):

Kothari C.R. & Gaurav G., (2018). *Research Methodology: Methods and Techniques*, New Delhi: New Age International Publishers.

Retrieved from: <http://www.modares.ac.ir/uploads/Agr.Oth.Lib.17.pdf> CC by license.

PPY3302CM FUNDAMENTALS OF RESEARCH	
Class: IIM.SC., PSYCHOLOGY	Semester: III
Cognitive Level	K2-Understand
	K5-Evaluate
	K6-Create

MAPPING: COs consistency with PSOs

PPY3302CM FUNDAMENTALS OF RESEARCH					
CO/PSO	PSO				
CO	1	2	3	4	5
CO1	3	3	2	3	3
CO2	2	2	3	3	3
CO3	2	2	3	3	3
CO4	2	2	3	3	3
CO5	3	3	3	3	3

Strongly Correlated(3), Moderately Correlated(2), Weakly Correlated(1)

**PPY3408CM COUNSELING AND PSYCHOTHERAPY-I
(THEORY)**

COURSE OUTCOMES:**5hrs./wk.**

On successful completion of the course, the student will be able to:

CO1: discuss the foundational features of counselling and psychotherapy CO2: analyse Freudian Therapy

CO3: examine the therapeutic frameworks of Jung, Melanie Klein and Heinz Kohut CO4: compare Adlerian Therapy with Indian approaches to Psychotherapy

CO5: compare Humanistic, Existential and Gestalt therapies

COURSE CONTENT:**UNIT I: INTRODUCTION TO COUNSELING & PSYCHOTHERAPY****15hrs.**

Counselor as a therapeutic person – personal therapy for the counselor – counselor values and therapeutic process – multicultural counselor – issues faced by the beginning counselor – ethical issues in counseling practice – psychotherapy – definition – therapeutic alliance – empirically supported treatments – therapeutic formulations – brief introduction to various approaches: overview of background focused treatments systems – emotion focused treatments systems – thought focused treatments systems – action focused treatments systems

UNIT II: TREATMENT SYSTEM EMPHASIZING BACKGROUND**15hrs.**

Psychoanalytic therapy – goals of psychoanalysis – therapeutic process – application: therapeutic techniques and procedures: hypnosis – transference and countertransference – free association

– abreaction – interpretation and analysis – contemporary trends – psychoanalytic theory from a multicultural perspective – contributions of psychoanalytic and modern psychoanalytic approach – applications – evaluations

UNIT III: ANALYTICAL THERAPY**15hrs.**

Analytical psychology: therapeutic techniques: dialectical method – active imagination – dream analysis

– use of creative techniques – amplification – transference and countertransference – interpretation

– therapeutic process – efficiency of analytical psychology – object relations theory – self psychology – relational psychoanalysis

UNIT IV: INDIVIDUAL PSYCHOLOGY

15hrs.

Individual psychology: therapeutic techniques for adults and children – therapeutic process – application – evaluation – brief psychodynamic therapy: development – theoretical concepts – treatment – specific models of BPT – application – evaluation – Indian approaches to psychotherapy: role of meditation – yoga – sadhana

UNIT V: HUMANISTIC, EXISTENTIAL AND GESTALT THERAPIES

15hrs.

Person centered therapy: Carl Rogers – nondirective counseling – necessary and sufficient conditions – therapeutic techniques: congruence or genuineness – unconditional positive regard – empathy. therapeutic process – application – current use – evaluation – existential therapy: therapeutic techniques: dialectic method – educating the client about existential therapy – developing an authentic relationship – phenomenological perspective – acceptance – confrontation – encouragement – paradoxical intention – dereflection – therapeutic process – application – evaluation – Gestalt therapy: Fritz Perls – therapeutic techniques: commonly used and specialized – therapeutic process – efficacy of gestalt therapy – Transactional Analysis – treatment using ta – application – evaluation – reality therapy: William Glasser – view on human nature – key concepts – therapeutic techniques: environmental elements – therapeutic process – application – evaluation

TEXTBOOK(S):

Corey, G., (2013). *Theory & Practice of Counseling and Psychotherapy*, New Delhi: CENAGE Learning. Print.

Neukrug E., (2012). *Counseling Theory & Practice*. New Delhi: CENAGE Learning. Print.

Seligman, L. W., & Reichenberg L. W., (2011). *Theories of counseling and psychotherapy*. New Delhi: Pearson Education Inc. Print.

REFERENCE BOOK(S):

Antony D. J., (2003). *Psychotherapies in counseling*, Dindhugal Anugraha publications. Print.

Kakar S. (Ed.), (2005). *Freud Along the Ganges Psychoanalytic Reflections on the People and Culture of India*, New York: Other Press. Print.

Carson, R. C., & Butcher, J. N., (2009). *Abnormal Psychology* (13th ed.), New Delhi: Pearson Education Incorporation. Print.

Gelso, C. J., & Fretz B. R., (1995). *Counseling Psychology*, Bangalore: Prism

Books. Print. Soundararajan, R., (2012). *Counseling Theory, Skills and Practice*, New Delhi: Tata-McGraw Hill. Print.

Alexander F. & French T. M., (1980). *Psychoanalytic Therapy Principles and Application*, London: Institute of Psychoanalysis and Hogarth Press. Print.

Kakar S., (1996). *Culture and Psyche: Selected Essays*, Delhi: Oxford University Press. Print.

WEBLINK(S):

Corey G. (2013). *Theory and practice of counseling and psychotherapy*. Retrieved from <http://perpus.univpancasila.ac.id/repository/EBUPT190498.pdf>. CC by license

PPY3408CMCOUNSELINGANDPSYCHOTHERAPY-I	
Class:IIM.SC.,PSYCHOLOGY	Semester:III
CognitiveLevel	K2-Understand
	K4-Analyse

MAPPING:COsconsistencywithPSOs

PPY3408CMCOUNSELINGANDPSYCHOTHERAPY-I					
CO/PSO	PSO				
CO	1	2	3	4	5
CO1	3	3	1	2	2
CO2	3	3	1	2	2
CO3	3	3	1	2	2
CO4	3	3	1	2	2
CO5	3	3	1	2	2

StronglyCorrelated(3),ModeratelyCorrelated(2),WeaklyCorrelated(1)

PPY3502CMINTRODUCTIONTOCLINICALPSYCHOLOGY(THEORY)

COURSEOUTCOMES:

6hrs./wk.

Onsuccessfulcompletionofthecourse,thestudentwillbeableto:

CO1:describetheclassificationssystemofpsychologicaldisordersandthescopeofClinicalPsychologyCO2:differentiatetheclinicalfeaturesofOrganicdisorders,Psychoticdisordersandmentaldisorders

duetoPsychoactivesubstanceuse

CO3:differentiatetheclinicalfeaturesofMooddisorders,Somatofomdisorders,Behaviouralsyndromesassociatedwithphysiologicaldisturbancesandphysicalfactors

CO4:differentiatetheclinicalfeaturesofAdultpersonality,MentalRetardationandEmotionaldisordersCO5:evaluatetheprinciplesofClinicalassessment

COURSECONTENT:

UNITI:INTRODUCTIONTOCLINICALPSYCHOLOGY

18hrs.

Definition-characteristics-perspectiveofclinicalpsychology-conceptualframework-briefhistory

- Bio-psychosocial model - role of Clinical Psychologist -work settings of Clinical Psychologist - ethicaland legal issues: APA, Indian Context:

Code of conduct, Mental health Policies and Legislations -classificationofmentalandbehavioraldisorders:DSM:DSMIV-TR-DSM-5-ICD:ICD-10andICD-11

- comparisons - special reference to ICD-10 - Related fields: Clinical-Neuro psychology- ClinicalHealthPsychology-ForensicPsychology

UNITII:CLASSIFICATIONANDDIAGNOSTICCRITERIAOF(F00-F29-ICD-10)

18hrs.

F00-F09:OrganicincludingSymptomaticmentaldisordersF10-F19:Mental disorders due to

psychoactivesubstancesF20-F29:Schizophrenia,SchizotypalandDelusionaldisorders

UNITIII:CLASSIFICATIONANDDIAGNOSTICCRITERIAOF(F30-F59-ICD-10)

18hrs.

F30-F39:Mooddisorders

F40-F48:NeuroticandSomatofomdisorders

F50-F59:Behavioralsyndromesassociatedwithphysiologicaldisturbancesandphysicalfactors

UNITIV:CLASSIFICATIONANDDIAGNOSTICCRITERIAOF(F60–F98–ICD10)**18hrs.**

F60F69:DisordersofadultpersonalityandbehaviorF70F79:Mentalretardation

F80F89:DisordersofPsychologicaldevelopmentF90F98:Behavioralandemotionaldisorders

UNITV:CLINICALASSESSMENT**18hrs.**

Natureandpurpose–variablesandtechniques–stages–informalassessmentandclinicalrelationship

– clinical interview: reliability and validity – interview in clinical practice: rapport – stages – communication – types of interview – case history – diagnostic– Mental Status Examination–interviewing children – interviewing those who do not cooperate –behavioral assessment – conceptualbasis – procedures – approaches – features – methods – Functional analysis– assessment ofdysfunctionalcognitions– formulationofclinicaldiagnosis

*DemonstrationofClinicalInterviewtobedoneasaclassroomactivity

TEXTBOOK(S):Hecker,J.E.&Thorpe,J.L.,(2005). *IntroductiontoclinicalPsychology:Science,practiceandethics*,NewDelhi:PearsonEducation.Print.Korchin,S.J.,(2004). *ModernClinicalPsychology*,NewDelhi:CBSPublishers.Print.WorldHealthOrganization,(2007). *TheICD10ClassificationofMentalandBehavioralDisorders:ClinicalDescriptionsandDiagnosticGuidelines*,NewDelhi:AITBSPublishersinIndia.Print.**REFERENCEBOOK(S):**AmericanPsychiatristAssociation,(1994). *DiagnosticandStatisticalManualforMentalDisorders(DSMIV(TR))*,(4thed.), WashingtonDC,WA:AmericanPsychiatristAssociation.CarrA,(2012). *ClinicalpsychologyanIntroduction*,London:Routledge.Print.Carson,R.C.,Mineka,S.&ButcherI.N,(2003). *AbnormalPsychologyandModernLife*,NewYork,NY:PrenticeHall.Print.Walker&C.E.(Ed.),(1981). *ClinicalPracticeofPsychologyaguideformentalhealthprofessionals*,NewYork,NY:PergamonPress.Print.**WEBLINK(S):**NirajAhuja,(2011). *A Short Text Book of Psychiatry*..Jaypee.Retrievedfrom:<https://www.pdfdrive.com/a-short-textbook-of-psychiatry-e33431513.html>.CCbylicense.

PPY3502CMINTRODUCTIONTOCLINICALPSYCHOLOGY	
Class:IIIM.SC.,PSYCHOLOGY	SemesterIII
CognitiveLevel	K2-Understand
	K5-Evaluate

MAPPING: COs consistency with PSOs

PPY3502CMINTRODUCTIONTOCLINICALPSYCHOLOGY					
CO/PSO	PSO				
CO	1	2	3	4	5
CO1	3	3	1	1	2
CO2	3	3	1	1	2
CO3	3	3	1	1	2
CO4	3	3	1	1	2
CO5	3	3	2	3	2

Strongly Correlated(3), Moderately Correlated(2), Weakly Correlated(1)

PPY3404MOHEALTHPSYCHOLOGY

(THEORY)

COURSE OUTCOMES:

5hrs./wk.

On successful completion of the course, the student will be able to:

CO1: describe the systems of human body in the context of bio-psycho-

social interactions CO2: differentiate health enhancing and health compromising behaviours and apply appropriate

models of change

CO3: analyse the concept of stress and various coping mechanisms CO4: appraise the various health-care services

CO5: analyse the various management strategies for chronic and terminally ill patients

COURSE CONTENT:

UNIT I: FOUNDATIONS OF HEALTH PSYCHOLOGY

15hrs.

Definition – mind-body relationship – Bio-psycho-social model – need for Health Psychology – application

– systems of the body: Nervous System – Endocrine System – Cardio-vascular system – Respiratory system – Digestive system – Reproductive system –

Immune system

UNIT II: HEALTH BEHAVIOR & PRIMARY PREVENTION

15hrs.

Health behavior – changing health habits – health behavior change – Cognitive Behavioral approach – Transtheoretical model – social engineering

– venues for health habit modification – specific health related behavior: exercise – accident prevention – cancer related health behavior –

developing a healthy diet – weight control and obesity – eating disorder and sleep health compromising behavior: substance dependency –

alcohol dependency – smoking

UNIT III: STRESS AND COPING

15hrs.

Definition of stress – theoretical contribution – assessing stress – dimensions of stressful events –

studying stress – sources of chronic stress – moderators of stress experience – coping with stress – source of resilience – coping outcomes – social support coping interventions

UNIT IV: THE PATIENT IN THE TREATMENT SETTING

15hrs.

Using health services – recognition and interpretation of symptoms – people who use health services – misusing health services – patient-provider relationships – health care provider: nature – consequence of poor communication – ways for improvement – hospital setting: structure and functioning of hospital – burnout among health care professions – impact of hospitalization of the patient – management of pain and discomfort: significance – nature – clinical issues – pain control techniques – management of chronic pain – Placebo effect

UNIT V: MANAGEMENT OF CHRONIC AND TERMINAL ILLNESS

15hrs.

Management of chronic illness – quality of life – chronic illness – emotional response – personal issue – coping strategies – co-management – psychological intervention – psychological issues in terminal illness

– death across the life span – psychological issues in advancing illness – theory on stages of dying – psychological management – alternative to hospital care – problems of survivor – Heart diseases – Hypertension – Stroke and Diabetes – Psycho-neuroimmunology – AIDS – Cancer and Arthritis – Health promotion – trends in Health Psychology

TEXTBOOK(S):

Taylor S.E., (2012). *Health Psychology*, New Delhi: Tata McGraw Hill. Print.

REFERENCE BOOKS:

Ghosh M., (2014). *Health Psychology: Concepts in Health and Wellbeing*, New Delhi: Pearson. Print. Marks D.F. & Murray

M., (2011). *Health Psychology Theory, Research & Practice*, New Delhi: SAGE publications. Print.

Ogden J., (2009). *Health Psychology*, New Delhi: Tata McGraw Hill. Print.

Sarafino E.P. & Smith, T.W., (2011). *Health Psychology: Biopsychosocial Interactions*, New Delhi: Wiley Pvt. Ltd. Print.

PPY3404MOHEALTHPSYCHOLOGY	
Class: IIM.SC., PSYCHOLOGY	Semester: III
Cognitive Level	K2-Understand
	K4-Analyse
	K5-Evaluate

MAPPING: COs consistency with PSOs

PPY3404MOHEALTHPSYCHOLOGY					
CO/PSO	PSO				
CO	1	2	3	4	5
C01	2	2	1	2	2
C02	3	3	1	2	2
C03	3	3	1	2	2
C04	3	3	1	2	2
C05	3	3	1	2	2

Strongly Correlated(3), Moderately Correlated(2), Weakly Correlated(1)

PPY3404CPPSYCHOLOGICALASSESSMENTSINTHERAPEUTICSETTINGS

(LAB)

COURSEOUTCOMES:

5hrs./wk.

On successful completion of the course using standardized psychological assessments on Anxiety, Depression, Suicide Risk, General Health, Impulsivity and Aggression, Developmental Disorders, Personality and Guidance, the student will be able to:

CO1: identify appropriate tools of behavioural measurement in therapeutic

settings

CO2: assess behavioural variables in therapeutic settings

CO3: interpret behavioural data in the therapeutic context

CO4: infer the underlying relationship and causal factors of the variables assessed in therapeutic settings

CO5: criticize assessment in therapeutic settings

COURSECONTENT:

PSYCHOLOGICALTESTS

75hrs.

I. Anxiety Rating Scales

1. Beck's Anxiety Inventory (BAI)
2. Hamilton Rating Scale for Anxiety (HAMA)
3. State-Trait Anxiety Inventory (STAI)
4. Fear Questionnaire (FQ)
5. Social Anxiety Scale (LSAS)
6. Leyton Obsessional Inventory (LOI)
7. Yale Brown Obsessive Compulsive Scale (Y-BOCS)
8. Clark Beck Obsessive Compulsive Inventory (CBOCI)

II. Depression Rating Scales

9. Beck's Depression Inventory (BDI)
10. Carrol Depression Scale (CDSR)
11. Hamilton Rating Scale for Depression (HRSD)
12. Reynolds Adolescent Depression Scale (RADS)

III. Suiciderisk Assessment scale

13. Beck hopelessness Scale (BHS)
14. Beck scale for Suicide ideation
15. California Risk estimation for Suicide

IV. General health assessment scales

16. Quality of Life Inventory (QOLI)
17. The Self-image profile for adults
18. Emotional Intelligence Scale
19. Quality of Wellbeing Scale
20. Premenstrual Tension Syndrome Scale (PMTS)
21. Pittsburgh Sleep Quality Index

V. Impulsivity and Aggression scales

22. Novaco Anger Scale and Provocation Inventory (NASPI)

23. Barratimpulsivenessscale(BIS11)
24. BussDurkeehostilityInventory
25. State–TraitangerExpression(STAXI2)
26. RosenweigPictureFrustrationTestforAdult
27. AggressionQuestionnaire(AQ)
28. ConflictTacticsScale

VI. AssessmentofDevelopmentalDisorders

29. LearningDisabilityassessmentforChildren
30. TheDyslexiaAdultScreeningtest
31. SocialResponsivenessScale(SRS)
32. ADHDratingScale–IV(ADHDRSIV)OR
33. BrownAttentionDeficitDisorderScales(BrownADD Scales)
34. TheDiagnosticAdaptiveBehaviorScale(*DABS*)

VII. ProjectivePsychodiagnosticassessments

35. ThematicApperceptionTest
36. 28.Sentencecompletiontest
37. KentRosanoffWordAssociationTest
38. DrawamanTest

VIII. Testsforguidance

39. StrongInterestinventory
40. CharacterStrengthvaluesinventory
41. VocationalInterestInventory

- Thestudentswillberequiredtodoany12testswithaminimumofonetestfromeachcategory.
- Listofexperimentsstobeupdatedwithrelevantassessmentsoneyearlybasis.

REFERENCEBOOK(S):

Anastasi&Urbina,(2016).*PsychologicalTesting*,NewJersy:PearsonPrenticeHall.Print.

Kaplan&Saccuzzo,(2012).*PsychologicalTesting–Principles,ApplicationsandIssues*,(8thed.),California:WadsworthPublishing.Print.

KeithC,(2010).*AnIntroductiontoPsychologicalAssessmentandPsychometrics*.NewDelhi:SAGEPublications.Print.

PareekU,(2002).*TrainingInstrumentsinHRDandOD*.(2nded.),NewDelhi:TataMcGrawHillPublishingCompany.Print.

WoodworthR.S.&ScholsbergH,(2010).*ExperimentalPsychology*,NewDelhi:Oxford&IBHPublishingCo.Pvt.Ltd.Print.

WEBLINK(S):

Anne & Anastasi, (1976). *Psycholigical Testing*. 4th Edition, Retrieved from:<https://www.pdfdrive.com/psychological-testing-d185936451.html>.CCbylicense.

BruceA. & KurtF.,(2013).*APAhandbook of testingand assessmentin psychology, Vol. 2, Testing andassessment in clinical*, Retrieved from: <https://www.pdfdrive.com/apa-handbook-of-testing-and-assessment-in-psychology-vol-2-testing-and-assessment-in-clinical-and-counseling-psychology-e176194432.html>.CCbylicense.

PPY3404CPPSYCHOLOGICALASSESSMENTSINTHERAPEUTICSETTINGS	
Class: IIM.SC., PSYCHOLOGY	Semester III
Cognitive Level	K1-Remember
	K2-Understand
	K5-Evaluate

MAPPING: COs consistency with PSOs

PPY3404CPPSYCHOLOGICALASSESSMENTSINTHERAPEUTICSETTINGS					
CO/PSO	PSO				
CO	1	2	3	4	5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

Strongly Correlated(3), Moderately Correlated(2), Weakly Correlated(1)

PPY3202EIMICROSKILLSINCOUNSELING

(THEORY)

COURSE OUTCOMES:

4hrs./wk.

On successful completion of the course, the student will be able to:

CO1: demonstrate acquainting and

observing skills in counselling CO2: acquire listening, responding and pinpointing skills in counselling CO3: demonstrate

personalizing and empathizing skills in counselling CO4: assess reframing and initiating skills in counselling

COURSE CONTENT:

UNIT I: PREHELPING PHASE I

12hrs.

Acquainting stage – counselor's skill: acquainting – counselee's task: associating – observing stage – counselor's skill: observing – counselee's task: manifesting – skill development activities: exploring – elements of facial expression – eye contact – use of body language

UNIT II: PREHELPING PHASE II

12hrs.

Founding stage – counselor's skill: founding – counselee's task: involving – diagnosing stage – counselor's skill: diagnosing – counselee's task: investigating – skill development activities: responding and paraphrasing – identifying problems – clarification of problems

UNIT III: HELPING PHASE I

12hrs.

Pacing stage – counselor's skill: pacing – counselee's task: exploring – personalizing stage – counselor's skill: personalizing – counselee's task: understanding – skill development activities: empathy building statements – exploring ethics of empathy

UNIT IV: HELPING PHASE II

12hrs.

Reframing stage – counselor's skill: reframing – counselee's task: reorienting – Initiating stage – counselor's skill: initiating – counselee's task: acting – skill development activities: in touch with feelings – tracing earliest memory – focusing exercises

UNIT V: POSTHELPING PHASE

12hrs.

Evaluating stage – counselor's skill: evaluating – counselee's task: reviewing – skill development activities: least and most significant – self-monitoring – pairs evaluation – journal reflections – counselling skills format – Gendlin's focusing exercise

- Demonstration of counselling to be done as a classroom activity
- Counselling verbatim to be given as an assignment

TEXTBOOK(S):

Antony D.J., (2003). *Skills of counseling*, Dindugul: Anugraha Publications. Print.

Burnard P., (2002). *Counselling Skill training, A source book of activities for trainers*, New Delhi: Viva books Pvt. Ltd. Print.

REFERENCE BOOK(S):

Burnard P., (2002). *Counselling skill training, A source book of activities*, New Delhi: Viva Books. Print. Jones R.N., (2012). *Basic counselling skills*, New Delhi: SAGE publications. Print.

McLeod J., (2009). *Counselling skill*, New Delhi: Rawat Publications. Print.

WEBLINK(S):

Practical Counselling & Helping Skills: Text and Activities for the Lifeskills Counselling Model by Richard Nelson-Jones (2005-10-03). (2020). SAGE Publications Ltd.

Retrieved from <https://www.pdfdrive.com/practical-counselling-helping-skills-text-and-activities-for-the-lifeskills-counselling-model-e157249758.html>

NCERT OFFICIAL. (2017, February 15). *Beginning a Counselling Session* [Video]. YouTube. <https://www.youtube.com/watch?v=J8IFbNRNKsg&t=119s> Accessed 30 September 2020. CC BY license

PPY3202EIMICROSKILLSINCOUNSELING	
Class:IIIM.SC.,PSYCHOLOGY	Semester:III
CognitiveLevel	K1-Remember
	K2-Understand
	K5-Evaluate

PPY4501CM BEHAVIOUR MODIFICATION

(Theory)

COURSE OUTCOMES:

6

hrs./wk.

On successful completion of the course, the student will be able to

CO1: infer the characteristics of behaviour modification and behaviour recording plan

CO2: examine the application of basic principles of behaviour modification

CO3: apply the procedures of behaviour modification to establish new behaviour

CO4: demonstrate the procedures of behaviour modification to promote desirable and demote undesirable behaviour

CO5: evaluate behaviour therapy as a procedure for behaviour change

COURSE CONTENT:

UNIT I: INTRODUCTION TO BEHAVIOUR MODIFICATION

18

hrs.

Behaviour modification: definition – characteristics – historical roots – areas of applications – measurement of behaviour: observing and recording behaviour – direct and indirect assessment – defining target behaviour – logistics of recording – recording method and recording instrument – graphing behaviour and measuring change.

UNIT II: BASIC PRINCIPLES

18 hrs.

Reinforcement: types – schedules – influencing factors – extinction: extinction burst – spontaneous recovery – factors that influence extinction – punishment: positive and negative punishment – conditioned and unconditioned punishers – factors that influence effectiveness of punishment – stimulus control: discrimination and generalization – discrimination training – respondent conditioning: definition – timing of the stimuli – higher order conditioning – factors

influence respondent conditioning.

UNIT III: PROCEDURES TO ESTABLISH NEW BEHAVIOUR

18 hrs.

Shaping: definition – application – research on shaping – how to use shaping – shaping of problem behaviour – prompting and transfer of stimulus control – prompting and fading: definition – types of prompts – transfer of stimulus control– prompt fading – prompt delay – stimulus fading – chaining : analyzing stimulus response chain – task analysis – backward and forward chaining – total task presentation – other strategies for teaching behavioural chain –behavioural skills training procedures: components – modeling – instructions – rehearsal –feedback: ways to enhance the skills training – application of skills training.

UNIT IV: PROCEDURES TO INCREASE DESIRABLE BEHAVIOUR AND DECREASE

UNDESIRABLE BEHAVIOUR

18 hrs.

Functional assessment – functions of problem behaviour – functional assessment methods – applying extinction – using extinction to decrease problem behaviour – reinforcing alternative behaviour – differential reinforcement: alternative behaviour and other behaviour – low rates of responding – antecedent control procedures: definition – application – using punishment: time out and response cost – positive punishment procedures: application of aversive activities and aversive stimulation – ethics of punishment – promoting generalization – strategies for promoting generalization.

UNIT V: BEHAVIOUR THERAPY AND BEHAVIOUR CHANGE PROCEDURES

18 hrs.

Behaviour Therapy: B.F. Skinner– views of human nature – early radical behaviourist – modern-day cognitive behavioural therapist: key concepts– classical conditioning – operant conditioning – social learning – therapeutic process – self management: types – strategies – steps – habit reversal procedures: definition – procedures – application – token economy: definition – implementation – behavioural contracts: definition – components – types – fear and anxiety reduction procedures – relaxation – systematic desensitization – in-vivo desensitization – advantages and disadvantages – therapeutic techniques: acceptance– modeling – flooding and implosion technique – aversive therapy – stimulus control – operant condition techniques.

EXPERIENTIAL LEARNING:

Case study (on the self or another) assessed by a report of the recording plan.

Demonstrations of Behaviour therapy assessed by a rubric.

TEXTBOOK(S):

Miltenberger, G. R. (2011). *Behaviour modification principles and procedures*. Belmont: Thomas learning Inc. Print.

REFERENCE BOOK(S):

Cooper, J.O., Heron, T.E. & Heward W.L. (2014). *Applied Behaviour Analysis*. (New International Edition ed.), Essex: Pearson. Print.

Martella R. C, Ron Nelson J, Marchand-Martella N. E, & O'Reilly M, (2012). *Comprehensive behaviour management*. New Delhi: Sage publishers. Print.

WEBLINK(S):

Operant Conditioning: Shaping | Behaviour | MCAT | Khan Academy - YouTube.

<https://www.youtube.com/watch?v=kexFINXbJo4>. Accessed 14 Feb. 2021. CC by License.

Anxiety, Systematic Desensitization and Graded Exposure - YouTube.

<https://www.youtube.com/watch?v=Yv6ptSKEotA>. Accessed 14 Feb. 2021. CC by License.

COs cognitive level and mapping with PSOs:

PPY4501CM BEHAVIOUR MODIFICATION						
CO	COGNITIVE LEVEL	PSO				
		1	2	3	4	5
CO1	K-2 Understand	3	3	1	2	3
CO2	K-4 Analyse	3	3	1	2	3
CO3	K-3 Apply	3	3	1	3	3
CO4	K-3 Apply	3	3	1	3	3
CO5	K-5 Evaluate	3	3	1	3	3

Strongly correlated (3), Moderately correlated (2), Weakly correlated (1)

PPY4502CM REHABILITATION PSYCHOLOGY

(THEORY)

COURSE OUTCOMES:

5hrs./wk.

On successful completion of the course, the students will be able to

CO1: describe the goals and functions of Rehabilitation Psychology

CO2: analyse various models in rehabilitation

CO3: discuss categories of disability and the related methods of rehabilitation

CO4: apply psychological assessments for screening disabilities

CO5: examine the role and functions of the rehabilitation team

COURSE CONTENT:

UNIT 1: INTRODUCTION TO REHABILITATION PSYCHOLOGY

15 hrs.

Rehabilitation psychology: definition – historical perspective – need – Scope and functions rehabilitation: definition – goals and objectives – Rehabilitation Council of India.

UNIT II: MODELS IN REHABILITATION

15 hrs.

Bio-Psycho-Social model – learning theory and behavior modification – Psychoanalytic models: Siller's Stage Model of adjustment to disability – Socio-Psychological Model: Wright's Model on Rehabilitation – D'Zurilla and Goldfried's Seminal Problem Solving Model – Lazarus and Folkman's Transactional Model of Stress and Coping – Schwarzer's Health Action Process Approach (HAPA) – theoretical models of Psycho-Social adaptation to chronic illness and disability.

UNIT III: REHABILITATION OF NEURODEVELOPMENTAL DISABILITIES

15

hrs.

International Classification of Functioning – disability and health(ICF) – incidence and prevalence – Neurodevelopmental disabilities – chromosomal aberrations and genetic errors – pre-natal –natal –post-natal – prevention of disabilities – Early intervention: definition – assessment and strategies for intervention – intervention packages for various disabilities – Special education: aims – objectives – functions – emerging trends – educational technology for the disabled – services and programs for disabled individuals and their families in India – Other interventions: Rehabilitation counselling – Play therapy – Art therapy – Group therapy.

UNIT IV: PSYCHOLOGICAL ASSESSMENT IN DISABILITY**15****hrs.**

Uses of psychological tests in screening – diagnosis and assessment of persons with disabilities – screening and early identification of people with developmental disabilities – behavioural assessment – functional assessment and quality of life measures – vocational assessment – personality assessment of disabled individuals.

UNITV: PROFESSIONAL ASPECTS OF REHABILITATION PSYCHOLOGY**15 hrs.**

Work settings of rehabilitation psychologists – ethics – competencies of a rehabilitation psychologist – Related professionals: occupational therapist – psychometrician – vocational counselor.

EXPERIENTIAL LEARNING:

- Field visit to a rehabilitation centre assessed by a report
- Review of research reports assessed by critical analysis
- Psychology lab sessions assessed by a report

TEXTBOOK(S):

Kennedy P, (2012). *The Oxford handbook of rehabilitation psychology*. Oxford University Press. Print.

REFERENCE BOOK(S):

Baquer A, & Sharma, A. (1997). *Disability: Challenges Vs Responses. Concerned Action Now*. New Delhi: Concerned Action Now. Print.

Carpenter, B. (2002). *Families in Context, Emerging Trends in Family Support and Intervention*. London: David Fulton Publishers Ltd. Print.

Golden, C. J. (1984). *Current Topics in Rehabilitation Psychology*. London: Grune & Stratton. Print.

Frank R. G, Rosenthal M, & Caplan B. (2010). *Handbook of rehabilitation psychology*. American Psychological Association. Print.

Kundu, C. L. (2003). *Status of Disability in India*. New Delhi: Rehabilitation Council of India. Print.

Singh, N. N. (1998). *Comprehensive Clinical Psychology: Application in Diverse Populations* (Vol. 9), Pergamon: Elsevier Science. Print.

Simeonsson, R. J, & Rosenthal, S. L. (2001). *Psychological and Developmental Assessment*. New York: The Guilford Press. Print.

Zigler, E; & Gates, D. B. (1999). *Personality development in individuals with Mental Retardation*. New York: Cambridge University Press. Print.

Prashantham J, (1975). *Indian case studies in therapeutic counselling*. Christian Counselling Centre.Print.

WEBLINK(S):

Hagglund K. J, & Heinemann A. W, (2006). *Handbook of applied disability and rehabilitation research*. Springer Publishing Company. CC by License.

Kearney P. M, & Pryor, J, (2004). The international classification of functioning, disability and health (ICF) and nursing. *Journal of advanced nursing*, 46(2), 162-170. CC by License.

COs cognitive level and mapping with PSOs:

PPY4502CM REHABILITATION PSYCHOLOGY						
CO	COGNITIVE LEVEL	PSO				
		1	2	3	4	5
CO1	K-2 Understand	3	3	1	2	3
CO2	K-4 Analyse	3	3	1	2	3
CO3	K-2 Understand	3	3	2	3	3
CO4	K-3 Apply	3	3	1	2	3
CO5	K-4 Analyse	3	3	1	2	3

Strongly correlated (3), Moderately correlated (2), Weakly correlated (1)

**PPY4504CM COUNSELING AND PSYCHOTHERAPY – II
(THEORY)**

COURSE OUTCOMES:

6 hrs./wk.

On successful completion of the course, the student will be able to

CO1: evaluate the techniques of cognitive therapies

CO2: analyse acceptance and commitment therapy, dialectical behavior therapy,

cognitive behavior modification and stress inoculation training in the context of their

theoretical framework

CO3: validate family and feminist therapies in the context of their theoretical framework

CO4: examine the key concepts and techniques of solution focused brief and narrative therapies

CO5: formulate an integrated perspective towards psychotherapy

COURSE CONTENT:

UNIT I: COGNITIVE THERAPY AND RATIONAL EMOTIVE BEHAVIOR THERAPY

18 hrs.

Rational Emotive Behavior Therapy (REBT): Albert Ellis – view of human nature– key concepts: philosophical conditioning–unconditional acceptance – irrational beliefs – cognitive distortion of events– the ABCDEs of feelings and behaviors – rational – scientific approach – application of experimental methods – therapeutic techniques: showing unconditional acceptance – teaching the REBT philosophy – being active and directive – challenging clients – demonstrating the ABCs of feelings and behaving– encouraging the disputing of dysfunctional cognitions – behaviors and emotions using humor using metaphors and stories – homework – therapeutic process – efficacy of REBT– cognitive therapy(CT): Aaron T. Beck – view of human nature – key concepts: cognitive model – cognitive conceptualization – development of cognitive distortions – levels of cognitions – treatment using CT – goals – therapeutic alliance – labeling cognitions –therapeutic techniques: essential and commonly used techniques – efficacy of CT – application – evaluation.

UNIT II: INTEGRATED COGNITIVE THERAPIES

18

hrs.

Integration with other therapies: Acceptance and Commitment Therapy (ACT) – Dialectical Behavior Therapy (DBT) – Meichenbaum’s Cognitive Behaviour Modification (CBM) and Stress Inoculation Training (SIT).

UNIT III: FAMILY THERAPIES

18

hrs.

Family systems therapy –family therapies that focus on Background: Adlerian family therapy – Multigenerational family therapy(Bowen) – Structural family therapy(Minuchin) – family therapies that focus on emotions: conjoint family therapy (Satir) –experiential family therapy (Whitaker) –

emotionally focused couples therapy (Johnson & Greenberg) – postmodern approaches to family therapy: strategic family therapy – solution focused brief family therapy – narrative therapy with families – application of family system therapy – feminist therapy: key concepts – therapeutic process – therapeutic techniques and procedures – multicultural and social justice perspective – application of feminist therapy.

UNIT IV: SOLUTION FOCUSED BRIEF THERAPY AND NARRATIVE THERAPY

18

hrs.

Solution focused brief therapy: key concepts – post modernism and social constructionism– non-normative–solution focused and future oriented – exceptions and client strengths – readiness– not resistance – therapeutic techniques – requesting that clients note pre-session changes– being an ambassador–listeningandempathy–beingtentative–useofquestions– amplification–complimenting – reframing –therapeutic process –social– cultural–spiritual issues –efficacy of solution focused brief therapy.

Narrative therapy: Michael Kingsley White–view of human nature–key concepts: postmodernism – post structuralism – social constructionism – narratives – dominant and problem saturated stories – deconstruction – thin or thick descriptions –therapeutic techniques: showing mystery – respectful curiosity and awe – use of questions – collaboration and reflexivity – reflection – empathy and verbatim responses – encouraging clientstotell their stories – externalizing the problem and mapping its effects– unique outcomes – therapeutic process – social cultural and spiritual issues – efficacy of narrative therapy.

UNIT V: ECLECTIC AND TRANSPERSONAL THERAPIES

18

hrs.

Movement towards psychotherapy integration – advantages – multicultural issues – overview of integrated and eclectic treatment systems: challenges – benefit – nature – characteristics – types – integration of therapies: multimodal therapy developmental counseling and therapy – trans-theoretical model of change – other stages of change and matching models – hill & o'brien's three stage integrated model – integrated psychodynamic behavior therapy – common factors models –transpersonal therapies : important theoretical concepts – process of change – treatment – evaluation and application – mindfulness based stress reduction(MBSR).

EXPERIENTIAL LEARNING:

- Case study (on self and other) assessed by a report
- Research review assessed by critical analysis
- Formulation of an integrated therapeutic module assessed by a rubric

- Mock worksheet analysis

TEXTBOOK(S):

Corey G, (2013). *Theory & Practice of Counseling and Psychotherapy*. New Delhi: CENAGE Learning. Print.

Neukrug E, (2012). *Counseling Theory & Practice*. New Delhi: CENAGE Learning. Print.

Seligman L, & Reichenberg L.W, (2011). *Theories of counseling and psychotherapy*. New Delhi: Pearson Education Incorporation. Print.

REFERENCE BOOK(S):

Antony D.J, (2003). *Psychotherapies in counseling*, Dindigul, Anugraha publications. Print.

Carson, R. C, & Butcher J. N, (2009). *Abnormal Psychology* (13thedition), New Delhi: Pearson Education Incorporation. Print.

Gelso C. J, & Fretz B. R, (2014). *Counseling Psychology* (3rd edition), Bangalore: Prism Books. Print.

Soundararajan R. (2012). *Counseling Theory, Skills and Practice*. New Delhi: Tata- McGraw Hill. Print.

WEBLINK(S):

Corey, G. (2013). *Theory & Practice of Counseling and Psychotherapy*. New Delhi.: CENAGE Learning. Retrieved from:<http://perpus.univpancasila.ac.id/repository/EBUPT190498.pdf>. CC by license.

Seligman L, & Reichenberg L.W, (2011). *Theories of Counseling and Psychotherapy*. New Delhi: Pearson Education Incorporation. Retrieved from: <https://www.pdfdrive.com/theories-of-counseling-and-psychotherapy-systems-strategies-and-skills-d187746539.html>. CC by license.

COs cognitive level and mapping with PSOs:

PPY4504CM COUNSELING AND PSYCHOTHERAPY – II						
CO	COGNITIVE LEVEL	PSO				
		1	2	3	4	5
CO1	K-5 Evaluate	3	3	1	2	3
CO2	K-4 Analyse	3	3	1	2	3

CO3	K-5 Evaluate	3	3	1	2	3
CO4	K-4 Analyse	3	3	1	2	3
CO5	K-6 Create	3	3	1	2	3

Strongly correlated (3), Moderately correlated (2), Weakly correlated (1)

PPY4506CM NEURO PSYCHOLOGY (THEORY)

COURSE OUTCOMES:

6 hrs./wk.

On successful completion of the course, the student will be able to

CO1: examine the evolution and the assessment methods in Neuropsychology as distinct from other similar disciplines

CO2: describe the structural differences and functional aspects of the brain

CO3: outline the general features and functions of the Somatosensory system

CO4: identify the brain pathways of movement and their related disorders

CO5: analyse the language and memory functions of the brain with reference to neurological and linguistic approaches

COURSE CONTENT:

UNIT I: THE BEGINNINGS OF NEUROPSYCHOLOGY

18 hrs.

Introduction – neuropsychology as a distinct discipline – origins of the brain hypothesis – localization of function – rise and fall of phrenology – interest in aphasia – mass-action and equi-potentiality – (re)emergence of neuropsychology – methods in neuropsychology: techniques for measuring brain structure and function – examining tissue – lesion and ablation – electrical stimulation – electrical recording – in-vivo imaging – neuropsychological assessment – dissociations and double dissociations.

UNIT II: LATERALISATION

18 hrs.

Structural differences – brain plasticity – unilateral neurological damage – split-brain syndrome: experimental studies – split-brain syndrome and language – split-brain syndrome and other

psychological functions – callosal agenesis – asymmetries in normal individuals – inter-hemispheric transfer via the corpus callosum – developmental aspects – individual differences in brain organization – handedness – handedness and cognitive function – sex differences.

UNIT III: SOMATO-SENSATION

18 hrs.

General features of sensory systems – somato-sensory system – somato-sensory pathways – somato-sensory cortex – secondary and tertiary somato-sensory cortex – plasticity in the somato-sensory cortex – phantom limb syndrome – the paradox of pain.

UNIT IV: MOTOR CONTROL AND MOVEMENT DISORDERS

18 hrs.

Brain – spinal cord pathways – cortico-spinal tract – cortico-bulbar pathway – ventro-medial pathway – rubro-spinal pathway – Cerebellum: structure – functions – Basal ganglia: components – functions – cortex – motor strip – SMA and pre-motor cortex – other frontal regions involved in movement – parietal involvement in movement – peripheral and spinal movement disorders – Myasthenia gravis.

UNIT V: LANGUAGE AND BRAIN

18

hrs.

Classic Neurological approach and aphasia – Broca's aphasia – Wernicke's aphasia – connectionist models of language – psycholinguistic approach – modern era of language research – cognitive Neuropsychology approach – Neuro-physiological approaches – Neuro-anatomical research – language and laterality – memory and amnesia – psychological investigations of memory – working memory approaches – long-term memory – neuropsychological approaches : Diencephalic amnesia – Korsakoff's syndrome – STM and amnesia – imaging studies – imaging and LTM – imaging and implicit memory – imaging studies of working memory.

EXPERIENTIAL LEARNING:

- Clinical Visit/On the spot study assessed by a report
- Review of research evidences assessed by critical analysis

TEXTBOOK(S):

Carlson N.R, (2007). *Foundations of physiological psychology*, (4thed.), New Delhi: Pearson Education Pvt. Ltd. Print.

Stirling.J, (2002). *Introducing Neuropsychology* (II edition), East Sussex, Uk: The Taylor and Francis Group Psychology Press. Print.

REFERENCE BOOK(S):

Bloom, F. E, Nelson, C. A, & Lazerson, (2001). *Brain, mind, and behavior*. New York: Worth Publishers. Print.

Bryan K & Ian.W.Q, (2009). *Fundamentals of Human Neuropsychology*. New York: Worth Publishers. Print.

Dennis R.G, (2001). *Principles of Human Neuropsychology*. New Delhi: McGraw-Hill Higher Education. Print.

Graham B.J, (2008)). *Introduction to Neuropsychology*. New York: The Guilford Press. Print.

WEBLINK(S):

Carlson N.R. (2007). *Foundations of physiological psychology*. (VI Ed.). Retrieved from: <https://www.pdfdrive.com/foundations-of-physiological-psychology-6th-edition-d156732976.html>. CC by license.

Stirling, J. (2002). *Introducing Neuropsychology* (II Ed). East Sussex, Uk: The Taylor and Francis Group Psychology Press. Retrieved from: http://www.brainm.com/software/pubs/books/Brain-Behavior-Easy-Intro_Neuropsychology.pdf. CC by license.

COs cognitive level and mapping with PSOs:

PPY4506CM NEURO PSYCHOLOGY						
CO	COGNITIVE LEVEL	PSO				
		1	2	3	4	5
CO1	K-4 Analyse	3	3	1	2	3
CO2	K-2 Understand	3	3	1	2	3
CO3	K-2 Understand	3	3	1	2	3
CO4	K-2 Understand	3	3	1	2	3

CO5	K-4 Analyse	3	3	1	2	3
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Strongly correlated (3), Moderately correlated (2), Weakly correlated (1)