

**SCHOOL OF BEHAVIOURAL SCIENCES
MAHATMA GANDHI UNIVERSITY
KOTTAYAM**

**M. Sc. PSYCHOLOGY
PROGRAMME**



**REGULATIONS, SCHEME, AND
SYLLABUS
UNDER CREDIT AND SEMESTER SYSTEM
(With effect from 2020 admission)**

The list of courses of both PG programmes (including details of semesters, course code, title, credit, and allotted time, marks (internal and external and total)

MSc. PSYCHOLOGY
SEMESTER I

SL. No.	Course Code	Title	Time (Hrs)	Credit	Marks		
					Internal	External	Total
1.	SBEMPIC 01	Behaviour Genetics	90	4	40	60	100
2.	SBEMPIC 02	Child Development	90	4	40	60	100
3.	SBEMPIC 03	Personality	90	4	40	60	100
4.	SBEMPIC 04	Research Methodology	90	4	40	60	100
5.	SBEMPIC 05	Practicals	90	4	40	60	100

SEMESTER II

SL. No.	Course Code	Title	Time (Hrs)	Credit	Marks		
					Internal	External	Total
1.	SBEMPIIC 06	Cognitive Processes	90	4	40	60	100
2.	SBEMPIIC 07	Physiological Psychology	90	4	40	60	100
3.	SBEMPIIC 08	Learning Process	90	4	40	60	100
4.	SBEMPIIC 09	Statistics in Behavioural Sciences	90	4	40	60	100
5.	SBEMPIIC 10	Practicals	90	4	40	60	100

SEMESTER III

SL. No.	Course Code	Title	Time (Hrs)	Credit	Marks		
					Internal	External	Total
1.	SBEMPIIIC 11	Clinical Psychology	90	4	40	60	100
2.	SBEMPIIIC 12	Practicals	90	4	40	60	100
3.	SBEMPIIIC 13	Psychodiagnostics	90	4	40	60	100
4.	SBEMPIIIC 14	Internship	One month	2	40	60	100

Students can choose any one branch among the following and select one elective course for third semester.

Elective I - Clinical Psychology

Elective II - Forensic Psychology

Elective III - Guidance and Counselling

Elective IV - Cognitive Neuroscience

Elective V - Personality and Social Psychology

SL. No.	Course Code	Title	Time (Hrs)	Credit	Marks		
					Internal	External	Total
1.	SBEMPIIIE 15	Behaviour Modification (Clinical Psychology)	90	4	40	60	100
2.	SBEMPIIIE 16	Criminology (Forensic Psychology)	90	4	40	60	100
3.	SBEMPIIIE 17	Guidance and Counselling: Principles and Practice (Guidance and Counselling)	90	4	40	60	100
4.	SBEMPIIIE 18	Cognitive Neuroscience I	90	4	40	60	100
5.	SBEMPIIIE 19	Personality and Social Psychology I	90	4	40	60	100

Open Course Offered

SL. No.	Course Code	Title	Time (Hrs)	Credit	Marks		
					Internal	External	Total
1.	SBEMPIIIO 20	Counselling	90	4	40	60	100
2.	SBEMPIIIO 21	Disabilities	90	4	40	60	100

SEMESTER IV

SL. No.	Course Code	Title	Time (Hrs)	Credit	Marks		
					Internal	External	Total
1.	SBEMPIVC 22	Neuropsychology	90	4	40	60	100
2.	SBEMPIVC 23	Counselling	90	4	40	60	100
3.	SBEMPIVC 24	Dissertation	90	4	40	60	100
4.	SBEMPIVC 25	Viva Voce		2	Consensus of the viva voce board		100

Two elective course from the respective elective branch

SL. No.	Course Code	Title	Time (Hrs)	Credit	Marks		
					Internal	External	Total
1.	SBEMPVE 26	Psychotherapies (Clinical Psychology)	90	4	40	60	100
2.	SBEMPIVE 27	Practicals (Clinical Psychology)	90	4	40	60	100
3.	SBEMPIVE 28	Forensic Psychology	90	4	40	60	100
4.	SBEMPIVE 29	Practicals (Forensic Psychology)	90	4	40	60	100
5.	SBEMPIVE 30	Counselling Skills (Guidance and Counselling)	90	4	40	60	100
6.	SBEMPIVE 31	Guidance and Counselling Services (Guidance and Counselling)	90	4	40	60	100
7.	SBEMPIE 32	Cognitive Neuroscience II	90	4	40	60	100
8.	SBEMPIE 33	Practicals (Cognitive Neuroscience)	90	4	40	60	100
9.	SBEMPIE 34	Personality and Social Psychology II	90	4	40	60	100
10.	SBEMPIE 35	Practicals (Personality and Social Psychology)	90	4	40	60	100

**M. Sc. PSYCHOLOGY
PROGRAMME**

**SYLLABUS
(With effect from 2020 admission)**



**SCHOOL OF BEHAVIOURAL SCIENCES
MAHATMA GANDHI UNIVERSITY
PRIYADARSINI HILLS
KOTTAYAM**

SEMESTER I

Core Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEMPIC 01: Behaviour Genetics

Objectives: On completion of the course, the students develop:

1. Mastery over the biological foundations of human behaviour.
2. Understanding on the principles of inheritance in various psychological processes and Psychopathology.
3. Awareness of the role of genetics in human behaviour.

Syllabus

Unit I. Introduction

Origin and development of science of genetics. Methods in human Behavioural genetics.

Unit II. Principles and Mechanisms of Heredity

Physical and chemical structures of genes and chromosomes. Mendel's law of inheritance. Post – Mendel development in the mechanism of inheritance. Causes and effects of mutation. Inheritance of acquired a character.

Unit III. Inheritance of Intelligence and Abilities

Inheritance of the normal and above normal IQs. Genetic involvement special talents and aptitudes.

Unit IV. Inheritance of temperament and personality traits

Extraversion – Introversion. Experimental and genetic studies. Inheritance of dominance, Sociability and other traits.

Unit V. Genetics of Psychopathology

Inheritance of neurotic psychotic and personality disorders.

Reference:

1. Jobling,M.Hollox,E. Hules,M. (2014). Human Evolutionary Genetics. Gardard. New York,
2. Behavioural Genetics (1960) J.C. Faller and W.T. Thompson. McGraw Hill International. New York.
3. Behavioural Genetics Methods and Research (1969) M.G. Manosevitz, g Lindesy and p.D.Thiersen. McGraw Hill International New York.
4. C. Stern (1973) Principles of Human Genetics 3rd edition Freeman Publications. McGraw Hill International New York.
5. Genetics of psychopathology (1973) P. Rosenthal McGraw Hill International. New York.
6. Your heredity and Environment (1966) A. Shientield. Chattu& Windus, London.

7. A Short History of Genetics (1965) L.C. Dunn McGraw Hill International. New York.
8. DeFries, John C; McClearn, Gerald E; McGuffin, Peter; Plomin, Robert. (2001) Behavioral Genetics. New York, Palgrave Macmillan.
9. Byron C Jones. (1999) Neuro Behavioral Genetics; methods and applications: M9 : New York CRC Press
10. Ganong, W.F. (1995). Review of Medical Physiology. San Francisco: Appleton and Lange Publishers
11. Hartl, D. L., & Jones, E. W. (2006). Essential Genetics – A Genomic Perspective. USA: Jones & Bartlett Publishers.

SEMESTER I

Core Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEMPIC 02: Child Development

Objectives: On completion of the course, the students develop:

1. Mastery over the nature and principles of child development.
2. Understanding on the various stages of child development.
3. Understanding on the various developmental processes.

Syllabus

Unit I – Growth and Development

Meaning of growth and development. Significant facts about development. Developmental hazards associated with foetal development. The life span.

Unit II – Milestones in Development

Developmental stages – Prenatal period, Infancy, Babyhood, Childhood, Adolescence, Adulthood. Middle age and old age, Characteristics of each stage, developmental task, developmental needs, Developmental hazards at each stage.

Unit III – Physical, Sensory and Motor Developments

Childhood and adolescence- Infancy, Babyhood, Adolescence, Adulthood, Middle age and Old age, physical, Sensory and motor changes, factor contributing physical development, sensory and motor development.

1. Physical development of prenatal, infancy, babyhood, childhood, adolescence
2. Sensory development of child, & Motor development during prenatal, infancy, babyhood, childhood, adolescence

Unit IV – Language and Cognitive Development at Various Stages

1. Language development during infancy, babyhood, childhood, adolescence
2. Cognitive development during infancy, babyhood, childhood, adolescence
3. Emotional development and moral development. Factors contributing to language and cognitive development.

Unit V – Personality Development

Introduction to the concept of personality- Psycho analytic view, Learning perspective, Cognitive perspective. Parenting and socialization- emotional attachment, achievement motivation, intellectual development. Family environment & Home environment – child behavior, aggression. social cognition, factor contributing to personality development.

Reference:

1. Berk,L.E (2013) Child Development.PHI P.Ltd.Delhi,2013.
2. Sejwal,P&Arora,M(2012) Child Psychology. Crescent, New Delhi.
3. Feldman,R.S(2011)Development across the life span. PreticeHall.NewYork.
4. Feldman,R.S(2010).Discovering the life span.Pearson India.
5. Keenan& Evans (2009) An Introduction to Child development. London,Sage Pub.
6. Bearison&Zimiles (1986) Thought and Emption developmental perspective, New York, Psychological Press.
7. Elizabeth. B. Hurlok (2011) Developmental Psychology A Life Spans Approach. Tata McGraw Hill Publishing, New Delhi.
8. Shulman (2010)Language Development: Foundations,Process and clinical applications. Boston, Jones and Bartlett publishers
9. Harris, &Butterworth (2010) Developmental psychology A student Hand Book. New York, Psychology Press.
10. Juhelder.B,Piaget.J,(2007). The Growth of Logical thinking from childhood to Adolscence: An essay on the construction of formal operational structures.
11. Buhler,K.(2007) The Mental Development of the Child: A summary of Modern psychology theory. Roulledge,Oxon.
12. Child Growth and Development, (1993) 5thEdn. Elizabeth. B. Hurlok. Tata McGraw Hill Publishing, New Delhi.
13. Introduction to Child Development, 4thEdn., john.P. Dworetzky, west Publishing Co. New York.

14. Human Development A Life Span Approach. 2ndEdn. F. Philip Rico
Prentice Hall of India Pvt. Ltd. New Delhi.
15. Development of the Child 3rd Elkind & Weiner, John Wiley & sons inc.
New York.

SEMESTER I

Core Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEMPIC 03: Personality

Objectives: On completion of the course, the students develop:

1. An understanding on the concept of personality
2. Mastery of knowledge of the personality in the psychosocial issues
3. Practical knowledge of assessment of personality.

Syllabus

Unit I – Introduction to Personality

- Definition and Nature
- Factors influencing personality development
- Personality theory and its components
- Criteria for evaluating personality theories

- Research and Assessment

Unit II – Psychodynamic Perspective

- Freudian Theory
- An outline: Neo – Freudian theories – Carl Jung. Erich Fromm. Erik, Erickson, Harry Stack Sullivan, Alfred Adler.

Unit III – Learning and Behavioural Perspective

- B.F. Skinner, Skinner’s operant conditioning, Dollard’s & Miller’s S.R.Theory,

Unit IV – Social and Cognitive Perspectives

- Julian Rotter. Albert Bandura. George Kelly.

Unit V – Humanistic Phenomenological and Existential Perspectives

- Abraham Maslow. Carl Rogers. Victor Franklin Frederick (Fritz) Perls

Unit VI – Dispositional Perspective

- Gordon Allport . Raymond B Cattell . Hans J Eysenck

Unit VII – Other Theories

- Eric Berne Henry A. Murray
- An outline of Eastern concepts

Unit VIII – Current Perspectives in Personality Theory

References

1. Fadiman, J. and Grager, R. Personality and Personal Growth. Harper & Row.
2. Hall and Lindsey, G.(1985) Theories of Personality. (4th ed.). John Wiley and Sons.
3. Spielberger,C.D,Butcher,J.N.(2009). Advances in Personality Assessment. Routledge,oxon.
4. Jacobi,J,(2009) Psychology of C.G Jung. Routledge,Oxon.

5. Kise, J.A.G. (2007). *Differentiation through Personality types: A Framework for instruction assessment, and Classroom Management*. Corwin Press, California.
6. Gordon R.G. (2006). *Personality*; Routledge. Oxon.
7. Mischel, W. Shoda, Y. Smith, R.E. (2008) *Introduction to Personality: Toward an Integration*.
8. Caprara, G.V. Cervone, D. (2000) *Personality Determinants, Dynamics & potentials*. Cambridge University press.
9. Lamberth, J. Rappaport, H. & Rappaport, M. () *Personality – An introduction*. New York: Alfred A. Knopf.
10. Hjelle, L.A. and Ziegler, D.J. () *Personality Theories*. New York: McGraw Hill.
11. Bugental, J.F.T. () *Challenges of Humanistic Psychology*. New York: McGraw-Hill
12. Ornstein, R.E. () *The Psychology of consciousness*. New York: Harcourt Brace & Jovanovich.

SEMESTER I

Core Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEMPIC 05: Practicals

Objectives: On completion of the course, the student will develop:

1. The ability to identify cases of genetic loading.
2. Familiarity with the initial stages of child development.
3. The skills in the administration of various psychological tests, interpretation of results and in preparing the reports.

Syllabus

1. Identification and case work up of two cases with genetic loading (one case of mental retardation and one case of mental illness.)
2. Observation visit to a child day care center to observe the normal development of early childhood.
3. Administration and Interpretation. (One case each)
 - i. Vineland Social Maturity scale.
 - ii. Developmental screening test
 - iii. Seguin Form Board
4. Administration and interpretation of Personality tests. Students has to prepare at least 5 report each of the following-

EPQ

MMPI

16PF

SCT

EMS

NEO PI

SOCIAL INTELLIGENCE SCALE

ADJUSTMENT INVENTORY

PORTEUS MAZE TEST

SEMESTER I
Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMPIC 04: Research Methodology

Objectives: After completing the course student will be able to:

1. Develop understanding about the objectives and methods of research in Behavioural Sciences.
2. Develop awareness about the different steps of the research process
3. Develop the skills to develop and apply tools of data collection
4. Develop understanding about the different methods of sampling
5. Develop the skill to prepare research proposal and research reports.

Syllabus

1. Introduction to Research

- 1.1. Meaning, Nature, Scope and Functions of Research in Behavioural sciences
- 1.2. Scientific thinking and nature of Educational research
- 1.3. Research process: research problem, design and hypothesis
- 1.4. Qualitative and Quantitative research, Types and modalities of research: Fundamental, Applied and Action. Historical, Descriptive, Experimental and Clinical research.
- 1.5. Ethical considerations involved in conducting and reporting behavioural science research.

2. Epidemiological Method

- 2.1. Definition and Purpose of Epidemiological Studies
- 2.2. Characteristics of Epidemiological Methods
- 2.3. Types of Epidemiological Methods
- 2.4. Cohort Studies
- 2.5. Case Studies

3. Descriptive Designs

- 3.1. Definition, Characteristics, Purpose and Types
- 3.2. Survey Research
- 3.3. Developmental, Case-studies and Ex-post facto studies
- 3.4. Causal-Comparative and Correlational studies
- 3.5. Observational Research

4. Experimental Designs

- 4.1. Definition, Characteristics, Purpose, Principles and Types
- 4.2. Pre-experimental, True-experimental and Quasi-experimental designs
- 4.3. Factorial Designs
- 4.4. Single Subject Designs
- 4.5. The Variables of Experimental Research

5. Sampling, Tools and Preparation of Report

- 5.1. Population, sample, sampling techniques, large and small samples, common errors in sampling
- 5.2. Tools and Techniques of data collection
 - 5.2.1 Tools: Questionnaire, Rating scale, check list, Attitude Scales and Inventories.
 - 5.2.2 Techniques: Interview: Uses, purpose, types and requisites of a good Interview.
 - 5.2.3 Observation: Uses, types and requisites of good observation.
- 5.3. Test standardization procedures, objectivity, validity and reliability of tests, Methods of establishing reliability and validity.
- 5.4. Preparation of a Research proposal and Research Report: Types and steps, APA format, composition, References, Bibliography, and Appendices.
- 5.5. Evaluation of a Research Report: Criteria for evaluation.

Activities

1. Organize a group discussion on scientific thinking and nature of research.
2. Prepare a chart depicting the various steps in the process of research.
3. Prepare a chart depicting the characteristic features of different types of research.
4. Organize a seminar on epidemiological methods of research.
5. Conduct a seminar on descriptive research designs.
6. Conduct a seminar on experimental research designs.
7. Collect the list of various tools and techniques used in behavioural research.

References

1. Agarwal, A.N. (2002). Quantitative Methods. Vrinda Publishing, New Delhi
2. Best, J.W., and Kahn, J.V, (1992). Research in Education. Prentice – Hall of india Pvt. Ltd., New Delhi.
3. Bhatnagar, R.P., and Bhatnagar, P.R. (1989). Experimental Designs of research in Behavioural Sciences. Rajhans Agencies, Meerut.
4. Chawla, D & Sandhi, N (2011) Research Methodology concepts and cases. Vikas publishing House New Delhi.
5. Christenson, L.B.(1988). Experimental Methodology(4th edn.).Allyn and Bacon Inc. , Boston.
6. Gay, L.R. (1990). Educational Research (3rd edn) Merrill Publishing Co., New York.
7. Gersten, R., Schiller E.P, Vaughn, S. (2000) Contemporary Special Education Research – Syntheses of the knowledge base on critical Instructional issues Lawrence Erlbaum Associates U.S.A.
8. Rosnow R.L., Rosenthal R. (2002) Beginning Behavioursl Research – A conceptual Primer (4th edn) Prentice hll U.S.A.
9. Good V.C (2008) Introduction to Educational research Methodology of Design in the Behavioural and Social Sciences (2nd edn) Surjeet Publication New Delhi.
10. Kaul, L. (1996). Methods in Educational Research. Vikas Publishing House, New Delhi.
11. Kerlinger, F.N. (1983). Foundations of Behavioural Research (2nd edn.). Surjeet Publications, Delhi.
12. Kothari, c.R. (2006). Research in Methodology, methods and techniques. (2nd edn.) New Age International pvt.Ltd., New Delhi.
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14. Langenbach, M., Naughn, C., and Aagaard, L. (1988). An introduction to Educational Research. Allyn and Bacon, New York.

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17. Paneer Selvam, R.(2004) *Research Methodology*. Prentice Hall New Delhi.
18. Panneerselvam, R. (2005). *Research in Methodology*. Prentice – Hall of India Pvt. Ltd., New Delhi.
19. Reddy, C.R. (1987). *Research Methodology in Social Sciences*. Daya Publishing House, Delhi.
20. Silverman, D.(2012). *Qualitative Research*. Sage Publication, London
21. Sukhia, S.P., Mehrotra, P.V., and Mehrotra, R.N.(1981). *Elementsa of educational Research*. Allied publishers pvt. Ltd., New Delhi.
22. Berg, B.L., & Lune, H. (2011). *Qualitative Research Methods for the Social Sciences*. Pearson Publication, Boston.
23. Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theory and methods* (5th ed). Pearson, Boston.
24. Lipsey, M.W. (1990). *Design Sensitivity: Statistical Power for Experimental Research*. Sage Publications, Newbury Park, CA.
25. Singh, A. K. (2004).*Tests Measurement and Research Methods in Behavioural Science*. Tata McGraw-Hill Publishing, New Delhi.

SEMESTER II
Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMPIIC 06: Cognitive Process

Objectives: After completing the course the student will be able to develop:

1. Mastery over various cognitive process
2. Mastery over motivation
3. Understanding various theories of cognition and motivation

Syllabus

Unit I - Introduction (10hrs)

Introduction to cognition, definition and nature, Information processing model, cognitive development; Vygotsky's and Piaget's perspectives, cognitive neuroscience.

Unit II - Attention & Perception (15 hrs)

Attention:- Neurocognition of attention, theories of attention. Perception – perceptual organization. psychological and biological approaches to perception, perceptual learning, Perceptual style. Psychophysics- Signal Detection theory. Extrasensory perception.

Unit III - Language (10 hrs)

Language: - Structure, Chomsky's theory, Acquisition and comprehension, Language and thought. Thinking, Decision making, Reasoning, Problem Solving.

Unit IV- Intelligence (10 hrs)

Theories of intelligence, classification of IQ, Intelligence testing- WAIS, WISC, Binet tests, KABC and other tests and its revisions. Emotional intelligence. Creativity.

Unit V -Motivation (10 hrs)

Definition and nature of motivation, types of motivation, physiological and psychological roots of motivational theories.

Unit VI - Biological approaches to motivation (15 hrs)

Physiological mechanisms of regulation, Homeostatic regulation, regulation of hunger, regulation of thirst.

Unit VII - Theories of motivation (20 hrs)

Instinct theories, Arousal theories, Drive theories, Hedonistic and Activation theories, cognitive motivation - Expectancy value theories, Applications of motivational theories.

Reference

1. Feldman, L.Russel,J.A,(2015) The Psychological Construction of emotion, Guilford Press, New York,.
2. Gross,J.J,(2015), Handbook of Emotion Regulation. The Guildford Press. New York.
3. Galotti,K.M, (2014), Cognitive Psychology In and Out of the laboratory. Sage, London.
4. Kringelbach, M.L, Phillips,H;(2014), Emotion: Pleasure and Pain in the Brain; Oxford, New York.
5. Sander,D.Scherer,K.R;(2014); The Oxford Companion of Emotion and the Affective Sciences.
6. Singh,A.(2011) Cognitive Psychology:Axisbooks,New Delhi
7. Wolfe,J.M; Kulender,K.R; Sensation and Perception. Sincurer, Associate INC,USA.
8. Zelazo,P.D, Moscovitch,M. Thompson,E.(2007). The Cambridge Handbook of Consciousness; Cambridge Press.
9. Goldstein,E.B.(2002) Sensation and Perception. Wadsworth. USA
10. Campion, G.G, Smith,G.E.(2007) The Neural Basis of Thought. ;Routledge,Oxon.
11. Pieron,H(2007) Thought and Brain.Routledge, London.

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16. Petri, H.L.(1991). Motivation Theory, Research and Applications (3rdEdn). California: Brooks/cole publishing company.
17. Goleman, D. (1998). Working with Emotional Intelligence.
18. SolsoRobert.L.(1995). Cognitive Psychology(4th Ed). Boston: Allyn and Bacon.
19. Ashcraft, Mark H(1998). Fundamentals of cognition. London: Longman.
20. Asch, M(2002). Textbook of cognitive psychology. New Delhi: Ivy publishing house.
21. Groome, David(2011). An introduction to cognitive psychology: processes and disorders(2nd Ed). New York: Psychology Press.
22. Eysenck, Michael.W.(2007). Fundamentals of cognition. New York: Psychology Press.
23. Eysenck, Michael.W.(2010). Cognitive psychology: a studentshandbook(6th Ed). New York: Psychology Press.
24. Bornstein, Mark .H.(2011). Cognitive development: an advanced textbook. New York: Psychology Press.
25. Ward, Antony(2004). Attention: a neuropsychological approach. New York: Psychology Press.
26. Gruska, .A., Matthews, .G., Szymuja, .B.(2010). Handbook of individual differences in cognition: attention, memory and executive control. New York: Springer.
27. Styles, Elizabeth.A.(2007). Attention, perception and memory: an integrated introduction. New York: Psychology Press.

28. Nobre, Anna.C.(2014). The oxford handbook of attention. Oxford: Oxford University Press.
29. Blake, Randolph(1990). Perception(2nd Ed). New York: Mcgraw Hill.
30. Mather, G(2011). Foundations of sensation and perception(2nd Ed). New York: Psychology Press.
31. Harris, John(2014). Sensation and perception. London: Sage publications ltd.
32. Brian.B. Shulman(2010). Language development: foundations, processes and clinical applications. Sudbury: Jones and Bartlett Publishers.
33. Khalfa, Jean(1994). What is intelligence. Cambridge: University of Cambridge.
34. Mackintosh, N.J.(1998). IQ and human intelligence. Oxford: Oxford University Press.
35. Deary, Jean(2001). Intelligence: a short introduction. New Delhi: Oxford University Press.
36. Fletcher, Richard.B.(2011). Intelligence and intelligence testing. London: Routledge.
37. Heckhausen, Heinz(2008). Motivation and action. Cambridge: Cambridge University Press.
38. Robert C.Bech(2003). Motivational theories and principles(4th Ed). Singapore: Person Education.
39. M. Asch(2004). Motivation and learning(1st Ed). New Delhi: IVY Publication.
40. Goleman, Daniel(1996). Emotional intelligence. New York: Bantam books.

SEMESTER II
Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMPIIC 07: Physiological Psychology

Objectives: After completing the course the students will be able to develop understanding of:

1. Nervous system and neural basis of behaviour
2. Psychophysiology of various cognitive process
3. Physiological correlates of emotion
4. Stress and role of endocrine system in stress

Syllabus

UNIT - I

Physiological Psychology of Nervous System: Central and peripheral nervous system- Hierarchy of brain structures-brain stem and cerebellum- Diencephalons-Cerebral hemispheres-Neural bases of behaviour. (20 hours)

UNIT - II

Functional systems: psychological functions - Limbic system — hypothalamus: vegetative and endocrine control, amygdala, reward and punishment centers, olfactory system, Hippocampal formation, limbic cortex. Higher cortical functions: functions of neocortex. Neural control of sexual behaviour. (10 hours)

UNIT - III

Psychophysiology of learning and memory- classical, operant and cognitive learning. Psychophysiology of attention, perception-Visual, Auditory, somatosensory, gustatory, vestibular and olfaction perception (15 hours)

UNIT – IV

Physiological correlates of Emotion: Feeling of emotion: theories. Central, peripheral and intermediate mechanisms, skeletal - muscular and autonomic response in emotional states. (15 hours)

UNIT - V

Stress and endocrine system- different viewpoints. Categories of stress and coping strategies - Biofeedback studies - stress and immune system. Psychoneuro immunology. (15 hours)

UNIT - VI

Brain and Consciousness: sleep and wakefulness - split-brain model- anatomical and behavioural asymmetry of hemispheres. (15 hours)

References:

1. Bijilani, R.L. (1997). *Understanding Medical Physiology* Jaypee Brothers, Medical Publications (Pvt. Ltd.), Bangalore.
2. Catani, M. Schotten, M.T. (2015); atlas of Human Brain Connections; Oxford, New York.
3. Petrides, M. (2012); *The Human Cerebral Cortex: An MRI, Atlas of the Sulci and Gyri in MNI Stereotaxic Space*.
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5. Carlson, R N (2005) *Foundations of Psychological Psychology* Pearson, Boston.
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17. Carlson, Neil.R.(2005). Foundations in physiological psychology(6th Ed). Boston: Allyn and Bacon.
18. Cooper, Cary.L.(1990). Understanding stress: a psychological perspective for health professionals.
19. Anisman, Hymie(2014). An introduction to stress and health. New Delhi: Sage publications India Pvt Ltd.
20. Rath, Hariharan(2008). Coping with life stress: the Indian experience(1st Ed). New Delhi.

SEMESTER II
Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMPIIC 08: Learning Process

Objectives: After completing the course the students will be able to develop:

1. Mastery over concept of Learning Process
2. Mastery over concept and application of Memory
3. Understanding of theories of Learning and Memory

Syllabus

I. Learning (50 hrs)

Unit I

Nature of Learning – Factors influencing learning – Neural Basis of learning.

Unit II

Classical Conditioning and its applications – Ivan Pavlov, Rescola – Wagner.

Operant Conditioning and its applications – Thorndike, B.F. Skinner.

Interactions between Classical and Operant Conditioning – Cognitive Processes in Classical and Operant Conditioning.

Unit III

Theories of Learning – Hull, Mowrer, Spence, Guthrie, Tolman, William Esters

Unit IV

Cognitive learning – Latent learning, Insight learning, Imitation.

Transfer of learning ,Constraints on learning ,Information processing

approach

II. Memory (40 hrs)

Unit V

Models of memory – Atkinson and Shiffrin, Craik and Lockhart, Tulving

Transient Memories: Sensory Memory – Visual Sensory memory & Auditory Sensory Memory, Short Term Memory, Working Memory- Rehearsal Systems – Phonological Loop – The Visuospatial sketch pad.

Unit VI

Long Term Memory:- classification, Retrieval cues, Flashbulb Memory, Constructive Processes in Memory, Eye witness testimony, Autobiographical Memory. Biological Basis of Memory, Mnemonics

Unit VII

Theories of Forgetting, Causes, memory curve.

Reference

1. Anderson, J.R. (2000). Learning and Memory: An Integrated Approach (Second Edition). John Wiley & Sons, Inc.
2. Hergenhahn, B.R. (1998). An Introduction to theories of Learning (Third Edition). Prentice – hall International, Inc.
3. Klein, S.B. (1987). Learning: Principles and applications. McGraw – Hill Book Company, Inc.
4. Schwartz, B. (1978). Psychology of Learning and Behaviour (Second Edition) W.W. Norton & Company, Inc.
5. Kothurkar, V.K.(1985). About learning and memory. Madras: Wiley Eastern.

6. Leiberan, David.A.(2000). Learning: behaviour and cognition(3rd Ed). London: Thomson learning.
7. Anderson, John.R.(2000). Learning and memory: an integrated approach(2nd Ed). New York: John Wiley & Sons, Inc.
8. Rather .A.R.(2004). Psychology of learning and development. New Delhi: Discovery Publishing House.
9. Bolhuis, Johan.J.(2001). Brain, perception and memory: advances in cognitive neuroscience. Oxford: Oxford University Press.
10. Anderson, Baddeley &Eysenck(2010). Memory. New York: Psychology Press.

SEMESTER II
Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMPIIC 10: Practicals

Objectives: On completion of the course, the students will develop:

1. Skills in the administration of various psychological tests.
2. Skills in the interpretation of results
3. Skills in preparing the reports

Syllabus

(Administration and report preparation of at least five of the following)

I. Tests of mental abilities

- Wechsler Adult Performance Intelligence Scale (WAPIS –PR)
- Standard Progressive Matrices (SPM)
- Wechsler Adult Intelligence Scale
- Wechsler Intelligence Scale for Children
- Binet - Kamath Test (BKT)
- Malin's Intelligence Scale for Indian Children
- Motivation analysis test
- Language Test of creativity, verbal test of creativity, Frustration Tolerance test.

II. Test of Memory

- P.G.I Memory Scale
- Wechsler Memory Scale

III. Test of value pattern

- Value conflict scale

IV. Tests of Motivation

- Achievement Motive Test (Ac MT)
- Effect of Co-operation and Competition on the Performance of a Task

(ECCPT)

SEMESTER II

Core Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEMPIIC 09: Statistics in Behavioural Sciences

Objectives: After completing the course the student will be able to develop:

1. Understanding about the role of statistics in Behavioural Science research.
2. Greater awareness on methods of data processing.
3. The ability to apply various methods of descriptive statistics.
4. The ability to apply various methods of inferential statistics.
5. Understanding about the use of computer for data analysis.

Syllabus

1. Introduction to Statistics

- 1.1. Concept, Definition and Functions of Statistics in research.
- 1.2. Scales of measurement: Nominal, Ordinal, Interval and Ratio.
- 1.3. Processing of data.
- 1.4. Presentation of data: frequency distribution, percentiles and percentile rank, tables and graphs.
- 1.5. Use of computer in Statistics – statistical packages.

2. Descriptive Statistics

- 2.1. Concept and functions of Descriptive statistics
- 2.2. Measures of central tendency – Mean, median and mode
- 2.3. Importance and applications of measures of central tendency
- 2.4. Measures of dispersion – Range, Quartile deviation, mean deviation, standard deviation Variance and coefficient of variation.
- 2.5. Importance and applications of measures of dispersion.

3. Normal Distribution and Normal Curve

- 3.1. Concept and properties of normal curve.
- 3.2. Applications of normal curve.
- 3.3. Use of standard scores in finding areas under the normal curve.
- 3.4. Coefficient of skewness – concept, types and interpretation.

3.5. Coefficient of Kurtosis – concept, types and interpretation.

4. Measures of Relationship

- 4.1. Concept, types and applications of correlation.
- 4.2. Product moment coefficient of correlation and Rank coefficient of correlation.
- 4.3. Biserial, Point biserial, Tetrachoric and Phi – coefficient.
- 4.4. Partial and Multiple correlations. Interpretation of coefficient of correlation.
- 4.5. Regression – concept and uses – regression equations and regression lines - concept of multiple regressions.

5. Inferential Statistics

- 5.1. Concept and functions of inferential statistics. Concepts of: statistical significance, level of significance, estimation, confidence intervals, sampling error, standard error, one-tailed and two-tailed tests, type I and type II errors and degrees of freedom.
- 5.2. Parametric tests – concept, assumptions and uses.
- 5.3. Z-tests, t-tests and Analysis of Variance – logic, assumptions, types and applications, concept of Analysis of covariance and Post hoc tests.
- 5.4. Non – parametric tests – concept, assumptions and uses.
- 5.5. Chi-square test, Mann – Whitney U- test, and Kruskal – Wallis test - logic, assumptions and applications, computer application for analysis, Tabulation and graphic representation.

Activities

1. Organize a group discussion on the role of statistics in the research related to health and disabilities.
2. Prepare a chart depicting the characteristics and applications of different types of scales of measurements.
3. Conduct a seminar on the relative merits and demerits of various measures of central tendency and dispersion.
4. Prepare a power point presentation on the applications of normal curve.

5. Conduct a seminar on the applications of various measures of relationship.
6. Conduct a group discussion on the applications of various parametric and non parametric statistical techniques.

References

1. Aron, A., and Aron, E.N. (1994). *Statistics for Psychology*. Prentice Hall, New Jersey.
2. Belle, G., Fisher, L.D., Heagerty, P.J., & Lumley, T. (2004). *Biostatistics (2ndedn.)*. John Wiley & Sons, Inc. Washington.
3. Berg, B.L., & Lune, H. (2011). *Qualitative Research Methods for the Social Sciences*. Pearson Publication, Boston.
4. Best, J.W., and Kahn, J.V. (1992). *Research in Education*. Prentice – Hall of India Pvt. Ltd., New Delhi.
1. Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theory and methods (5th ed)*. Pearson, Boston.
2. Brace, N., Kemp, R., and Snelgar, R. (2003). *SPSS for Psychologists(2nd edn.)*. Palgrave, New York.
3. Cohen, B.H. (1996). *Explaining Psychological Statistics*. Brooks/Cole Publishing Co., London.
4. Cough, J.V. (1982). *Fundamentals of Statistics for the Behavioural Sciences*. St. Martin’s Press, New York.
5. Freed, M.N., Ryan, J.M., and Hess, R.K. (1991). *Handbook of Statistical Procedures and their Computer Applications to Education and the Behavioural Sciences*. Macmillan Publishing Co., New York.
6. Garret, H.E. (1996). *Statistics in Psychology and Education*. Vakils, Feffer and Simons Ltd., Bombay.

7. Gay, L.R. (1990). Educational Research: Competencies for Analysis and Application (3rdedn.). Merrill Publishing Co., New York.
8. Gravetter, F.J., and Allman, D.N. (1985). Statistics for the Behavioural Sciences. Tata McGraw Hill Publishing Co. Ltd., New Delhi.
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10. Gupta, S.P. (1994). Statistical Methods. Sultan Chand and Sons, New Delhi.
11. Kothari, C.R. (2006). Research Methodology, Methods and Techniques (2ndedn.). New Age International Pvt. Ltd., New Delhi.
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13. Levin, J., and Fox, J.A. (1997). Elementary Statistics in Social Research (7thedn.) Longman, New York.
14. Mahajan, B.K. (1991). Methods in Biostatistics (5thedn.). Jaypee Brothers, New Delhi.
15. Vaughan, E.D. (1998). Statistics. Prentice Hall, New Jersey.
16. Lipsey, M.W. (1990). Design Sensitivity: Statistical Power for Experimental Research. Sage Publications, Newbury Park, CA.
17. Singh, A. K. (2004).Tests Measurement and Research Methods in BehaviouralScience. Tata McGraw-Hill Publishing, New Delhi.

SEMESTER III
Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMPIIC 11: Clinical Psychology

Objectives: On completion of the course, the students will develop:

1. Mastery over the etiology and clear understanding of mental disorders.
2. Understanding of mental retardation, personality disorders and organic disorders.
3. Understanding of stress.
4. Understanding psycho physiological disorders.
5. Understanding of principles of mental hygiene.

Syllabus

Unit I

Abnormal behaviour: History, Definition, concept of normality and abnormality, models of illnesses, misconceptions, classifications, contribution from various disciplines in the concept of psychopathology. Case history taking- adult and child, signs and symptoms of psychiatry. **(5 hrs)**

Unit II

Disorders of perception, disorders of thinking, disorders of memory and orientation, disorders of motor behavior and consciousness. **(10hrs)**

Unit III

Affective and mood disorders, etiology, clinical features and prognosis. **(15 hrs)**

Unit IV

Psychotic disorders: Schizophrenia, schizo affective and delusional disorders – etiology, clinical features and prognosis. **(15 hrs)**

Unit V

Substance related and addictive disorders. **(5 hrs)**

Unit VI

Anxiety Disorders, Psycho somatic disorders. Stress and adjustment related disorders.(5 hrs)

Unit VII

Personality Disorders (5 hrs)

Unit VIII

Neuro developmental disorders- Mental Retardation: Types, Dynamics and treatment. Pervasive developmental disorders, learning and motor skill disorders, ADHD, Emotional and Behavioural disorders in children.(10 hrs)

Unit IX

Neuro cognitive Disorders – Dementia, delirium, difference between functional and organic brain pathology, organic mood disorders, organic psychotic illnesses, Epilepsy. (10 hrs)

Unit IX

Critical Issues in Clinical Psychology-Professional Regulation and Ethico-legal issues, Cultural issues, Current scenario and future prospect: Problems and promise. (10 hrs)

References:

1. Carson Robert C, Butcher James & Nineka. Abnormal Psychology and Modern life. 10th edition.
2. Taylor. K. (1969) Psychopathology its causes and symptoms. ButterWoidh: London
3. Wolman Benjamin. B. (1965). Hand book of clinical psychology. New York: McGraw Hills
4. Kaplanand Sadock's Synopsis of Psychiatry Tenth Edt 2007. Cippincott Williams and Wilkins.
5. Tasman A, Kay Jerald 2008 Psychiatry 3rd edition John Wiley and Sons.

6. S.J. Korchin (1976). Modern Clinical Psychology New York: Basic books.
7. R.R. Bootzen, B.R. Aeocella Abnormal Psychology. New York current house 4th.
8. Gender M.G. 2000 Oxford Text Book of Psychiatry oxford press
9. Max Hamilton. Fish's psychopathology.
10. Sarason.B. &Sarason.I.(2002). Abnormal behaviour: the problem of maladaptive behaviour(10th Ed). Singapore: Pearson Education Asia Pvt Ltd.
11. Comer &Ronald(2007). Abnormal psychology. New York: Worth publishers.
12. Zigler &Hodapp(1986). Understanding mental retardation. Cambridge: Cambridge University Press.

SEMESTER III
Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMPIIC 12: Practicals

Objectives: On completion of the course, the students will develop skills in the:

1. Administration of Relaxation technique.
2. Administration of Rating scales and projective tests.
3. Interpretation of the test scores.
4. Report writing.

Syllabus

I. Relaxation Technique

1. Progressive Muscular Relaxation

II. Rating Scales

1. Hamilton Anxiety Rating Scale (HAM – A)
2. Hamilton Depression Rating Scale (HAM – D)
3. Beck depression inventory

III. Projective Techniques

1. Thematic Apperception Test (TAT)
2. Rorschach Inkblot Test.
3. Word Association Test
4. Rotter's Incomplete sentence Blank
5. Benton Visual Motor Gestalt Test,

One month posting in psychiatric settings

Gain skill in identifying psychiatric cases. Conduct case studies. Prepare at least 10 case study report

SEMESTER III
Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMPIIC 13: Psycho diagnostics

Objectives: On completion of the course, the students will develop:

1. The need and significance of behavioural assessment.
2. Awareness of the role of psychological and statistical principles in the assessment of human behaviour.
3. Knowledge of suitability of tools in various clinical conditions.

Syllabus

Unit I

Introduction to behaviour assessment: Over view Psychological test Report for referral, outline of sections, Behavioural observations and Behavioural rating scale. Case study – Case History taking-adult and child, Mental status Examination signs and symptoms in psychiatry.(14 hrs)

Unit II

General procedures of assessment: Meeting the patient and Samples of Behaviour, the referral and clinical interview, diagnostic formulations.(16 hrs)

Unit III

Assessment of cognitive functions; reality testing and cognitive functioning – Sub test and scatter analysis. (16 hrs)

Unit IV

Assessment of affective process, Impulses vs. Control, the vicissitudes of impulse. Impulses vs. Control – the nature of control mechanisms, defensive structure. (16 hrs)

Unit V

Assessment of personality: logical and content – test construction, factorial Analytic test construction, test construction by empirical criterion keying – Theoretical approach to test construction, clinical prediction and projective tests. (16 hrs)

Unit VI

Nature of Anxiety, Defensive structure, Assessment of social and personal behaviour: Inter – personal behaviour – identity, and Character diagnosis. (12 hrs)

References:

1. J.P. Guilford, Psychometric Methods – McGraw Hill Publications, New Delhi.
2. Nunnally Psychometric Theory McGraw Hill Publications, New Delhi.
3. E.L. Edwards, Techniques of Attitude Scale Constructions, Appleton Century Crafts.
4. L.J. Cronbach, Essential of Psychological Testing, Harper and Bros.
5. A. Anastasi Psychological Testing – 4th Edition, McMillan Publications.
6. R.H. Cohen, M.E. Swerdik and S.M. Philips (1996) Psychological Testing and Assessment 3rdEdn., Mayfield Publishing Co, California.
7. Kellerman H. and Burry A. 2007 Hand Book of Psycho diagnostic Testing. (The analysis of personality in the Psychological Report) Allyn and Bacon.
8. Kaplan and Sadock: Concise Text Book of Psychiatry
9. Casey P and Kelly B Fish's Clinical Psychopathology signs and symptoms in Psychiatry.
10. Simmons & Rachel (2014). CBT for beginners (2 Ed). Los Angeles: Sage Publishers.
11. Aiken, Lewis.R.(2003). Psychological testing and assessment (11th Ed). Boston: Allyn and Bacon.
12. Boyle, Matthews & Saklofske (2008). The sage handbook of personality theory and assessment: personality theories and models. New Delhi: Sage Publications India Pvt Ltd.

SEMESTER III
Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMPIIE 15: Behaviour Modification
(Clinical Psychology)

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

1. Comprehensive view of behaviour therapy.
2. Knowledge about various behaviour modification techniques.
3. Skill in behaviour modification.

Syllabus

Unit I

The nature of Behaviour Therapy : Theoretical foundation of Behaviour Therapy, The origin of Behaviour Therapy, The basic assumptions and principles of Behaviour Therapy, Behavioral model (ABC) ,Behaviour Therapy and the Scientific Method. **(4hrs)**

Unit II

Relaxation and Systematic Desensitization: The Theory of Desensitization. Progressive (Deep) Muscle Relaxation, Guided Somato Psychic Relaxation. **Meditation:** Foundations of meditation practice, preparing for meditation, categories of meditation: concentrative, movement and expressive, Transcendental Meditation. **(4 hrs)**

Unit III

Assertive Training: Definition, Theory of Assertive Training. Purpose, precautions, preparation, after care and risk, Methods of Assertive Training, techniques of assertive training, Implementing Assertive Training. **(3 hrs)**

Unit IV

Modeling Procedures, Theoretical foundations, principles, Vicarious modeling Acquisition and Facilitation of new behaviour, Steps involved in

modeling process, Extinction of Fear and Anxiety by Modeling, Additional Modeling Procedures. Application of modeling (4 hrs)

Unit V

Behaviour modification techniques: Basic Procedures and techniques, the use of Reinforcement, primary and secondary, positive and negative reinforcement, schedules of reinforcement, Positive and negative Punishment, side effects and alternatives of punishment, systematic desensitization, aversion therapy, Extinction, Shaping and chaining, prompting and fading, Behaviour contracting, Token economy, Time out, overcorrection, stimulus satiation, Covariant Control: Covert Positive and Negative Reinforcement, assertive training and Bio feedback. (8 hrs)

Unit VI

Response Elimination and Extinction Procedures, Contingency Management, Graduated Extinction, Covert Extinction, Contingency management and contingency Contracting, Institutional use of Contingency management Procedures. Anxiety Induction Therapies. Exposure therapy, Flooding, in vivo and in vitro. (4 hrs)

Unit VII

Aversion procedures, Aversion Control Technique, Punishment: Procedures of Contingent Aversive Control, Aversive Counter conditioning, the Use of Drug – Induced Aversive States in Aversive Conditioning, the Counter conditioning, Alternatives to Electrical and Drug – induced Aversive States in Overt Sensitization Procedures, Counter anxiety – Relief Procedures, The use of Cognitive Stimuli in Aversive Counter conditioning. (8 hrs)

Unit VIII

Cognitive Learning Methods, Rational Emotive Therapy, Thought stopping, Exposure and response prevention, Cognitive bio-behavioral self-

treatment. Cognitive Learning Methods in Self-Control, Applying Operant Procedures to problems of Self-Control, Self-Control and Obesity, Self-Control and Study Behaviour, Biofeedback, Stress Inoculation. **(5 hrs)**

Unit IX

Functional behavioral assessment (FBA), Applied Behaviour Analysis (ABA), SORC model, Behavioural interview, observation methods, Behavioural intervention methods. **(5 hrs)**

References

1. David C.Rimm & John C masters, Behaviour Therapy: Techniques and Empirical Findings (2 edition) Academic Press, New York.
2. Pollak Otto (1976) Human Behaviour and the helping profession, spectrum publication, Inc., New York.
3. Wolp (1973) The practice of behaviour therapy, Pergamon, New York.
4. Wolman Benjamin (1965) Hand Book of Clinical Psychology, McGraw Hill.
5. Anastasi, A. Psychological Testing- 4th Edition, McMillan Publications.
6. Agras, W. Stewart, Kazdin, Alan & Wilson, Terrence (1979). Behaviour therapy: towards an applied clinical science. San Francisco: W.H. Freeman and Company.
7. Dryden, Windy (2009). Skills in rational emotive behaviour: counselling and psychotherapy. New Delhi: Sage Publications India Pvt Ltd.
8. Caballo, V.E. (1998). International handbook of cognitive and behavioural treatments for psychological disorders. New York: Pergamon.

SBEMPIIIE 16 Criminology (Forensic Psychology)

COURSE CONTENT

Content for Classroom Transaction (Sub-units)

Unit 1- Unit I INTRODUCTION (10 hours)

- 1.1 Criminology and crime
- 1.2 Brief History of criminology
- 1.3 Criminology and deviance
- 1.4 Nature and extent of crime - crime trends, crime patterns
- 1.5 Victim and victimization - problems of victims, nature of victimization, caring for victim.

Unit II THEORIES OF CRIME CAUSATION (18 hours)

- 2.1 Rational choice theory
- 2.2 Trait theories - foundation of trait theory, biosocial theory, psychological trait theory
- 2.3 Social structure theories, strain theories, cultural deviance theories
- 2.4 Social process theories – social learning theory, social control theory, social reaction theory
- 2.5 Developmental theories.

Unit III CRIME TYPOLOGIES (18 hours)

- 3.1 Interpersonal violence – the causes of violence, forcible rape, murder and homicide, assault, robbery, hate crimes
- 3.2 Political crime and terrorism – nature, types of political crime, terrorism
- 3.3 Property crime – theft, burglary, arson
- 3.4 Enterprise crime : white-collar and organized crime
- 3.5 Public order crime : sex and substance abuse
- 3.6 Cyber crime and technology – cyber theft, cyber vandalizing, cyber warfare

Unit IV PSYCHOLOGY AND CRIMINAL BEHAVIOUR (22 hours)

- 4.1 Psychology of crime 4.2 Deviant behavior 4.3 Impulsive violence
- 4.4 Psychophysiology and crime 4.5 Learning and crime
- 4.6 Anger and aggression 4.7 Stanley Milgram's experiment
- 4.8 Mental diagnosis, prognosis and treatment of criminal and delinquent behavior
- 4.9 Organized crime syndicates.

Unit V CRIMINAL JUSTICE AND LAWS (22 hours)

- 1.1 Criminal justice - Definition
- 1.2 Evolution of criminal justice system
- 1.3 Legal provisions of Indian penal code
- 1.4 Legal provisions of criminal procedure code
- 1.5 Court procedure
- 1.6 Legal provisions of Indian evidence act.

SBEMPIIIE 17 **Guidance and Counselling: Principles and Practice(Guidance and Counselling)**

COURSE CONTENT

Content for Classroom Transaction (Sub-units)

1 Evolution of Guidance and Counselling

- 1.1 Historical perspective - Factors contributing to the emergence of guidance and counselling
- 1.2 Moral and philosophical issues
- 1.3 Economic issues
- 1.4 Educational challenges
- 1.5 Mental hygiene

2 Nature need and Functions of Counselling

- 2.1 Facts and fallacies of counselling needs
- 2.2 Needs for shared approach
- 2.3 Functions of counselling
- 2.4 Achievement of positive mental health and improving personal effectiveness
- 2.5 Resolution of problems and behaviour modification.

3 Counselling Theories

- 3.1 Definition and purpose of counselling theories
- 3.2 Developing a personal counselling theory
- 3.3 Psychoanalysis and Psychodynamic theories
- 3.4 Behavioural, Cognitive and Developmental theories
- 3.5 Humanistic theories

4 Psychometry

- 1.1 Orientation to Psychometry
- 1.2 Qualities of good tests
- 1.3 Classification of tests- intelligence tests, personality tests, aptitude tests, achievement motivation tests, memory tests, memory tests, attention and interest inventories
- 1.4 Rating scales – anecdotal records, cumulative records, and socio-metric techniques
- 1.5 Case studies

2. Current trends in Counselling

- 1.1 Counselling in Indian context
- 1.2 Psychotherapy: Trends and issues
- 1.3 Multi cultural counseling

- 1.4 Accreditation and licensing of counseling
- 1.5 Ethical and legal aspects of counseling
- 2. **Characteristics of a Helping Relationship**
- 2.1 The helping relationship – an overview
- 2.2 Therapeutic climate and characteristics of an effective counseling relationship
- 2.3 Individual and group counseling
- 2.4 Counselling skills – Macro and micro skills – Listening skills
- 2.5 Role of the counselor – Changing roles of the counselor – Counselor as consultant.

Activities

1. Prepare a term paper on need, importance and functions of counseling.
2. Conduct group discussions on the relative applications of different theories of counseling.
3. Prepare a chart depicting the classification of psychometric tools.
4. Organize a debate on the topic ‘Counselling in Indian context’.
5. Organize a seminar on the various roles of counselor.

Open Course

SBEMPIIO 20 Counselling

COURSE CONTENT

Content for Classroom Transaction (Sub-units)

Unit I

An overview of Counselling: Definitions, Distinction between counselling and Psychotherapy, goals of counselling, Historical developments of counselling Profession, Ethical and legal aspects of counselling. Research in counselling.

Unit II

Counselling Process and techniques: Preparation for Counselling, Counselling interview, Counselling relationship, Counselling process - Relationship Building, Assessment And Diagnosis, Formulation Of Counselling Goals, Intervention and Problem Solving, Termination and Follow-Up, counselling steps, techniques.

Unit III

Counsellors’ Skills and Qualities of Effective Counsellor, variables affecting counselling process. Research And Evaluation.

Unit IV

Approaches to counselling: Psychoanalytic approach, behaviour, humanistic, gestalt, Adlerian, existential and cognitive approaches to counselling.

Unit V

Special areas in Counselling : Child and adolescents counselling, Counselling for Children with Special Needs, crisis counselling, counselling for marriage and family, premarital counselling, counselling for relationship issues, counselling for Alcohol and substance abuse, Rape victims, grief counselling, Suicide Prevention Counselling, counselling for HIV /AIDS patients and Terminal Illness, Counselling for minorities, Group Counselling.

SEMESTER IV

Core Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEMPIVC 22:Neuropsychology

Objectives:On completion of the course the students develop:

1. Understanding on the neural basis of behavior and motivation.
2. Mastery over various functional organization of brain.
3. Greater understanding over common neurological disorders.
4. Knowledge over neuro anatomy and pathways

Syllabus

Unit I

Basic Neuroanatomy and Neuropsychology, Historical background of Neuropsychology, Cellular organization of the nervous system, Structure and functions of neurons, neural impulse, Types of neurons, The neurons electrical activity neurotransmitters, The brain electrical activity (EEG, Evoked potential) The topography of the brain: internal structures, blood supply, the brain stem.

Neurotransmitters, Gross anatomy of the nervous system. Organization of the nervous system: CNS, Peripheral nervous system, the CSF, and the ventricles.

Unit II

Organization of the sensory and motor systems: Visual pathway, Auditory pathway, and Somatosensory pathway, Pathway for taste and smell, Pain pathways, Motor pathways: Pyramidal and extra pyramidal systems, Papez circuit.

Unit III

Neural bases of motivation and emotion: The ARAS, The limbic system: principles, Structures of the limbic system, Hypothalamus, Amygdale, Hippocampus Kluvar Bacy syndrome. The Hypothalamus: Role in Hunger, Thirst and Sex. The Hippocampus: Role in memory and learning, the amygdale and emotional expression.

Unit IV

Common Neurological Disorders: Cerebral trauma, Intracranial tumors, Cerebrovascular disorders and degenerative disorders. Disruption of higher cerebral functions – Aphasia, Agnosia, apraxia, Agraphia, Alexia, Amnesia, Epilepsy.

Unit V

Anatomy, functional organization and connections of the cortex, Frontal lobe, Parietal lobe, Temporal lobe, Occipital lobe.

Unit VI

Asymmetry of cortical functions: Concepts of cerebral dominance, unilateral lesion studies, Hemispherectomy, commisurctomy, Agenesis of the corpus collosum.

References

1. Horton, Arthur & Wedding, Danny(1984). Clinical and behavioural neuropsychology: an introduction.
2. Kolb, Bryan & Whishaw, Ian(2003). Fundamentals of human neuropsychology(5th Ed). New York: Worth Publishers.

3. Andrewes, David.G.(2002). Neuropsychology: from theory to practice. New York: Psychology Press.
4. Stirling, John(2002). Introducing neuropsychology. New York: Psychology Press.
5. Anderson, Hendy, Northam & Wrennall(2006). Developmental neuropsychology: a clinical approach. New York: Psychology Press.
6. Allen, Nicholas.B., Pantelis & Wood, Stephen(2009). The neuropsychology of mental illness. New Delhi: Cambridge University Press.
7. Gurd, Jennifer.M., Kischka, Udo & Marshall, John.C.(2012). Handbook of clinical neuropsychology. Oxford: Oxford University Press.

SEMESTER IV

Core Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEMPIVC 23:Counselling

Objectives: On completion of the course students will develop:

1. Understanding of the essentialities of effective counseling.
2. Skills in providing counseling.
3. Understanding different areas of counseling.

Syllabus

Unit I

An overview of Counseling: Definitions, Distinction between counseling and psychotherapy, goals of counseling, Historical developments of counseling profession, the helping professions, and Professional organizations.

Unit II

Approaches to Counseling: Client Centered therapy, Gestalt, Existential, Adlerian, psychoanalytic Counseling. Solution focused therapy, TA, Behavioural Approach, REBT, CBT, Group counseling – therapeutic group, stages of therapeutic groups. Encounter group, psycho drama.

Unit III

Counseling skills: Client Counselor interaction, Qualities of effective Counselor, Attending, Influencing, Integrating, Interview skills, Positive skills, Structuring, Communication skills, Verbal skills and Non verbal skills, Helping skills – Micro skills in counseling, Listening, Leading, Reflecting, Summarizing, Confronting, Interpreting Informing.

Unit IV

Counseling Process: Preparation for Counseling, Initial Interview, history taking, Exploration and identification of goals, Ice breaking, Winning Confidence, Value orientation, Steps in Counseling – Interview, Diagnosis, Analysis, Implementation, Follow – up, Termination.

Unit V

Different areas of Counseling: Family Counseling, Genetic Counseling, Pre-Marital Counseling, Marital Counseling, Child and Adolescent Counseling, Parental Counseling, Student Counseling, Crisis Counseling.

Unit VI

Guidance- Objectives of guidance, Basic principles of guidance, Need for guidance, areas and types.

References

1. Dryden, Windy & Woolfe, Ray(1996). Handbook of counselling psychology. London: Sage Publications Inc.
2. Sharma, Tara(2002). Modern methods of guidance & counselling. New Delhi: Sarup & sons.
3. Feltham&Horton(2000). Handbook of counselling and psychotherapy. New Delhi: Sage Publications India Pvt Ltd.
4. Nelson-Jones, Richard(2002). Essential counselling and therapy skills: the skilled client model. New Delhi: Sage Publications India Pvt Ltd.

5. Lapworth & Sills(2010). Integration in counselling and psychotherapy. New Delhi: Sage Publications India Pvt Ltd.
6. Chandra, Ramesh(2011). Psychology, counselling and therapeutic practices. New Delhi: Isha books.
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SEMESTER IV
Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMPIVC 24: Dissertation

Objectives: On completion of the course students will develop:

1. The ability to develop a research proposal.
2. The ability to prepare tools of data collection.
3. The skills of sampling.
4. The skills in the administration of research tools.
5. The skills in analyzing data by using statistical packages.
6. The skills in the analysis and interpretation of results.
7. The skills in the testing of hypotheses and drawing conclusions.
8. The ability to derive implications of research findings.
9. The ability to organize the references as per APA format.

Dissertation will be compulsory for all students. The students will work under the guidance of a supervisor to be allotted by the Faculty Council, preferably the faculty member who handles the elective that opted by the student. Students are expected to complete the dissertation work in four phases in fourth semester.

Phase 1: Synopsis Submission

In the first phase the students have to develop the Research proposal (Synopsis) and present the same in the Seminar at the beginning of the final semester.

Phase 2: Review of Literature and Development of Tools

During the course of semester the students have to conduct review of literature and develop/select relevant tools for their research project. Students have to present a seminar on collected review of literature and tools developed

in the research seminar and seek feedback and incorporate suggestions given by the faculty.

Phase 3: Data collection

In phase three, students must complete data collection and data analysis.

Phase 4: Data analysis, Results Discussion and Thesis Submission

In phase four students must complete data analysis, results and discussion and report writing and submit the final report at the end of fourth semester. In this stage students are supposed to make a pre submission seminar also. The students have to submit three typed copies of Dissertation and a soft copy to the School by the end of IVthSemester. The viva-voce will be held on a date to be fixed by the Faculty Council. Dissertation will be evaluated by the external and internal examiners. The Viva voce will be conducted by the Board appointed for the same.

SEMESTER IV

Core Course, Credit: 02, Marks: 50

SBEMPIVC 25: Viva-Voce

A comprehensive Viva-voce will be conducted after the valuation of dissertation. Each student is expected to present the summary of their research work before the Viva Board duly constituted by the University. Viva-voce will be based on the presentation of the synopsis, justification of the methodology, justification of the method employed for analyzing the data, presentation of conclusions, implications and suggestions.

SEMESTER IV
Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMPIVE 30: Counseling Skills
(Guidance and Counseling)

Objectives

The students develop-

1. Greater understanding of client-counselor interaction and counseling relationships.
2. To equip the students adequate skills in counseling and techniques of interviewing.
3. Understanding about communication skills and self-disclosure.
4. Understanding about crisis intervention.

UNIT – 1 Client Counselor Interaction (10 hrs)

Characteristics of counseling process – Characteristics of a client- characteristics of a counselor- Qualities of an effective counselor- Role of a counselor- professional variables of a counselor- Limitations of a counselor.

UNIT – II Counselling Relationship (12hrs)

Physical setting- Privacy- Contracting- Value orientation – Attitude change- Empathy- Rapport building- Transference- counter transference- Resistance.

UNIT – III

Interviewing Skills (12hrs)

Fact finding interview. Interview with significant people- testing interviews- pre-counseling interviews- Counselling interview- Effective interviewing skills- Attending and influencing, Counselee- Counselor relationship in interview- Integrating positive skills- Interview techniques- Structuring the interview- Degree of lead- Handling pauses.

UNIT- IV - Communication Skills.(12 hrs)

Factors of communication- Types of communication- verbal and non-verbal communication- Significance of body language in communication- communication skill development- Interpersonal Allergies- Effective interpersonal relationships.

UNIT- V

Self Disclosure (12 hrs)

Nature of self disclosure- Methods of disclosure- Client self Disclosure- Client self disclosure and counseling- TA- Johari window.

UNIT- VI

Helping skills (12 hrs)

Rational for skill Training-listening- Reflecting- summarizing – Confronting – Interpreting – Informing.

UNIT VII

Helping skills for Crisis Intervention (10hrs)

Situations of crisis - Strategies for helping in crisis- Skills for support- skills for crisis management.

UNIT- VIII

Helping Skills for Behavioural Change (10 hrs)

Problem solving skill- Decision making skill- planning-Attitude change- Assertiveness- Behaviour change.

UNIT IX

Psychotherapy Introduction to psychotherapy, Principles of Psychotherapy.
Major types of Psychotherapy

References

Nelson- Jones (2003) Introduction to Counselling Skills, Sage

Nelson- Jones (2005) Practical Counselling and helping skills, Sage

McLeod(2008) An Introduction to Counselling, Rawat Pub

Nelson- Jones (2006) Theory & practice of Counselling and therapy Sage

Gilliland, James & Bowman (1994) Theories and strategies in Counselling and Psychotherapy, Allyn & Bacon

SEMESTER IV
Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMPIVE 31: Guidance and Counselling Services
(Guidance and Counselling)

GUIDANCE AND COUNSELLING SERVICES

OBJECTIVES

The students should develop

1. An understanding of different guidance and counseling services.
2. An understanding of Rehabilitation Counselling and mental health counseling.
3. Ability to plan and organize guidance and counseling programs and services.

Unit I

Areas and Guidance counseling (95 hrs)

Education “ Student Counseling- Adolescent Counseling- Family – counseling children-Counseling parents- Counseling women – pre marital counseling – marital counseling- Geriatric Counseling – Genetic counseling- Occupational Counseling – Career guidance and counseling.

Unit II

Types of Guidance (10 hrs)

Education guidance: Objectives – principles- classifications- Guidance for special learners- Gifted and Learning disabled- Strategies for educational guidance.

Vocational guidance- Concept, objectives and strategies for vocational guidance principles- approaches – Career corner- Career talk- Vocational Counselling Social guidance: Concepts- objectives- Self development skills-

Social life- Social problems complexes – Egocentrism – over dependency, deviant behavior – Attitudes – Prejudices- values.

Personal Guidance- Concept- Objectives – Counselling for children- Adolescents- Adults- Old age.

Unit III

Guidance and Counseling Services(5hrs)

Pre admission service Admission service- Orientation service – student information service- placement service- Remedial service- Follow up services- Research services – Evolution services.

Unit IV

Guidance for setting up a guidance and counseling centre (10hours)

Need – Objectives- Tasks- Physical facilities. – Organizing activities –Staff training- requirements.

UNIT V

Counseling Practice (10 hours)

Counseling in private practice- Counselling in voluntary organizations- Counselling in personal social services- Counselling in the medical context- counseling in workplace.

Unit –VI

Grief counseling (10 hours)

Facilitating un complicated grief- Abnormal grief relations- Grief therapy- Resolving pathological grief- Training for grief- Training for grief counseling – counselors own grief- Grieving special types of closes- suicide – Sudden death – Accidents.

Unit VII

Family Counselling (10hours)

Family life cycle- stages in family Counselling – Theories based on parent child interaction- Marital Therapy- Sex therapy

Unit VIII

Counselling Children(10 hours)

Counselling theories and techniques and their application to children. Reality therapy – persons centred counseling –Gestalt Therapy- RET- Cognitive and Behaviour therapy Behavioura Counselling –psychodynamic counseling.

Unit – X

Career Guidance and Counselling (10 hrs)

Scope- Client- centered Career Counselling- Psycho dynamic career counseling – Developmental career Counselling _ Behavioural Career Counselling – Career Counselling with adolescents- Career Counselling with college students- Career Counselling with Adults- problems – complexes – Ego centrisim- over dependency- deviant behavior – Attitudes – prejudices- Values.

Reference

Sharma ,(2003) Fundamentals of Counselling, Philosophy, theory and Practices, R Lall Book

Manju &Nirmala(1997) Maritaldisputes and counseling, New Delhi, APH Publishing Corporation

William (1991)Griefcounseling and Grief therapy,New York, Springer Publishing Company

Palmer (1989) Handbook of Couselling, Routledge

SEMESTER IV
Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMPVE 26: Psychotherapy
(Clinical Psychology)

Objectives: On completion of the course the students will develop

1. Understanding of important psychotherapies
2. Awareness of theoretical background of psychotherapeutic Techniques.
3. Knowledge and skill in providing psychotherapy.

Syllabus

Unit I

Introduction: Objectives and principles of psychotherapy, evolution of psychotherapy, types of psychotherapies, characteristics of psychotherapy, research and evaluation in psychotherapy.

Unit II

Psychoanalytic Psychotherapy: Freudian psychoanalysis, free association Analysis of Transference, interpersonal therapy.

Unit III

Behaviour therapy: Reciprocal inhibition, Desensitization, Aversive therapy, Operant conditioning and counter conditioning techniques, modeling,

Biofeedback, Guided exposure, Systematic desensitization, in vivo exposure, behaviour contracting. Cognitive therapy: Cognitive behaviour therapy, Rational Emotive Therapy, Beck's Cognitive Therapy, Evaluating Cognitive Behaviour Therapy.

Unit IV

Humanistic and existential psychotherapies: Carl Roger, Abraham Maslow, Existential psychotherapies: Basic assumptions, view of human nature : Rollo May, Victor Franklin, Gestalt Psychotherapy : Fritz Perls.

Unit V

Psychotherapy in special population: Children, Adolescents, Old age, HIV AIDS and terminal illness, Rape and trauma, Grief, Suicidal and violent patients, Alcoholics.

Unit VI

Group therapies and New age psychotherapies: Group therapy, Basic principles in organizing group, advantages, application in different fields, family therapy, marital therapy, couple therapy and sex therapy, New age psychotherapies: Brief psychodynamic psychotherapy, Solution focused therapy, Cognitive analytical therapy (CAT) and Acceptance and commitment therapy (ACT)

Unit VII

Psychometry: Importance of psychometry in psychotherapy, Need for testing- Aptitude, Attitude, Need, Interest, Personality, Intelligence, Anecdotal records, rating Scales, Cumulative techniques, Socio metric techniques.

REFERENCES

1. Wilkins, Paul(2009). Person-centered therapy. New York: Routledge.

2. Dreier, Ole(2008). Psychotherapy in everyday life. Cambridge: Cambridge University Press.
3. Beck, Gabbard &Holmes(2007). Oxford textbook of psychotherapy. New Delhi: Oxford University Press.
4. Ckarkson, Petruska &Pokorny(1994). The handbook of psychotherapy. London: Routledge.
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6. Vurl e. Gilliland, Richard k. James, T. Bowmen (1989), Theories and Strategies in Counseling ND psychotherapy, Allyn and Baco Needham Heights Massachsetts, U.S.A.
7. Sidney Bloch (1979) introduction to the psychotherapies oxford University press New Yorki.
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9. Wolman BB (1976) The therapist handbook, van Nostra MD Reinhold New York.
10. Wolpe Joseph (1975) Theme and Variation and Behaviour Therapy Case Book.
11. Wolman Benjamin's (1965) Hand Book of Clinical Psychology, Mc Graw Hill
12. Fehr, Scott(2010). 101 interventions in group therapy. New York: Routledge.

SEMESTER IV
Elective Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEMPIVE 27:Practicals
(Clinical Psychology)

Objectives: On completion of the course the students will develop:

1. Skills in administration and interpretation of neuropsychological tests.
2. Skills in using psychotherapeutic techniques
3. Skills in implementing counseling skills
4. Skills in administrating and interpreting tests for counseling needs

Syllabus

I.

- A. Neuro Psychological Assessment (NIMHANS Battery)
- B. Bender Gestalt Test
- C. Dyslexia Screening Test (DST-S/DST-J)
- D. PGI Battery of brain dysfunction
- E. WAIS

II. Psychological assessment for counseling needs.

- Interest
- Attitude
- Aptitude
- Adjustment
- Need inventory

III. Counseling sessions

- Individual counseling – Each students three times as counselor

IV. Group counseling

- Organizing – Counseling sessions – Three sessions per students.

V. Identification

- Behavioural problems, Emotional problems, Learning backwardness, Learning disability – One case each.

VI. Counseling sessions on the above conditions (one session for each conditions)

- For students
- For parents
- For teachers

VII. Placement in a counseling centre – 2 weeks.