

## Faculty of Behavioural Sciences

<b>FYP B. Sc. CLINICAL PSYCHOLOGY WITH RESEARCH</b>						
<b>CERTIFICATE LEVEL PROGRAM</b>						
SEM- I	COURSE	NAME OF THE PAPER	HOURS/WK		CREDIT	MARKS
	CORE- 1	Basic Psychological Processes	4		4	100
	CORE- 2	Personality and behaviour	4		4	100
	CORE- 3	Practicum Lab-1	8		4	100
		Psychological experiments and tests				
	MGE- 1	Any one out of the University Basket	4		4	100
	AECC- 1	English/MIL	4		4	100
	VAC- 1	Any one	2		2	50
				Total	22	550

**Basic Psychological Processes**  
**Faculty of Behavioral Sciences**

**Core Course**

**2021-22**

**4 Units (60 Hours)**

**Course Description:** As human beings, we need to interact with people in our surroundings at personal and professional level. Understanding of basic psychological processes will help us enhance our knowledge and hence our interaction with other human beings. This course will give the introduction to the scientific study of behaviour and mental processes which will make us understand our own as well as others experiences and behaviors in different situations. This course will build foundation and interest for psychology as subject. You will learn about the concept and history of psychology, various psychological research methods and different school of psychology. You will also acquire knowledge about different processes of sensation, attention, perception, learning, memory, thinking, motivation, and emotions. This will help you to develop the understanding and skills to think like a psychologist and will process the information you encounter in day-to-day living differently from a layman.

**Course Objective:** Basic Psychological Processes is a course which builds the foundation about the basic important areas of psychology. The comprehensive course objectives are:

1. To provide sufficient knowledge and information about the concept, history of psychology, various psychological research methods and different schools of psychology.
2. To provide understanding and interpretation of basic processes - sensation, attention and perception.
3. To give an insight to explain behaviour on the basis of learning, memory, thinking, motivation and emotion.
4. To use the knowledge of basic psychological processes to apply and solve day to day problems.
5. To analyze content and structure as well create unique pattern among behavioural processes.

**Course Outcome:** It is a beginner's course to introduce the basic aspects of psychology. At the end, the students shall have an understanding of various schools of psychology and basic

psychological processes to understand and explain human behavior. The expected course outcomes are:

- 1.The students shall demonstrate sufficient knowledge and information about the concept of psychology, history of psychology, and various methods of psychological research.
- 2.The students will comprehend sensation, attention and perception.
3. The students will be able to understand and explain the learning, memory, thinking, motivation and emotion.
- 4.The students will be able to explain behaviour and mental processes of theirs and others experiences and behaviors.
4. The students will be able to compare and apply various approaches of psychology.

	<b>Course Layout</b>	<b>Topics</b>	<b>Pedagogy</b>	<b>Lecture Hours=60</b>
<b>S-1</b>		<b>Introduction to Psychology</b>		<b>15 hrs.</b>
	SLO-1	Concept, Definition and scope/fields of Psychology	Lecture, Discussion Group	3
	SLO-2	Psychology as a science. Brief history of Psychology with recent development and special reference to Psychology in India.	Lecture, discussion Group	3
	SLO-3	Different schools of Psychology: Psychodynamic, Behavioural, Humanistic and existential Approach: Rogers and Gestalt.	Lecture, discussion, videos Group	3
	SLO-4	Methods of Psychology: Observation, Correlation and Experimental	Lecture, discussion, videos Group	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion.	3
<b>S-2</b>		<b>Sensation, Attention and Perception</b>		<b>15 hrs.</b>
	SLO-1	Sensation: Concept, Definition and Sensory Adaptation	Lecture,video, discussion group	3
	SLO-2	Attention: Concept, Types and factors affecting Attention.	Reading and discussion group	3
	SLO-3	Perception: Meaning and Stages of Perception.	Reading and discussion group	3
	SLO-4	Perceptual processes: Perceptual organization and Perceptual Constancies, Illusion	Reading and discussion group	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion	3
<b>S-3</b>		<b>Motivation and Emotion</b>		<b>15 hrs.</b>
	SLO-1	Motivation: Concept and Definition, Sources of Motivation – instincts & drives. Type of motives: Biological and Social	Lecture,video, information Web	3

	SLO-2	Theories of Motivation - Maslow's Need Hierarchy Theory; McClelland's Achievement Motivation	Reading and group discussion	3
	SLO-3	Emotion: Nature and Concept, Theories of Emotion – James Lange, Cannon-Bard, and Schachter & Singer.	Lecture, Reading and group discussion	3
	SLO-4	Role of Brain in Motivation and Emotion.	Reading and discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading, writing and discussion	3
<b>S-4</b>		<b>Learning, Memory and Thinking</b>		<b>15 hrs.</b>
	SLO-1	Nature of learning; Theories of learning: Thorndike's trial and error, Insight learning, Theory of conditioning: Classical conditioning and Instrumental conditioning.	Lecture/ web info/ group discussion	3
	SLO-2	Definition of memory; Processes Types of memory: sensory memory, short-term memory, and long-term memory.	Lecture/ web info/case study and group discussion	3
	SLO-3	Reasoning (inductive and deductive reasoning); Concept formation.	Lecture/ web info/case study, debate, and discussion	3
	SLO-4	Creativity – Steps involved in creativity, Convergent and Divergent thinking; Problem solving, Thinking and Language.	Lecture/ web info/case study, demonstration, debate, and discussion	3
	SLO-5	<b>Assignment &amp; activities</b>	Reading and discussion	3

### **Recommended Readings:**

1. Morgan, C.T. and King, R. (2017). Introduction to Psychology (7<sup>th</sup>edition). Tata McGraw Hill Publishing Company Limited, New Delhi
2. Ciccarelli. S. K. & White, J. N. (2017). Psychology (5<sup>th</sup> edition). Pearson Education.
3. Baron, R.A. (2005). Psychology: from science to practice. Pearson / Allyn and Bacon, Boston.
4. Feldman, R.S. (2017) – Understanding Psychology (10<sup>th</sup>edition). Mc Graw Hill, India
5. Hoeksema, S.N., Loftus, G., Fredrickson, B. & Lutz, C. (2014). Atkinson and Hilgard's Introduction to Psychology (16<sup>th</sup> edition). Cengage Learning EMEA.
6. Lefton, L. A. & Brannon, L. (2006). *Psychology* (9<sup>th</sup>edition). Pearson Education.

7. Meyer, G., and Ciccarelli, S. (2005). *Psychology*. Prentice Hall.
- Zimbardo, P. G., & Gerrig, R. J. (1995). *Psychology and life* (14<sup>th</sup> edition). New York: Harper Collins College Publications.

**Personality and Behaviour**  
**Faculty of Behavioral Sciences**

**Core Course**

**2021-22**

**Course Description:** This course will provide an overview of Personality Psychology and behaviour including the prevailing perspectives and to explain what makes people the way that they are and how science sorts this all out.

**Course Learning Rationale:**

1. To develop understanding among students about personality from different psychological perspectives.
2. To develop understanding among students regarding type and trait approaches to personality.
3. To understand the dynamics of development of personality.
4. To explain the variability in behaviour.

**Course Learning Outcome:** Upon successful completion of this course students will be able to:

- 1) Describe and compare the historical development and various perspectives of psychodynamic, traits, humanistic, behavioral, and cognitive perspectives on personality
- 2) To analyse a person's behavior, thinking patterns, or emotional reactions on the basis of personality theories
- 3) The students shall acquire the capability to evaluate one's behavioural patterns.

- 4) To have a competence to suggest/ recommend one to make choices as per their personality features.

	<b>COURSE LAYOUT</b>	<b>TOPICS</b>	<b>PEDAGOGY</b>	<b>Lecture hrs.=60</b>
<b>S-1</b>		<b>Meaning of Personality</b>		<b>15 Hours</b>
	SLO-1	Definition of Personality, How Personality is related to Psychology, Approaches to personality.	Lecture, Group, Discussion	3
	SLO-2	Type Approaches: Temperament: Humoral theories- Hippocrates, Sheldon and Kretchmer Approach.	Lecture, case study, Group discussion	3
	SLO-3	Trait Approach: Meaning of Traits, Allport- Types Approach.	Lecture, case study, Group discussion	3
	SLO-4	Heritability and Personality; Evaluation of Traits and Type approach	Lecture, case study, Group discussion.	3
	SLO-5	Assignment and activities	Reading and discussion.	3
<b>S-2</b>		<b>Psychodynamic Perspective of Personality</b>		<b>15 Hours</b>
	SLO-1	Freud's theory of Personality: The nature of mind; Drives.	Lecture, Group discussion	3
	SLO-2	Freud's stages of Psychosexual development.	Lecture, Group discussion.	3
	SLO-3	Structure of Personality: Id, Ego, Superego.	Lecture, Group discussion,	3
	SLO-4	Ego defense mechanism- Repression and Ego defense.	Lecture, Group discussion,	3

	SLO-5	Assignment and activities	Reading and discussion.	3
<b>S-3</b>		<b>Humanistic and Psychosocial Approaches</b>		<b>15 Hours</b>
	SLO-1	Knowing the Theorist- Carl Rogers and Abraham Maslow.	Lecture, videos, group discussion.	3
	SLO-2	Self –actualization, Dispositional and Phenomenological aspect; Holistic Personality development.	Lecture, case study, Group discussion, Role play	3
	SLO-3	Rogers’ Positive regard and Child development, Rogers’ view of the Self-concept.	Lecture, case study, Group discussion.	3
	SLO-4	Eriksson Psychosocial Theory.  Application and Critical Evaluation.	Lecture and Group discussion.	3
	SLO-5	Assignment and activities	Reading and discussion	3
<b>S-4</b>		<b>Relationship between Personality and Behaviour</b>		<b>15 Hours</b>
	SLO-1	Relationship between Personality and Behaviour.	Lecture, case study, Group discussion.	3
	SLO-2	Personality in relation to development of positive personality traits.	Lecture, Group discussion,	3
	SLO-3	Personality and Maladaptive Traits.  Development of Abnormal Personality Traits.	Lecture, case study, Group discussion.	3
	SLO-4	Albert Bandura Theory of Self-Efficacy  Application and Critical Evaluation.	Lecture, Group discussion.	3

	SLO-5	Assignment and activities	Reading and discussion	3
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### **Recommended Readings**

Feist & Feist (2006). *Theories of personality*. McGraw –Hill, New York.

Hall, L. & Campbell (1998). *Theories of personality*, John Wiley & Sons, New York.

Schultz, D. P. & Schultz, S. E. (2016). *Theories of personality*. Cengage Learning.



## **Psychological Experiments and Testing**

### **Faculty of Behavioral Sciences**

**2021-22**

**Course Description:** Psychological testing and conducting psychological experiments is one of the foremost tasks for psychologist/ clinical psychologist. With the help of psychological testing and experiments we came to know about the underlying psychological processes of a person. And most of the psychological variables can not be assessed directly. Therefore, Psychological Tests and Experiments are the scientific way to assess all types of psychological constructs. Furthermore, the range of psychological tests is widespread which includes behavioural analysis, Personality Tests, Experiments to study the basic psychological processes such as memory, learning, attitude, motivation and physiological measures. Therefore, this course has synthesized all standardized psychological tests and experiments in describing, understanding and predicting behaviour of individuals in psychological research.

#### **Course Objective:**

5. To develop understanding among students about the measure of psychological research.
6. To enable students to conduct psychological experiments independently.
7. To enable students to assess various psychological traits such as personality, emotion and aspiration level.
8. To develop understanding among students about the assessment of maladaptive personality traits.

**Course Outcome:** Upon successful completion of this course students will be able to:

1. The students will be able to understand about the measures of basic psychological research.
2. The students will be able to conduct psychological experiments independently.
3. The students will be able to assess various psychological traits such as personality, emotion and aspiration level independently.
4. The students will be able to assess and identify maladaptive personality traits.

	<b>COURSE LAYOUT</b>	<b>LECTURE/ HOUR</b>	<b>TOPICS</b>	<b>PEDAGOGY</b>
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<b>S-1</b>	<b>SLO-1</b>	3 Hours	Introduction: Meaning, Nature, Definition, Scope and Steps of psychological experiments and testing.	Lecture and Discussion
	<b>SLO-2</b>	3 Hours	Span of attention / Preparing an interactive model of attention	Demonstration Practicum
	<b>SLO-3</b>	3 Hours	Simple Reaction time (Visual/ Auditory)	Demonstration Practicum
	<b>SLO-4</b>	3 Hours	Sustained attention-Cancellation task	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assignment & activities	Reading and Discussion
<b>S-2</b>	<b>SLO-1</b>	3 Hours	Measurement of Illusion / Sensory adaptation: Tactual / Cold / Pressure	Demonstration Practicum
	<b>SLO-2</b>	3 Hours	Level of Aspiration	Demonstration Practicum
	<b>SLO-3</b>	3 Hours	Identification of basic emotions	Demonstration Practicum
	<b>SLO-4</b>	3 Hours	Short term Memory	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assessment & activities	Reading and Discussion
<b>S-3</b>	<b>SLO-1</b>	3 Hours	Achievement motivation	Demonstration Practicum
	<b>SLO-2</b>	3 Hours	Temperament scale	Demonstration Practicum
	<b>SLO-3</b>	3 Hours	Defense mechanism Inventory	Demonstration Practicum

	<b>SLO-4</b>	3 Hours	Eysenck Personality Inventory	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assessment & activities	Reading and Discussion
<b>S-4</b>	<b>SLO-1</b>	3 Hours	Test of Maslow Need Hierarchy	Demonstration Practicum
	<b>SLO-2</b>	3 Hours	Self-efficacy scale	Demonstration Practicum
	<b>SLO-3</b>	3 Hours	Self-esteem Scale/ Self-concept Scale	Demonstration Practicum
	<b>SLO-4</b>	3 Hours	Free-word association test	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assessment & activities	Reading and Discussion

\*At the end of the semester or before the end term exams all the students will have to submit the practical file of minimum 12 experiments/ tests signed by their respective teacher.

### **Recommended Readings:**

- Anastasi, A. & Urbina, S. (2016), *Psychological Testing (7<sup>th</sup> ed.)* Pearson Education
- Gregory, R. (2017). *Psychological Testing: History, Principles and Applications. (7<sup>th</sup> ed.)*. Pearson Education.
- Atkinson, Hilgard, Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Lutz, C. (2014). *Introduction to psychology*. Cengage Learning EME.
- Baron, R.A. (2002). *Psychology (5<sup>th</sup> ed.)*. New Delhi: Pearson Education.
- Gerrig, R.F & Zimbardo, P.G. (2005). *Psychology & life*. Allyn& Bacon/New Delhi. Pearson Education.
- Hall C.S., Lindzey. G., & Campbell, J. B. (1998). *Theories of Personality*. John Wiley & Sons, Inc.
- Levine, G., & Parkinson, S. (1994). *Experimental Methods in Psychology*. Lawrence Erlbaum Associates.
- Meyer, G., & Ciccarelli, S. (2005). *Psychology (Paperback)*. Prentice Hall.

Mischel, W., Shoda, Y., & Ayduk, O. (2008). *Introduction to Personality*. (8<sup>th</sup> ed.). New York: John Wiley & Sons, Inc.

## Faculty of Behavioural Sciences

<b>FYP B. Sc. CLINICAL PSYCHOLOGY WITH RESEARCH</b>						
<b>CERTIFICATE LEVEL PROGRAM</b>						
<b>SEMESTER</b>	<b>COURSE</b>	<b>NAME OF THE PAPER</b>	<b>HOURS/WK</b>		<b>CREDIT</b>	<b>MARKS</b>
<b>SEM- II</b>	CORE- 1	Abnormal Psychology	4		4	100
<b>SEM- II</b>	CORE- 2	Basic Counseling Processes and Methods	4		4	100
<b>SEM- II</b>	CORE- 3	Practicum Lab-II	8		4	100
<b>SEM- II</b>		Clinical Assessment and Case Study Reports				
<b>SEM- II</b>	MGE- 1	Any one out of the University Basket	4		4	100
<b>SEM- II</b>	AECC- 1	Environmental Studies	4		4	100
<b>SEM- II</b>	VAC- 1	Any one	2		2	50
				Total	22	550

## **Paper: Abnormal Psychology**

**Course Code: 19100201**

### **4 Units (60 Hours)**

**Course Description:** The course of abnormal psychology is basically designed to give a clear understanding of abnormal behaviour to the students with specific topics relevant in the present approach of study in the field. This course covers all the areas of concerned field with necessary details to better comprehend the mental health issues theoretically.

### **Course Objective:**

1. The course is designed to familiarise the students with the abnormal patterns of human behaviour.
2. The standard classification system for mental abnormalities will be introduced to the students.
3. The students will be explained the causal factors responsible for abnormal behaviour.
4. The psychological aspects of substance use will be introduced during the course teaching.

### **Course Outcome:**

1. The students would be able to differentiate the normal and abnormal behavioural patterns after the completion of the course.
2. The students would be able to understand the Indian approach of mental disorders with during the process of course learning.
3. After the completion of the course the students will be better informed about the underlying psycho-biological causal mechanism responsible for mental abnormality.
4. On completion of the course students would have understanding of specific behavioural anomalies.

	<b>Course Layout</b>	<b>Topics</b>	<b>Pedagogy</b>	<b>Lecture Hours=60</b>
<b>S-1</b>		<b>Introduction</b>		<b>15 hrs.</b>

	SLO-1	Abnormality –nature, Historical background; Indian concept of mental disorders	Lecture, Discussion	Group	3
	SLO-2	Criteria: Statistical, Personal discomfort and Social	Lecture, discussion	Group	3
	SLO-3	Assessment methods of mental disorders: Case study, Psychological tests and brain imaging techniques	Lecture, discussion, videos	Group	3
	SLO-4	Classificatory systems; Need of classification; ICD 10 and DSM 5	Lecture, discussion, videos	,Group	3
	SLO-5	Assignment	Reading and discussion.		3
<b>S-2</b>		<b>Perspectives of abnormal behaviour</b>			<b>15 hrs.</b>
	SLO-1	Psychodynamic perspective of abnormal behaviour	Lecture, video, discussion	group	3
	SLO-2	Biological perspective of abnormal behaviour	Reading and discussion	group	3
	SLO-3	Socio-cultural perspective of abnormal behaviour	Reading and discussion	group	3
	SLO-4	Behavioural and cognitive perspective of abnormal behaviour	Reading and discussion	group	3
	SLO-5	Assignment	Reading and discussion		3
<b>S-3</b>		<b>Psychological disorders (DSM 5) I</b>			<b>15 hrs.</b>
	SLO-1	Anxiety disorders: symptoms and causes of Panic disorder, generalized anxiety disorder	Lecture, video, information	Web	3
	SLO-2	Symptoms and causes of Phobias,	Reading and discussion	group	3
	SLO-3	Symptoms and causes of OCD	Lecture, Reading and discussion	group	3

	SLO-4	Symptoms and causes of PTSD	Reading and discussion	3
	SLO-5	Assignment	Reading, writing and discussion	3
<b>S-4</b>		<b>Psychological disorders (DSM 5) II</b>		<b>15 hrs.</b>
	SLO-1	Schizophrenia: Symptoms, causes and types),	Lecture/ web info/ group discussion	3
	SLO-2	Personality disorders: Types, symptoms and causes	Lecture/ web info/case study and group discussion	3
	SLO-3	Mood disorders: symptoms and causal factors of depression, bipolar disorder	Lecture/ web info/case study, debate, and discussion	3
	SLO-4	Substance use disorders: Nature, symptoms and causes of alcoholism	Lecture/ web info/case study, demonstration, debate, and discussion	3
	SLO-5	Assignment	Reading and discussion	3

### **Recommended Books:**

1. Butcher, J.N. Mineka, S., Hooley, J.M. (2014) – *Abnormal Psychology (15<sup>th</sup> ed.)*. New Delhi: Pearson Education.
2. Susan, N. (2020). *Abnormal Psychology (8<sup>th</sup> ed.)*. McGraw Hill Education, New York
3. Kearney, C.A. and Trull, T.J. (2012). *Abnormal Psychology and Life: A dimensional approach*. New Delhi: Cengage Learning
4. Barlow, D.H. and Durand, V.M. (2010). *Textbook of Abnormal Psychology*. New Delhi: Cengage Learning
5. A. Carr. (2001). *Abnormal Psychology*. Psychology Press.
6. P. Bennett. (2006). *Abnormal and Clinical Psychology: An Introductory Textbook*. Open University Press.
7. S. Strack. (2006). *Differentiating Normal and Abnormal Personality*. Springer Publishing Company.



**Paper: Basic Counseling Processes and Methods**

**Course Code: 19100202**

**Core Course**

**Course Description:** This course is very significant in view of the counselling processes in the area of clinical psychology which deals with the theoretical details of the counseling processing and also explains clearly the methods for the same. It is a fundamental course for the students of clinical psychology who get an insight about the whole scenario of the psychological intervention planned for the restore behavioural normalcy. The methods of various types have been included in the course structure to understand them theoretically and also to evaluate their applicability in different situations.

**Course Objective:**

1. The course also addresses several skills and theoretical issues related to variety of established techniques of counseling.
2. It is aimed to enable students the diversified approach of counselling prevailing in the modern time.
3. The course is explains the steps of counselling process as well as the methods used for the counselling processing.
4. The skills related to the counselling are explained with practical orientation.

**Course Outcome:**

1. At the end of the course the students would be better placed with regard to the sound conceptual base of the counseling interventions.
2. The students will also identify several implications of different techniques of counseling.
3. It will help the students to prove themselves in future as better counselor.

	<b>Course Layout</b>	<b>Topics</b>	<b>Pedagogy</b>	<b>Lecture Hours=60</b>
<b>S-1</b>		<b>Introduction to Counselling</b>		<b>15 hrs.</b>

	SLO-1	Definition of Counselling and Psychotherapy; Current trends in the 21th century; Goals of Counselling	Lecture and Group Discussion	3
	SLO-2	Concerns and Contexts; Conducting an Interview; Assessment with Clients Constructing; Contextualizing	Lecture and Group discussion	3
	SLO-3	Confrontation Skills; Influencing Skills – Strategies for Change, Skill Integration.	Lecture and Group discussion	3
	SLO-4	Integrating micro & macro skills with Theory; Ethical-Legal aspects of counselling	Lecture and Group discussion	3
	SLO-5	Assignment	Reading and discussion.	3
<b>S-2</b>		<b>Counselling Model and Developing Counseling Goals</b>		<b>15 hrs.</b>
	SLO-1	Stages of Counselling;	Lecture/ web info/ group discussion	3
	SLO-2	Conduction of first session and note taking;  Training in one to one relationship and understanding the client;  Basic Empathy and Probing	Lecture/ web info/ group discussion	3
	SLO-3	Assessment and Diagnosis in counselling	Lecture, Writing and group discussion	3
	SLO-4	Skills associated with developing goals and client's participation; Growth of the client	Lecture and group discussion	3
	SLO-5	Assignment	Reading and discussion	3
<b>S-3</b>		<b>Methods of Counselling</b>		<b>15 hrs.</b>
	SLO-1	Clinical Decision Making and Treatment Planning; the role of theories of psychotherapy, choosing a theoretical orientation to therapy	Lecture, video, web information	3

	SLO-2	Psychoanalytic and psychodynamic theories; Ego Psychology; Object relations theory,	Lecture, web info, group discussion	3
	SLO-3	Existential therapy; Person centred therapy; Behavioural therapy and Transactional Analysis.	Lecture, case study, web information	3
	SLO-4	Self-Calming Approaches to Stress Management, Exposure Therapy and Strategies, Strategies for Working with Resistance, Self-Management Strategies	Lecture, web info, group discussion	3
	SLO-5	Assignment	Reading, writing and discussion	3
<b>S-4</b>		<b>Termination and Follow-up</b>		<b>15 hrs.</b>
	SLO-1	Preparing the client for termination.	Lecture/ web info/ group discussion	3
	SLO-2	Discussing outcome criteria and client's satisfaction.	Lecture/ web info/case study and group discussion	3
	SLO-3	Follow-ups and proper referrals.	Lecture/ web info/case study, debate, and discussion	3
	SLO-4	Preventing the relapse of problems.	Lecture/ web info/case study, demonstration, debate, and discussion	3
	SLO-5	Assignment	Reading and discussion	3

**Books Recommended:**

1. Gibson, R.L. (2005). *Introduction to Counseling and Guidance. 6<sup>th</sup>Ed.* New Delhi: Pearson Education.
2. Asch, M. (2000). *Principles of Guidance and Counseling 1<sup>st</sup>ed.* New Delhi: Sarup & Sons.

3. Brammer, L., M. & MacDonald, G. (1996). *The helping relationship Process and Skills*. Boston: Allan & Bacon.
4. Lewis E. Patterson and Elizabeth Reynolds Welfel (2000). *The Counselling Process, 5th edition*, Wasworth Brooks / Cole, Thomson Learning.
5. Ivey, Allen E. & Ivey, Mary B. (2007). *Intentional Interviewing and Counseling*. Thomson: Brooks/Cole. Evans,
6. David R., Hearn, Margaret T., Uhlemann, Max R. & Ivey, Allen E. (2008). *Essential Interviewing: A Programmed Approach to Effective Communication*. Thomson: Brooks/Cole.
7. Nelson-Jones, Richard (2008). *Basic Counseling Skills: A Helper's Manual*. New Delhi: Sage Publications.

### **Paper: Practicum Lab II: Clinical Assessment and Case Study Reports**

**Course Code: 19100203**

**Course Description:** The course is basically designed to understand the techniques of clinical assessment and to have a first hand experience of preparing case study report. Various standardized tools have been included in the present syllabus to cover important aspects of clinical area related to mental health. It gives an ample space to understand variety of mental health issues and their assessment methods in detail. Case study reports are in-depth understanding of a particular case with reference to specific health issue and to analyse the same for better understanding.

#### **Course Objective:**

1. To develop understanding among students about the measurement of mental health dimension.
2. To identify the specific details about different psychological traits with analysis.
3. To have in-depth study of particular mental health issue through case study report.
4. To develop a relational understanding for various mental health dimensions.

**Course Outcome:** Upon successful completion of this course students will be able:

1. To understand the nature of several mental issues.
2. To develop skill for detail analysis of any mental health disorder through case study.
3. To sensitize the people about mental health issues to make them more aware.
4. To develop a sense of quantification of psychological traits to better insight and comparison.

	<b>COURSE LAYOUT</b>	<b>LECTURE/ HOUR</b>	<b>TOPICS</b>	<b>PEDAGOGY</b>
<b>S-1</b>	<b>SLO-1</b>	3 Hours	Introduction: Nature of Clinical assessment and Case Study Reports	Lecture and Discussion
	<b>SLO-2</b>	3 Hours	Deprivation Scale	Demonstration Practicum
	<b>SLO-3</b>	3 Hours	Measurement of Anxiety	Demonstration Practicum
	<b>SLO-4</b>	3 Hours	Assessment of Depression	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assessment & activities	Reading and Discussion
<b>S-2</b>	<b>SLO-1</b>	3 Hours	Insecurity Questionnaire/Test	Demonstration Practicum
	<b>SLO-2</b>	3 Hours	Case study of a depressive patient	Demonstration Practicum
	<b>SLO-3</b>	3 Hours	Mental Health Questionnaire	Demonstration Practicum

	<b>SLO-4</b>	3 Hours	Case study of a Substance Dependent person	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assessment & activities	Reading and Discussion
<b>S-3</b>	<b>SLO-1</b>	3 Hours	Conducting a semi structured interview for counseling needs	Demonstration Practicum
	<b>SLO-2</b>	3 Hours	Coping Strategy test/Aggression Questionnaire	Demonstration Practicum
	<b>SLO-3</b>	3 Hours	Case study of a person with Behaviour Addiction	Demonstration Practicum
	<b>SLO-4</b>	3 Hours	Persuasion as an influencing skill	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assessment & activities	Reading and Discussion
<b>S-4</b>	<b>SLO-1</b>	3 Hours	Social Alienation Scale	Demonstration Practicum
	<b>SLO-2</b>	3 Hours	Case study of Phobia	Demonstration Practicum
	<b>SLO-3</b>	3 Hours	Case study of child with psychological issues	Demonstration Practicum
	<b>SLO-4</b>	3 Hours	Life Satisfaction Scale	Demonstration Practicum
	<b>SLO-5</b>	3 Hours	Assessment & activities	Reading and Discussion

\*At the end of the semester or before the end term exams all the students will have to submit the practical file of minimum 12 tests/ case study reports signed by their respective teacher.

**Recommended Readings:**

1. Butcher, J.N. Mineka, S., Hooley, J.M. (2014) – *Abnormal Psychology (15<sup>th</sup>ed.)*. New Delhi: Pearson Education.
2. Bennett, P. (2006). *Abnormal and Clinical Psychology: An Introductory Textbook*. Open University Press.
3. C. C. Diclemente. (2003). *Addiction and Change: How Addictions Develop and Addicted People Recover*. Guilford Press.
4. Lewis E. Patterson and Elizabeth Reynolds Welfel (2000). *The Counselling Process, 5th edition*, Wasworth Brooks / Cole, Thomson Learning.
5. Nelson-Jones, Richard (2008). *Basic Counseling Skills: A Helper's Manual*. New Delhi: Sage Publications.

**Faculty of Behavioural Sciences**  
**Department of Clinical Psychology**

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**SYLLABUS (2020-2023)**

**Semester III (Total Marks=650)**

S. No.	Paper Name	Course Title	Hrs/ week	Theory/Practical		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1.	Social Psychology	<b>19020301</b>	4	60	40	100	4
2.	<b>Practicum:</b> Social Psychology	<b>19020302</b>	4	20	30	50	2
3.	Basics of Personality	<b>19020303</b>	4	60	40	100	4
4.	<b>Practicum:</b> Basics of Personality	<b>19020304</b>	4	20	30	50	2
5.	Psychometrics	<b>19020305</b>	4	60	40	100	4
6.	<b>Practicum:</b> Psychometrics	<b>19020306</b>	4	20	30	50	2
7	<b>Field Training in</b> Community Settings	<b>19020307</b>	8	40	60	100	4
8	Emotional Intelligence	<b>19020308</b>	4	60	40	100	4
	<b>TOTAL</b>	<b>8</b>	<b>36</b>	<b>340</b>	<b>310</b>	<b>650</b>	<b>26</b>



## Social Psychology( Code: 19020301)

### Course Objectives:

1. To understand the individual in society and know about group behavior.
2. To know the individual in social interaction with others and the underlying behavioral processes.
3. To increase awareness about the ongoing social dynamics and core social issues.

### Course Outcome:

1. An understanding and awareness of the basic concepts in social psychology.
2. Knowledge about the dynamics that are at play when people are part of a group.
3. Understanding of the role of non-verbal cues in communication and social perception. In addition, awareness of group processes, leadership styles and concepts of conformity and cohesiveness.

<b>Unit</b>	<b>Content</b>	<b>Time (Hours)</b>
<b>I</b>	<b>Introduction</b>	16
	Definition, nature, scope of social psychology	4
	Research methods of social psychology	4
	Definition and characteristics of Groups, Group types	4
	Process of group formation, Structure of Group <i>Group Guidance</i>	4
<b>II</b>	<b>Social Processes I</b>	16
	Definition and Characteristics of Leadership, Types of leadership	4
	Social perception: Concept and nature, Nonverbal communication,	4
	Attribution and types Theories of Attribution and its application,	4 4
<b>III</b>	<b>Social Processes II</b>	16
	Impression formation & management.	4
	Aggression: its causes and prevention	4
	Pro-social behavior and Altruism, Factors affecting helping behaviour	4

	kin selection theory, Bystander effect	4
<b>IV</b>	<b>Attitude, Stereotypes, prejudice and discrimination</b>	16
	Attitude; nature and components	4
	formation of attitudes	4
	Measurement of attitudes, Persuasion, Cognitive dissonance.	4
	Stereotypes, prejudice and discrimination: nature, causes and strategies of reducing them	4

**Practicum: Social Psychology(Code: 19020302)**

**Course Objectives:**

1. This course shall help the students to use special tools and method for observing the ongoing processes in behaviour.
2. This course shall further help the students to learn to design small experiment with their fellow classmates in the lab to tap group processes.
3. This would help the students to learn application of social psychology in real life situation.

**Course Outcome:**

1. Students would learn the special tools and different methods of observation of behaviour which is essential in the school of social psychology.
2. Students will obtain a practical exposure to the concepts learned in the theoretical paper by assessing various group processes in real life
3. Students will learn to evaluate concepts such as prejudice and discrimination and stereotypes as well as family environments.

<b>Content</b>	<b>Time (Hours)</b>
<b>C-PSY-P-05 Practicum: (any four to be reported)</b>	<b>16</b>
1. Family relationship scale	4
2. Altruism scale	4
3. Prejudice scale	4
4. Reviewing the literature on common stereotypes among college students	4

**Recommended Readings:**

1. R., Byrne, D. (2009). *Social Psychology (12<sup>th</sup> ed.)*. Boston: Pearson/Allyn and Bacon.
2. Aronson, E., Wilson, T.D., Akert, R.M. (2010). *Social Psychology. (7<sup>th</sup> ed.)*. Princeton: Printice Hall.
3. Rohall, D. E., Milkie, M. E. & Lucas, J. W. (2014) *Social Psychology (3<sup>rd</sup> edition)*. Pearson Education.
4. Nyla R. Branscombe & Robert A. Baron (2016). *Social Psychology (14<sup>th</sup> edition)*. Pearson Education.

## Basics of Personality(Code: 19020303)

### Course Objectives:

1. Personality being a core content of main stream psychology therefore each student shall be exposed with the basics of personality as construct and its importance in dealing with life situation.
2. Understanding of major personality theories will be helpful for understand themselves.
3. Understanding of assessment of personality will be helpful for the assessment and management of person who will be having adjustment problem in life situation.

### Course Outcome:

1. At the end of the course students will obtain knowledge about human personality.
2. They will be helpful aware of their own personality.
3. They will learn to assess the personality of people who may have adjustment related issue in their day to day life.

<b>Unit</b>	<b>Content</b>	<b>Time (Hours)</b>
<b>I</b>	<b>Basic understanding of personality, Freudian Adlerian and Carl Jung approach of personality</b>	<b>16</b>
	Basic understanding of personality: concept, nature and factors influencing of personality	4
	Freud`s understanding of personality: structure theory of personality and psychosexual theory of personality	4
	Carl Jung`s understanding of personality: Aspects and development of personality	4
	Alfred Adler`s understanding of personality: inferiority feelings, striving for superiority, style of life and social interest and birth order	4
<b>II</b>	<b>Genetic and humanistic approach of personality</b>	<b>16</b>
	Golden Allport`s understanding of personality	4
	Cattle`s understanding of personality	4

	Maslow`s understanding of personality	4
	Rogers`s understanding of personality	4
<b>III</b>	<b>Cognitive and Social approach of personality</b>	<b>16</b>
	Kelly`s understanding of personality: an overview of personal construct theory	4
	Albert`s Bandura`s understanding of personality: Modeling theory: Modeling: the basics of observational learning Self-reinforcement and self-efficacy, Developmental stages of self-efficacy	8 4
	Indian perspectives of personality	4
<b>IV</b>	<b>Assessment in the study of personality</b>	<b>16</b>
	Role and types of assessment in personality	4
	Procedure of assessment in personality: Administration, Scoring and Interpretation	4 4
	Theoretical aspects of objective tests: 16 PF, NEO-PI, EPQ Theoretical aspects of Projective Test: Draw A Person Test, Sentence completion test and TAT	4 4

**Practicum: Basics of Personality (Code: 19020304)**

**Course Objectives:**

1. The course is designed to learn the administration, scoring and interpretation of personality test on a suitable subject.
2. The students shall learn to use of inventory/questionnaire as an objective assessment of personality.
3. The student shall learn to use of projective assessment of personality.

**Course Outcome:**

1. The students will be able to develop the rapport with the person.
2. The student will learn to administer, scoring and interpretation of the personality test.
3. They will learn frequently used objective and projective test.

Content	Time (Hours)
<b>C-PSY-P-06: Practicum:(Any four to be reported)</b>	<b>32</b>
1. Preparing a chart of understanding personality	8
2. Administration, scoring and interpretation of 16 PF	8
3. Administration, scoring, and interpretation of NEO-PI	8
4. Administration, scoring and interpretation of EPQ	8
5. Administration, scoring and interpretation of DAPT	8
6. Administration, scoring and interpretation of SCT	8

**Recommended Readings:**

1. Schultz, D. P., & Schultz, D. P. (2015). Theories of personality. Cengage Learning, Boston: USA
2. Mischel, W., Shoda, Y., & Ayduk, O. (2008). *Introduction to Personality. (8th ed.)*. New York: John Wiley & Sons, Inc.
3. Hall C.S., Lindzey. G., & Campbell, J. B. (1998). *Theories of Personality*. John Wiley & Sons, Inc.

## Psychometrics( Code: 19020305)

### Course Objectives:

1. This course is aimed to introduce students to the concepts necessary for developing an understanding of psychological testing.
2. The course will be devoted to a general introduction of the course material.
3. It will focus on psychometrics and expand the understanding of statistical concepts related psychometrics with special reference to test construction and standardization of the psychometric test.

### Course Outcomes:

1. The student will be able to develop an understanding of the basic concepts in the field of psychological testing.
2. Students would be familiar with introductory aspects of psychometrics.
3. They will gain knowledge of the highly valuable and critical field of test development through concepts such as item writing and analysis, reliability, validity and development of norms.

<b>Unit</b>	<b>Content</b>	<b>Time (Hours)</b>
<b>I</b>	<b>Introduction to Psychometrics</b> Meaning and Levels of measurement.	<b>16</b> 6
	Psychophysical Scaling Methods (Method of limits, Method of Rank order, Method of successive categories) and Significance of Psychophysical Scaling.	5 5
	Representative scaling methods: Equal Appearing interval, method of absolute rating and Attitude scaling: Thurstone scale.	
<b>II</b>	<b>Psychological Tests</b> Concept of Psychological Tests, Brief history of Psychological Testing.	<b>16</b> 6
	Types& uses of Psychological Tests. Difference between testing and assessment.	5
	Test administration guiding rules: Advance preparedness of the examiner, Testing condition, Rapport Building.	5
<b>III</b>	<b>Test construction</b> Test construction: Initial questions in test construction, table of specification, item format, Guiding rules of item writing.	8
	Item analysis: Index of difficulty, item reliability index, item validity index and Index of discrimination.	8
<b>IV</b>	<b>Standardization of Tests</b> Reliability: Concept of Reliability, Methods of Reliability: Test-retest reliability, Internal consistency reliability, Alternate-form reliability and Scorer reliability,	<b>16</b> 5

Validity: Concept and Types: Content validity, Criterion-related validity and Construct validity	6
Norms: Meaning and Types of Norms: Developmental (Age-equivalent norms, Grade- equivalent norms) and Within Group Norms (Percentile norms and Standard score norms).	5

**Practicum: Psychometrics( Code: 19020306)**

**Course Objective:**

1. Students will be given an opportunity of experiential learning in the area of psychological testing.
2. They will be given hands on training in developing the fundamental aspects in the development and standardization of test.
3. Course will aim at understanding of item analysis, procedure of standardization, estimation of reliability and validity as well as method to develop norms of any psychological test.

**Course Outcomes:**

1. The student will have experiential learning in the area of psychological test and test construction.
2. They will learn the procedure and fundamental aspects of psychological testing.
3. They will develop the skills of developing items in the test construction and fundamentals in development of test.

Content	Time (Hours)
<b>C-PSY-P-07 Practicum: (any four to be reported)</b>	<b>32</b>
1. Collection of an item pool for a test	8
2. Item Analysis	8
3. Process of standardization	8
4. Estimating reliability – Chronbach’s alpha	8
5. Prepare level of measurement scale according to assigned hypothetical data.	8
6. Estimation of validity – concurrent criterion	
7. Development of norms – Percentile	



**Recommended Readings:**

1. Anastasi, A. & Urbaniak, S. (1997). *Psychological Testing*. Pearson Education Asia: Pearson Publication.
2. Aiken, Lewis R.; Growth-Marnat, Gary, (2009). *Psychological Testing Assessment* (12<sup>th</sup> Ed.). Pearson Education Asia: Pearson Publication.
3. Gregory, Robert J. (2007). *Psychological Testing: History, Principles, and Applications*. (6<sup>th</sup> Ed.). Pearson Education Asia: Pearson Publication.
4. Murphy, K.R. & Davidshafer, C.O. (2019). *Psychological Testing: Principles and Applications* (6<sup>rd</sup> Ed.). Pearson India Publication.

Syllabus-2020

### **Field Training in Community Settings (Code: 19020307)**

#### **Course Objectives:**

1. The course will provide an opportunity for students to reach outside the classrooms and laboratory to the community settings.
2. It shall sensitize them to the community need in respect to mental health. Field training is a skill enhancement course and therefore requires hands on experience.
3. Each student will select an institution/centre/ NGO working with care of challenged people/ Juveniles and criminals/Aged etc. Each student will go for two days at a centre duly approved by the Dean, Faculty of Behavioural Science. It shall be a supervised training and the supervisor at the centre shall maintain a record of attendance, work sheet and other log sheets. Every student is required to submit a certificate and work report book at the end of the semester. It is expected that every student shall work for at-least 128 hours in a semester.

#### **Course Outcome:**

1. Students will have the community work experience and will be sensitized of the basic issues in community setting.
2. They will be aware of community needs and develop the skills of interacting with the people, working NGOs and Juveniles and related centers for deeper experience of knowledge.
3. As per the course objectives, they will have the exposure of working Institutions/ NGO related to challenged people or Juvenile and criminal persons and will learn to maintain document and reports based on community experience.

## **Emotional Intelligence (19020308)**

### **Course Objectives:**

1. This course is aimed at exposing students of other faculties to understand the meaning of emotional intelligence.
2. Course will develop knowledge about the relevant psychological literature and a little psycho-biology of emotions and theories of intelligence.
3. The course will equip the students to help emotional self-control and using the emotions as strength.

### **Course Outcome:**

Upon successful completion of this course students will be able to:

1. Define intelligence and understand the theories of intelligence as well as techniques of intelligence assessment.
2. Understand the concept of social intelligence, its development and implication in human life. Develop understanding about the concept of Emotional intelligence, its role in personal and professional success. Develop better self-perception and help them to understand their own emotions as well as of others. It will help them in professional success and relationship management.
3. Students will have the application of theoretical aspects of emotional intelligence and would apply in their day today life as well as they would develop the skills of measuring intelligence, Social Intelligence and Emotional Intelligence.

<b>Unit</b>	<b>Content</b>	<b>Time (Hours)</b>
<b>I</b>	<b>Introduction to intelligence</b>	<b>16</b>
	Intelligence-Meaning and types	6
	Theories: G and S factor, Multiple intelligence theory	5
	Concept of Intelligence Quotient (IQ), Criticisms of IQ as a measure of intelligence	5

<b>II</b>	<b>Social Intelligence</b> Meaning of Social Intelligence (SI), Development of SI in early childhood and adolescence Implications of Social Intelligence on adult-life, human relationships and leadership, Scientific Research findings on the importance of SI, Concept of Social Quotient (SQ)	<b>16</b> 5 6 5
<b>III</b>	<b>Emotional Intelligence</b> Meaning of Emotional Intelligence (EI), Theories of EI: Daniel Goleman; Scientific Research findings on the importance of EI Concept of Emotional Quotient (EQ), Applications of EI in family, school and workplace settings	<b>16</b> 5 6 5
<b>IV</b>	<b>Measurement of Intelligence</b> Measurement of Intelligence: Stanford–Binet Intelligence Scale, WAIS Measurement of Social Quotient- VSMS Measurement of Emotional Intelligence- EQ-MAP, BarOn	<b>16</b> 5 5 6

**Recommended Readings:**

1. Goleman, D (1995). *Emotional Intelligence*. Bloomsburry Publishing India pvt limited.
2. Goleman, D (2004). *Working with Emotional Intelligence*. Bloomsburry Publishing India pvt limited.
3. Seligman, M. (2011). *Flourish: A Visionary New Understanding of Happiness and Well-being*, Atria Books. Subject Communication Skills

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**SYLLABUS (2020-2023)**

**Semester IV (Total Marks=650)**

S. No.	Paper Name	Course Code	Hrs/ week	Theory/Practical		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1.	Research Methods	<b>19020401</b>	4	60	40	100	4
2.	<b>Practicum:</b> Research Methods	<b>19020402</b>	4	20	30	50	2
3.	Statistics in Psychology	<b>19020403</b>	4	60	40	100	4
4.	<b>Practicum:</b> Statistics in Psychology	<b>19020404</b>	4	20	30	50	2
5.	Abnormal Psychology	<b>19020405</b>	4	60	40	100	4
6.	<b>Practicum:</b> Abnormal Psychology	<b>19020406</b>	4	20	30	50	2
7.	Field Training in Clinical Settings	<b>19020407</b>	8	40	60	100	4
8.	Positive Psychology and Mindfulness	<b>19020408</b>	4	60	40	100	4
<b>TOTAL</b>		<b>8</b>	<b>36</b>	<b>340</b>	<b>310</b>	<b>650</b>	<b>26</b>

\* Course to be opted by students of other faculties, students of FBS will make a choice out of other GE courses offered outside the faculty.

### Research Methods (Code: 19020401)

#### Course Objectives:

1. To expose the students with methods of studying behavior.
2. To understand different methods on selected problems as the core techniques.
3. To understand the procedures, precautions and errors in methods.

#### Course Outcome:

1. There will be understanding of the basic research designs and processes.
2. They will be able to do review of literature, formulate research questions, and generate hypotheses.
3. Student will be skilled to design research proposal and conduct researches.

<b>Unit</b>	<b>Content</b>	<b>Time (Hours)</b>
<b>I</b>	<b>Basics of Research Methods</b>	<b>16</b>
	Concept; characteristics of scientific research; research in psychology	4
	Formulation of problems and hypotheses,	4
	Concept and Types of reliability: Test-retest, Interrater, Parallel forms and Internal consistency	4
	Concept and Types of validity: Construct, Content, Face and Criterion validity	4
<b>II</b>	<b>Variables and sampling</b>	<b>16</b>
	Nature and concept of variables	4
	Types of variables: Quantitative and categorical variables	4
	Nature and concept of Sampling	4
	Sampling types – probability and non-probability sampling	4
<b>III</b>	<b>Types of Research Design</b>	<b>16</b>
	Basic - applied, Exploratory-Explanatory, Inductive-Deductive	4
	Experimental research, Correlation research, Descriptive research,	4
	Ethnographic research, Cross-sectional research,	4
	Longitudinal research and case studies	4

<b>IV</b>	<b>Methods and Techniques of data collection</b>	<b>16</b>
	Qualitative vs. Quantitative and Primary vs. Secondary	4
	Descriptive vs. Experimental	4
	Experiment, Survey, Interview,	4
	Observation, Literature review, Case Study	4

**Practicum: Research Methods (Code: 19020402)**

**Course Objectives:**

1. The aim of the course is to acquire skills of using various methods of psychology.
2. They will have practical exposure in psychology laboratory.

**Course Outcome:**

1. The student will be able to plan and carry out some basic research through the use of psychological research methods in the laboratory or the field.
2. They will be able to develop skills of scientific report writing and documentation.

<b>Content</b>	<b>Time (Hours)</b>
<b>C-PSY-P-08: Practicum: (Any four to report)</b>	<b>32</b>
1. Small survey with a questionnaire	8
2. Conducting a cross-sectional study of four age groups	8
3. Conducting a deep interview	8
4. Field experiment	8
5. Case study	
6. Conducting an experiment on two groups	
7. Naturalistic observation by focal subject methods	

**Recommended Readings:**

1. Kothari, C.R. (2004). *Research Mehtodology: Methods & Techniques*. New Age International. New Delhi, India.
2. Kerlinger, F. (2010). *Foundations of Behavioral Research*. New Delhi: Prism International.
3. Yaremko,R. M., Harari,H., Harrison,R. C., Lynn,E. (1986). *Handbook of Research and Quantitative Methods in Psychology: For Students and Professionals*. Lawrence Erlbaum Associates, 1986
4. LevineG. , Parkinson, S. . (1994). *Experimental Methods in Psychology*. Lawrence Erlbaum Associates.
5. Albon,A. . (2007). *Introducing Psychology through Research*. Open University Press.
6. Edgar,I. R. . (2004). *Guide to Image-work: Imagination-Based Research Methods*. Routledge



### Statistics in Psychology(Code: 19020403)

#### Course Objectives:

1. To teach them data description, analysis and hypothesis testing.
2. To learn various statistical techniques for the purpose of testing the hypotheses as per designs.
3. To provide the learning and supervision for research projects.

#### Course Outcomes:

1. Students will learn to use particular statistical tests.
2. They will have better analytical skills and make inferences from the data.
3. They will make research projects.

Unit	Content	Time (Hours)
<b>I</b>	<b>Introduction to Statistics in Psychology</b>	<b>16</b>
	Meaning, scope and purpose	4
	Types of statistics – descriptive, inferential;	4
	Parametric and Nonparametric Statistics	4
	Representation of data – frequency distributions, Graphs-Histogram, Polygon and Ogive	4
<b>II</b>	<b>Measures of Central Tendency and Variability</b>	<b>16</b>
	Mean, median, mode; Percentiles	4
	Variability – Average Deviation, Quartile Deviation and Standard deviation	6
	Normal Distribution: Properties of normal curve; skewness and kurtosis, Applications of Normal Distribution	6

<b>III</b>	<b>Inferential Statistics- I</b> Purpose, techniques; standard error of mean, median and SD	<b>16</b> 4
	Parametric: Comparing means: t-test for independent and correlated groups;	4
	Anova: One way Anova & Two way Anova	4
	Correlation-Coefficient– Product Moment and Spearman’s Rank Order Coefficient.	4
<b>IV</b>	<b>Inferential Statistics- II</b>	
	Non –Parametric: nature and concept	4
	Mann Whitney U - test and Wilcoxon Sign Rank Test, Kruskal- Wallis Test	4
	Regression- Nature and concept	4
	Regression Types	4

**Practicum: Statistics in Psychology (Code: 19020404)**

**Course Objectives:**

1. The course is designed to conduct statistical analysis on given data, learning to solve and analyze data manually, with calculator and also using some softwares.
2. Students will test certain hypothesis to state the result and conclusions.

**Course Outcome:**

1. Students completing this course develop statistical sense and analytical ability.
2. They will be confident in calculating and using tools. They will know to draw statistical inference and state conclusions.

Content	Time (Hours)
<b>C-PSY-P-09: Practicum:(Any four to be reported)</b>	<b>32</b>
1.Represent the data (N-100) by using frequency distribution and prepare graph (In MS-Excel/SPSS)	8
2.Comparing Normal and Empirical Distribution on graph;	
3.Calculate Skewness and kurtosis(In MS-Excel/SPSS and Manually)	8
4.Data Entry in Excel and porting to SPSS for 10 variables and 50 observations	8
5.Study of Probability using coin and dice	8
6..Calculate Mean, Median & Mode (In MS-Excel/SPSS)	
7.Calculate Pearson and Spearman correlation (In MS-Excel/SPSS)	
8.Cross tabs and Chi Square – Testing association between two variables	

**Recommended Readings:**

1. Garrett, P. (1968). *Statistics in Psychology and Education*. New Delhi: Vakils.
2. Michael,Cowles. (2001). *Statistics in Psychology: An Historical Perspective*.Lawrence Erlbaum Associates.
3. Bakeman,R.P.(1992). *Understanding Social Science Statistics: A Spreadsheet Approach*. Lawrence Erlbaum Associates, 1992
4. Reichmann, W. J. . (1961). *Use and Abuse of Statistics*. Oxford University Press.
5. Kault, D.. (2003). *Statistics with Common Sense*. Greenwood Press, 2003
6. Everitt, B. S. . (2001). *Statistics for Psychologists: An Intermediate Course*. Lawrence Erlbaum Associates.
7. Siegel, S. and Castellan Jr, N.J. (1988). *Non-parametric statistics for the behavioural Sciences*. McGraw Hill.

## Abnormal Psychology(Code: 19020405)

### Course Objectives: Course Objectives:

1. To understand the nature and models of abnormality and psychopathology.
2. To understand the current classificatory systems of diagnosis: ICD and DSM.
3. To learn the symptoms and causes of various disorders along-with the criteria.

### Course Outcomes:

1. Students will be able to differentiate between normal and abnormal behavior.
2. They will be aware of the symptoms and causes of various disorders.
3. It will lay the foundations for them to go on higher studies in clinical psychology.

<b>Unit</b>	<b>Content</b>	<b>Time (Hours)</b>
<b>I</b>	<b>Introduction</b>	<b>16</b>
	Abnormality –nature, criteria: statistical abnormality, Psychometric abnormality, Utopian model, deviant behavior;	6
	Misconceptions about mental disorders Historical background;	4
	Classificatory systems; Need of classification; ICD 10 and DSM 5	4
	Indian concept of mental disorders	2
<b>II</b>	<b>Models of abnormal behavior</b>	<b>16</b>
	Psycho-dynamic model	4
	Behavioural model	4
	Cognitive Model	4
	Bio-psycho-social approach to abnormal behavior	4
<b>III</b>	<b>Psychological disorders (DSM 5)- I</b>	<b>16</b>
	Anxiety disorders: symptoms and causes	4
	Panic disorder, Phobia	4
	Generalized Anxiety Disorder	4
	OCD, PTSD	4

<b>IV</b>	<b>Psychological disorders (DSM 5)- II</b>	<b>16</b>
	Mood disorders: symptoms and causal factors	4
	Depression, Bipolar Disorder	4
	Substance use disorder, Schizophrenia	4
	Personality disorder	4

**Practicum: Abnormal Psychology( Code: 19020406)**

**Course Objectives:**

1. The course prepares the students to make practical testing of abnormal behaviour and certain symptoms by using standardized psychological tests.
2. Students will learn to make psychological reports.

**Course Outcome:**

1. Students will be skilled in conducting the psychological tests of clinical importance.
2. They will be able to make diagnosing after hands on experience.

<b>Content</b>	<b>Time (Hours)</b>
<b>C-PSY-P-10: Practicum: (Any four to report)</b>	<b>32</b>
1. Visit and report to a Psychiatric set up	8
2. Report of a documented case	8
3. Measurement of anxiety	8
4. Measuring levels of substance addiction	8
5. Assessment of Depression	
6. Mood adjective checklist	
7. Internet addiction	
8. Assessment of Intelligence	
9. Symptom check list	
10. Clinical Analysis Questionnaire	

**Recommended Readings:**

1. Butcher, J.N. Mineka, S., Hooley, J.M. (2014) – *Abnormal Psychology (15<sup>th</sup> ed.)*. New Delhi: Pearson Education.
2. Niraj, A. (2006). *A short textbook of psychiatry*. Jaypee Brothers Publishers.
3. Kearney, C.A. and Trull, T.J. (2012). *Abnormal Psychology and Life: A dimensional approach*. New Delhi: Cengage Learning
4. Barlow, D.H. and Durand, V.M. (2010). *Textbook of Abnormal Psychology*. New Delhi: Cengage Learning
5. Carr, A. (2001). *Abnormal Psychology*. Psychology Press.
6. Bennett, P. (2006). *Abnormal and Clinical Psychology: An Introductory Textbook*. Open University Press.
7. Cave, S. (2002). *Classification and Diagnosis of Psychological Abnormality*. Routledge.

### **Field Training in Clinical Settings( Code: 19020407)**

#### **Course Objectives:**

1. Field training is a skill enhancement course and therefore requires hands on experience.
2. University will select an institution/centre/ NGO working with care and treatment of patients/ challenged people.
3. Each student will go for two days at a centre duly approved by the Dean, Faculty of Behavioural Science. It shall be a supervised training and the supervisor at the center shall maintain a record of attendance, work sheet and other log sheets. Every student is required to submit a certificate and work report book at the end of the semester. It is expected that every student shall work for at-least 128 hours in a semester.

#### **Course Outcomes:**

1. Students will be able to observe cases of psychological disorders in real-life settings.
2. They will be able to assess and conceptualize mental health problems in a professional manner.
3. They will also observe mental health interventions being carried out in institutional setting and report the same through case studies and vignettes.

## Positive Psychology and Mindfulness( Code: 19020408)

### Course Objectives:

1. To understand the eastern and western perspective of positive psychology.
2. To study the classification, measures in positive psychology.
3. To understand the meaning of real positive self and state of mindfulness.

### Course Outcome:

1. Students will have the knowledge and applications of positive psychology.
2. Students will understand and learn the real meaning of being positive in life.
3. It will acquaint them with the simple techniques of self control and self regulation.

<b>Unit</b>	<b>Content</b>	<b>Time (Hours)</b>
<b>I</b>	<b>Introduction to Positive Psychology</b>	<b>16</b>
	Concept and Historical Background of positive psychology	4
	positive psychology: Eastern and Western perspective	4
	Positive youth development	4
	Positive successful aging	4
<b>II</b>	<b>Positive Emotional States and Processes</b>	<b>16</b>
	Principles of pleasure : understanding positive affect, positive emotions	4
	Emotional experiences : Emotion focused coping, emotional intelligence, emotion processing	4
	Positive states and processes self efficacy, optimism, hope, Wisdom and courage	4
	Living well – Resilience in childhood	4
<b>III</b>	<b>Happiness and Strength and virtues</b>	<b>16</b>
	Introduction to psychology of happiness: Eastern and Western perspective	6
	Biological viewpoint of happiness	4



	Measures of happiness	
	Character strength and virtues	4
	Measures of happiness	2
<b>IV</b>	<b>Mindfulness, Flow and Spirituality</b>	<b>16</b>
	Mindfulness: Historical background	4
	Mindfulness as a state of mind Living with mindfulness	4
	Flow: In search of absorption	4
	Spirituality: In search of the sacred	4

### Recommended Readings:

1. Lopez, S.J. and Snyder, C.R.(2014) *The Oxford Handbook of Positive Psychology*. Oxford University Press.
2. Synder, C.R., Lopez, S.J. &Pedrotti, J.T. (2011). *Positive Psychology – The Scientific and Practical explorations of human strengths* (Second edition) Sage publications India Pvt. Ltd.
3. Pinker, S. (2018). *Enlightenment Now: The Case for Reason, Science, Humanism, and Progress*. Kindle
4. Seligman, M.E.P. and Csikszentmihalyi,M. (2000). *Positive Psychology: An Introduction*. Special Issue of American Psychologist, APA, USA. DOI: 10.1037/0003-066X.56.1.89.
5. Kabat-Zinn, J. (2017). *Mindfulness for beginners*. Jaico Publishing House.

**Faculty of Behavioural Sciences**  
**Department of Clinical Psychology**  
**B.Sc. Clinical Psychology**  
**SYLLABUS (2019-2022)**  
**Semester V (Total Marks=700)**

S. No.	Paper Name	Course Title	Hrs/ week	Theory/Practical		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1.	Psychotherapeutic Interventions	<b>19020501</b>	4	60	40	100	4
2.	<b>Practicum:</b> Psychotherapeutic Interventions	<b>19020502</b>	4	20	30	50	2
3.	Neuropsychology	<b>19020503</b>	4	60	40	100	4
4.	<b>Practicum:</b> Neuropsychology	<b>19020504</b>	4	20	30	50	2
5	Counselling Skills Training	<b>19020505</b>	8	40	60	100	4
6	Disability and Rehabilitation	<b>19020506</b>	4	60	40	100	4
7	<b>Practicum:</b> Disability and Rehabilitation	<b>19020507</b>	4	20	30	50	2
8	Clinical Assessment Methods	<b>19020508</b>	4	60	40	100	4
9	<b>Practicum:</b> Clinical Assessment Methods	<b>19020509</b>	4	20	30	50	2
10	Criminal Psychology	<b>19020510</b>	4	60	40	100	4
11	<b>Practicum:</b> Criminal Psychology	<b>19020511</b>	4	20	30	50	2
	<b>TOTAL</b>	<b>9</b>	<b>40</b>	<b>360</b>	<b>340</b>	<b>700</b>	<b>28</b>

\* Student will choose two DSE out of three given above.

Psychotherapeutic Intervention-I (Code:19020501)

## Course objectives

1. Student will develop the scientific understanding about psychotherapy
2. They will learn basic therapeutic skills of psychotherapy.
3. They will be provided hand on skills training in psychotherapy

## Course Outcome

1. Students would be able to understand human behaviours in psychological perspective
2. They would be able to know the application of various psychotherapeutic approaches in clinical setting.
3. They will develop the aptitude of psychotherapist and skills required to deliver the psychotherapy.

Unit	Content	Time (Hours)
<b>I</b>	<b>Introduction</b>	<b>16</b>
	Nature of psychotherapy: Understanding and definitions of psychotherapy	4
	History and development of psychotherapy	4
	Process of psychotherapy	4
	Client-therapist relationship, role and qualities of a good therapist	4
<b>II</b>	<b>Psychodynamic, Behavioural and Humanistic Psychotherapies</b>	<b>16</b>
	Overview of Freudian approach of psychoanalysis: Theoretical background, techniques and application.	4
	Overview of Adlerian`s approach of psychotherapy: Theoretical background, techniques and application.	4
	Understanding Behavioural Therapy: Theoretical Background, Techniques and application.	4
	Overview of Client Centred Therapy: Theoretical Background, Techniques and Application.	4

<b>III</b>	<b>Supportive Psychotherapy and Cognitive-Behaviour Therapy</b> Understanding anoutSupportive Psychotherapy  Major techniques of supportive Psychotherapy  Overview of Cognitive Behaviour Therapy: Theoretical background and principals of CBT  Process and Techniques used in CBT	<b>16</b>  4  4  4  4
<b>IV</b>	<b>Third Waves of Cognitive Behaviour Therapy and Ethical issues in psychotherapy</b>  Overview of Mindfulness Based Stress Reduction Therapy (MBSRT): Background, Techniques and Application.  Overview of Mindfulness Based Cognitive Therapy (MBCT): Background, Techniques and Application.  Overview of Dialectical Behaviour Therapy (DBT): Background, Techniques and Application.  Ethical issue in psychotherapy in practice.	16  4  4  4  4

## **Practicum: Psychotherapeutic Intervention-I( Code: 19020502)**

### **Course objectives:**

1. To impart the basic psychotherapeutic skills and
2. To learn frequently used therapeutic techniques based on learned theoretical concepts of psychotherapy.

### **Course outcome:**

1. Students will be having an experiential understanding to execute process of psychotherapy and
2. Students will develop a sense of mastery on basic psychotherapeutic techniques.

<b>Content</b>	<b>Time (Hours)</b>
<b>C-PSY-P-14 Practicum:</b>	<b>32</b>
<b>Instruction:</b> <i>A total of six practical is given based on the learnt theoretical concepts. Student may report any four task out of the six but task-1 is mandatory.</i>	
1. Video recording on (5 to 10 minutes) Therapeutic Skills through role play (Note: Active listening, Unconditional positive regards, reflection and paraphrasing should reflect as a therapeutic skills during role play)	8
2. Prepare Thought Record Dairy of at least two weeks on any suitable subject (Note: must to use a good quality dairy for record purpose)	8
3. Prepare Activity Scheduling on a chart (Note: Chart should be decorated with visible font size)	8
4. Video recording on (5 to 10 minutes) demonstration of mindfulness breathing meditation. (Note: Instructions of mindfulness should be deliver in an appropriate manner)	8
5. Video recording on Progressive Muscular Relaxation on any suitable subject (Note: Instructions of either	8

mindfulness or relaxation should be delivered in an appropriate manner)

6. Video recording on ( 5 to 10 minutes) demonstration of Assertiveness Skills through role play(Note: Reflection of dialogue delivery of using assertiveness skills in the appropriate interpersonal situation)

### **Recommended Readings:**

1. Wolberg, L.R. (2004). *The techniques of psychotherapy*. Kennedy Drive: Chevy Chase
2. Makover, R. B. (2017). *Basics of psychotherapy: A practical guide to improving clinical success*. American Psychiatric Association Publication: USA
3. Didonna, F. (2009). *Clinical handbook of mindfulness*. Springer: Italy
4. Back, J. S. (2011). *Cognitive therapy: Basic and beyond*. The Guildford publication: New York
5. Hersen, M. & Sledge, W. (2002). *Encyclopedia of psychotherapy*. Academic Press.
6. Gobbard, G. Beck, J. Holmes, J. (2007). *Oxford Textbook of Psychotherapy*. OUP: London.
7. Segal, Z. V., Williams, J, MG & Teasdale, J. D. (2013). *Mindfulness based cognitive therapy for depression*. The Guildford Press: USA
8. Linehan, M. M. (2014). *DBT skills training manual*. The Guildford press: USA

## Neuropsychology( Code:19020503)

### Course Objectives:

1. To make them familiar with the structures and functions of the brain
2. To develop understanding of major Neuro-psychiatric disorders
3. To develop an understanding about the importance of Neuropsychological assessments

### Course Outcome:

1. Students would be able to relate behavioural problems with brain dysfunctions
2. Students would be able to identify the sign and symptoms of Neuropsychiatric disorders
3. Students would be able to carry out clinical interview and assessments

Unit	Contents	Teaching Hrs.
<b>I</b>	<b>Introduction to Neuropsychology</b>	16
	Nature and Concept of Neuropsychology	4
	scope of Neuropsychology	4
	Perspectives of the brain and behavior: Aristotle, Descartes, Darwin	4
	Contemporary perspectives of Neuropsychology	4
<b>II</b>	<b>Central Nervous system</b>	16
	Origin and development of the Central Nervous System	4
	Divisions of the Brain: The brain stem, cerebellum,	4
	The Diencephalon- The subcortical forebrain, The telencephalon- The cerebral cortex	6
	The Spinal cord	2

<b>III</b>	<b>Neuro-diagnostics</b>	16
	Introduction to Neuropsychological assessment	4
	Special issues in neuropsychological assessment	4
	Essentials of the interview and clinical history	2
	Comprehensive Neuropsychological assessments :PGI Battery, Stroop test, Trail Making test, and MMSE	6
<b>IV</b>	<b>Neuropsychological Disorders</b>	16
	Introduction of Dementias, Alzheimer’s Disease and Parkinson’s Disease.	5
	Cerebrovascular accidents: Types,causes, symptoms and management	5
	-Traumatic brain injuries: Types, causes, symptoms and Management	6

**Practicum –Neuropsychology( Code:19020504)**

**Course Objectives:**

1. To provide practical experience in Neuropsychological assessment
2. To develop competence in core assessment tools to measure neurocognitive deficits

**Course Outcome:**

1. Students would be able to handle diagnosis and assessment of patients with brain dysfunction
2. Students would be capable to analyze and make profile of patients.

Contents	Time (Hrs.)
<b>Neuropsychology: (any four to be reported)</b>	<b>32</b>
1. AIIMS Battery	8
2. PGI Memory scale	8
3. MMSE	8
4. Trail making test	8
5. Stroop Test	8

**Note:** At least 4 practical to be reported by every student.

**Recommended Readings:**

1. Zillmer, E.A., Spiers, M.V., & Culbertson, W.C. (2008). *Principles of Neuropsychology*. Thompson: Wadsworth.
2. Beaumont,G.J., (2008). *Introduction to Neuropsychology*.NY:Guilford



3. Morgan, E.J., & Ricker, H.J. (2018) *Textbook of Clinical Neuropsychology*. NY. Routledge
4. Faust, M. (2015). *The Handbook of Neuropsychology of Language*. NY: Wiley.
5. Goldstein, L.H. & McNeil. J.E. (2012). *Clinical Neuropsychology: A Practical Guide to Assessment and Management for Clinicians*. NY: Wiley

### **Counseling Skills Training( Code: 19020505)**

#### **Course Objectives:**

1. The purpose of the course is to impart training to students in real life settings working with some organizations under some experienced counselors.
2. This hand on experience shall sensitize them toward the psychological problem people are facing in real life.
3. They will have counseling skills training to sharpen counseling and therapeutic skills.
4. Each student will select an institution/center/ NGO working with people facing problems in various walks of life.
5. Each student will go for two days at a center duly approved by the Dean, Faculty of Behavioural Science. It shall be a supervised training under a counselor at the center, who shall maintain a record of attendance, work sheet and other log sheets.
6. Every student is required to submit a certificate and work report book at the end of the semester. It is expected that every student shall work for at-least 128 hours in a semester.

#### **Course Outcomes:**

1. After completing the course the students will have experiential learning of doing counseling with client.

2. They will have basic counseling and therapeutic skills for doing effective counseling in real life situation. They will be confident in dealing with clients and finding the etiology of their problems.

### **Disability and Rehabilitation( Code: 19020506)**

#### **Objectives of the course**

1. To make the students familiar with the concepts of disability and challenges of daily living due to disability
2. To make them aware about the challenges and role of family in recovery process
3. To orient the students, process and methods of rehabilitation
4. To Develop keen understanding of Government policies and Acts

#### **Outcome of the Course**

1. Students will aware about Disability and would be able to carry out sensitization programs at community level
2. They would be able to deal family and caregiver issues.
3. They would be able to participate in rehabilitation process
4. They would be to understand social and legal aspects of Disability

<b>Unit</b>	<b>Content</b>	<b>Time (Hours)</b>
<b>I</b>	<b>Disability</b>	<b>16</b>
	Definition and classification of disability: impairment, disability, handicap, activity, participation	8
	Psychosocial Models of disability: Traditional, Charity, Biological, Psycho-social and community based Model	8
<b>II</b>	<b>Introduction to Rehabilitation</b>	<b>16</b>
	Rehabilitation Psychology: Definition, scope and methods.	4

	Role of Rehabilitation Psychologist -Assessment, diagnosis, treatment and certification	8
	Work settings of rehabilitation psychologists,	4
<b>III</b>	<b>Family and psychiatric Rehabilitation</b>	<b>16</b>
	The concept of Family Recovery, Family and Caregiver issues	8
	Family Psychoeducation: An Evidence Based Practice, Role of Familial Strengths and Resilience in Process of Recovery	8
<b>III</b>	<b>Government Policies and Acts</b>	<b>16</b>
	Mental Health Act-2017	4
	Persons with disabilities Act-2016	4
	Rehabilitation Council of India Act	4
	WHO policy of mental issue	4

**Practicum: Disability and Rehabilitation( Code: 19020507)**

**Course Objectives**

1. To provide hands-on clinical experience
2. To develop competence in core assessment tools of Disability

**Course Outcome:**

1. Students would be able to administer, analyze and interpret commonly used tests of Disability
2. Students would be able to make case reports and can develop rehabilitation plan

Content	Time (Hours)
<b>DES-PSY-P-1 Practicum: (any four to be reported)</b>	<b>32</b>
1. Case Study with regard to specific disability	8
2. ADPMR	8
3. Seguin Form Board	8
4. Vineland Social Maturity Scale	8
5. Developmental milestone and adaptive behavior	
6. Speech therapy/Occupational Therap	

**Recommended Readings:**

1. Frank, R.G., Rosenthal, M., Caplan, B. *Handbook of Rehabilitation Psychology(2<sup>nd</sup> ed)*. Washington, American Psychological Association, 2015.
2. Drum CE, Krahn GL, Bersani H. *Disability and Public Health*, Washington, America Public Health Association, 2009.
3. Riggart, T.F. and Maki, D.R. (2004). *Handbook of Rehabilitation Counseling*. Springer.

4. Leavitt, R.L. (1999). *Cross-Cultural Rehabilitation: An International Perspective*. W. B. Saunders.
5. Sohlberg, M. and Mateer, C.R.. (2001). *Cognitive Rehabilitation: An Integrative Neuropsychological Approach*. Guilford Press.
6. Marshall, R. (2005). *Perspectives on Rehabilitation and Dementia*. Jessica Kingsley.

## Clinical Assessment Methods (Code: 19020508)

### Course Objectives:

1. To develop basic understanding of clinical assessments
2. To impart knowledge for conduction of clinical interviews
3. To make them familiar about intelligence and personality assessment

### Course Outcome:

1. Students would be able to understand clinical cases
2. Students would have competency to conduct clinical interviews
3. Students would be able to select and conduct appropriate psychological assessments as it will be helpful to plan suitable psychotherapeutic treatments.

Unit	Contents	Time (Hrs.)
<b>I</b>	<b>Introduction to Clinical Assessment</b>	16
	Nature, scope, and goals of clinical assessment	4
	Characteristics and types of assessment methods	4
	Need of Clinical/Psychological assessments	4
	Technical aspects of clinical assessments and classification of clinical assessments	4
<b>II</b>	<b>Interviewing and Behavioural Observation Methods</b>	16
	Interview: Objectives of interview, Types and techniques of interview	4
	Interviewing skills	4
	Behavioral observation – naturalistic observation, self-monitoring, controlled observation	4
	Behavioral checklists, inventories and questionnaires.	4
<b>III</b>	<b>The assessment of Intelligence</b>	16
	The concept of Intelligence, Definition and theories of Intelligence	4
	The IQ: Its meaning and its correlates	4
	The clinical assessments of Intelligence : Stanford- Binet Scales, WAIS-IV and VSMS	8
	The Clinical use of Intelligence Test	4

<b>IV</b>	<b>The assessment of Personality</b>	16
	The concept and definition of personality Need of personality assessments	4
	Objective and projective tests of personality : 16 PF, NEO-PI , sentence completion test and DAPT	4
	The clinical assessments of Intelligence : Stanford- Binet Scales, WAIS-IV and VSMS The Clinical use of Intelligence Test	8

## **Criminal Psychology (Code:19020510)**

### **Course Objectives:**

1. This course is designed with the aim to give the basic understanding to the students about the psychology behind any crime.
2. Students will be familiar with nature of crime, factors and psychological theories.
3. The course will focus on preparing a psychological profile, assessment and treatment of criminal behavior.

### **Course Outcomes:**

1. After completion of course, the students will develop the scientific understanding of criminal behaviour.
2. They will have better understanding of psychopathology of Juvenile delinquency, mentally ill offenders, Serial killers & Rampage killers and Sex offenders will also come in light.
3. They will learn to prepare psychological profile of criminal behaviour and use of psychological test.
4. They will be familiar with psychological intervention in the person with crime background.

<b>Unit</b>	<b>Content</b>	<b>Time (Hours)</b>
<b>I</b>	<b>Introduction</b>	<b>16</b>
	Definition and nature of criminal psychology	4
	Scope of criminal psychology	4
	Psychosocial theories of criminal behaviour	4
	Practical aspects of criminal psychology.	4
<b>II</b>	<b>Criminal behavior</b>	<b>16</b>
	Criminal Behaviour: Understanding of criminal behaviour and Types of Criminal behaviour: Terrorism – Domestic and international, Drugs and Crime,	8
	Cyber crimes – defined governed, Cyber- terrorism, Bullying, Harassment and Stalking.	4

	Psychopath – Juvenile delinquency, Mentally ill offenders, Serial killers & Rampage killers and Sex offenders.	4
<b>III</b>	<b>Special issues in Criminology</b>	<b>16</b>
	Anxiety, impulsivity, Defensiveness and fear of crime	4
	Feminism, Ambivalence and Date rape	4
	Understanding the Perpetrators of Racial Harassment	4
	Restorative Justice, Re-integrative ,Shaming and Inter-subjectivity	4
<b>IV</b>	<b>Role of Psychology in Prevention, assessment &amp; Treatment</b>	<b>16</b>
	Psychological precursors to crime, Crime patterns – psychological analysis,	4
	Understanding Psychological profiling and method to prepare psychological profiling	4
	Types of test useful for forensic assessment, Use of MMPI and NEO PI-R in assessment of personality	4
	Future predictions of criminal behavior on the basis of criminal profiling.	4

### **Practicum:Criminal Psychology( Code:19020511)**

#### **Course Objective:**

1. To make the students familiar with factors responsible for criminal behaviour.
2. To provide experiential learning in the field of criminal psychology.
3. To make the student familiar on assessments tools used in criminal psychology
4. To help students to prepare psychological profiling of criminals

#### **Course Outcomes:**

1. After the end of the semester, student will have experiential knowledge in criminal related behaviour.
2. Student would learn administration, scoring and interpretation of psychological testing used in assessment of criminal behaviour.
3. Student would be able to prepare psychological profiling of criminals.



<b>Content</b>	<b>Time (Hours)</b>
<b>DSE-PSY-P-05:Practicum: (any four to be reported)</b>	<b>32</b>
1.To prepare a psychological and behavioural profiling on a suitable subject.	8
2. Administration, scoring and interpretation of NEO PI-R	8
3. Administration, scoring and interpretation of MMPI on suitable subject	8
4.Administration, scoring and interpretation of PANAS	
6.To prepare a report on Cyber responsibility among adolescents	
7. A visit to a Juvenile Home/ Prison/Jail and prepare a experiential report	

**Recommended Readings:**

1. Bachhav, Aun M. (2012). *Criminal Psychology*. Chandralok Prakashan, Kanpur
2. Bharati, A. (2012). *Studies on Criminological Psychology*, CyberTech Publications. New Delhi
3. Suryanarayana, N.V.S, Himabindu. G., & Neelima V. (2011). *Cyber Psychology*. Sonali Publications, New Delhi
4. Verma, L. (1990). *The management of children with emotional and behavioral difficulties*. London: Routledge.
5. Gadd, D.& Jefferson, T. (2007). *Psychosocial criminology*. Sage Publication, London

**Practicum: Clinical Assessment Methods (Code: 19020509)**

**Course Objectives:**

1. To provide hands-on clinical experience
2. To develop competence in core psychological assessment tools

**Course Outcome:**

1. Students would be able to administer, analyze and interpret commonly used tests in clinical settings
2. Students would be able to make case reports with the help of these assessment tools.

Contents	Time (Hours)
<b><u>DES-PSY-P-02</u></b>	<b>32</b>
1. Stanford-Binet Intelligence scale	8
2. WAIS-IV	
3. VSMS	8
4. I6 PF	8
5. NEO-PI	8
6. Sack's sentence completion Test	

**Note:** At least 4 practical to be reported by every student.

**Recommended Readings:**

1. Groth-Marnat, G. & Wright, A.J. (2016). *Handbook of Psychological Assessment*. NY: Wiley
2. Anastasi, A. and Urbina, S. (2016). *Psychological Testing*. Pearson Education India.
3. Plante, T.G. (2004). *Contemporary Clinical Psychology, 4<sup>th</sup> Ed.* Wiley publishers. New York:US.
4. Kaplan, R. & Saccuzzo, D.P. (2012). *Psychological Testing: Principles, Applications, and Issues. 8<sup>th</sup> Ed.* Wadsworth Publishing.

**Faculty of Behavioural Sciences**  
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**Semester VI (Total Marks=700)**

S. No.	Paper Name	Course Title	Hrs/ week	Theory/Practical		Total Marks	Credit
				Summative Assessment	Formative Assessment		
1.	Integrated Psychological Interventions	19020601	4	60	40	100	4
2.	<b>Practicum:</b> Integrated Psychological Interventions	19020602	4	20	30	50	2
3.	Basics of Counselling	19020603	4	60	40	100	4
4.	<b>Practicum:</b> Basics of Counselling	19020604	4	20	30	50	2
5	Case Study Reports	19020605	8	40	60	100	4
6	Forensic Psychology	19020606	4	60	40	100	4
7	<b>Practicum:</b> Forensic Psychology	19020607	4	20	30	50	2
8	Behavioural Medicine	19020608	4	60	40	100	4
9	<b>Practicum:</b> Behavioural Medicine	19020609	4	20	30	50	2
10	Geriatric Psychology	19020610	4	60	40	100	4
11	<b>Practicum:</b> Geriatric Psychology	19020611	4	20	30	50	2
12	<b>Project</b>	19020612	12	60	90	150	6
	<b>TOTAL</b>	<b>12</b>	<b>40</b>			<b>700</b>	<b>28</b>

\* Student will choose any two DSE out of four given above, however project will be allowed only to those students who have secured CGPA not less than 6 up to semester 4 as well showing research aptitude.

## Paper C-PSY-13: Integrated Psychological Interventions

### Course Objectives:

1. The course aims at providing a good theoretical base for understanding the integrated psychological interventions.
2. The course also addresses several issues related to variety of established techniques as well as non-conventional therapeutic procedures which includes yoga, meditation techniques and bio-feedback etc.
3. This knowledge helps in understanding the mental health issues and in making the treatment plan which can be useful for all the mental and physical health problem.

### Course Outcomes:

1. At the end of the course, the students would be better placed with regard to the sound conceptual base of the psychological interventions and their integrations.
2. They will also identify several implications of different intervention techniques.
3. It will help them to prove themselves in future as better psychologists having competence in heterogeneous techniques.
4. The knowledge of various techniques helps the students to learn about the integrated approach.

<b>Unit</b>	<b>Content</b>	<b>Time (Hours)</b>
<b>I</b>	<b>Introduction</b>	<b>16</b>
	Meaning of integrated psychological interventions, Indian views	6
	Altered states of consciousness: functions of consciousness, hypnosis	6
	Virtual therapies-online	4
<b>II</b>	<b>Indian Perspective</b>	<b>16</b>
	Yoga	6
	Meditation	6
	Religious experiences	4
<b>III</b>	<b>Cognitive Interventions</b>	<b>16</b>
	Cognitive-Behavior Therapy: Beck	6
	Rational Emotive Behavior Therapy: Ellis	6
	Couple therapy, marital and family therapy	4

<b>IV</b>	<b>Other psychological interventions</b>	<b>16</b>
	Positive Psychological interventions: mindfulness, savoring	6
	Biofeedback, Transcranial Magnetic Stimulation	6
	Life style coaching, progressive muscle relaxation, leisure planning	4

## C-PSY-P-13: Practicum: Integrated Psychological Interventions

### Course Objectives:

1. The purpose of the course is to acquaint them with various psychological intervention and to acquire some skills to practice them.
2. They will also learn to use diagnostic tools before interventions.

### Course Outcomes:

1. Doing practical with certain diagnostic tools and some intervention techniques, the students shall now have a feeling of competence.
2. They will have direct interaction with people having behavioral problems and thus earned a confidence in the given situation.

Content	Time (Hours)
<b>C-PSY-P-13 Practicum: (any four to be reported)</b>	<b>32</b>
1.Free association exercise	8
2.Q-Sort technique (Rogers)	8
3.Book review- Man's search for meaning by Victor Frankel	8
4.Role play counseling skills (Reflection and Paraphrasing)	8
5.Projective personality test using DAPT	8

### Books Recommended:

1. Gerring, R.J. &Zimbardo, P.G. (2006). *Psychology and Life*. Pearson.
2. Neitzel, M.T. Bernstein, D.A. &Millich, R. (1998). *Introduction to Clinical Psychology*. Upper Saddle River, New Jersey: Prentice Hall.
3. Snyder, L.R. & Lopez, S. (2007). *Positive Psychology: The scientific and practical exploration of human strengths*. Thousand Oaks, CA: Sage.
4. Swan, L.S. (2012). *Yoga- Philosophy for Everyone: Bending Mind and Body*. Wiley Blackwell.
5. Whicher, I. and Carpenter, D. (2003). *Yoga: The Indian Tradition*.RoutledgeCourzon.
6. Plante, T.G. (2010). *Contemplative Practices in Action: Spirituality, Meditation, and Health*.Praeger
7. Fowler, G. (1996). *Learning to Dance Inside: Getting to the Heart of Meditation*.Addison Wesley.
8. Perret, D. (2005). *Roots of Musicality: Music Therapy and Personal Development*. Jessica Kingsley.

## Paper C-PSY-14: Basics of Counseling

### Course Objectives:

1. The objective of the course is to make the students aware about the basics of Counselling and enable them to differentiate between guidance, counseling and psychotherapy.
2. This will help them to learn theories and approaches of counseling.
3. This will facilitate the students to understand important areas of life requiring counseling.

### Course Outcomes:

1. The course will enable the students to have a clear understanding of counseling to analyze the importance of educational, career, social and moral guidance services in the learning situation.
2. It will provide students sound theoretical base for skills and techniques of counseling.

<b>Unit</b>	<b>Content</b>	<b>Time (Hours)</b>
<b>I</b>	<b>Introduction</b>	<b>16</b>
	Guidance and counseling: meaning and goals	6
	Educational guidance: need and goals	6
	Vocational guidance: need and goals	4
<b>II</b>	<b>Counselling Process</b>	<b>16</b>
	Counseling as a profession-training	6
	Skills and Characteristics of a counsellor,	6
	Functions of a counselor	4
<b>II</b>	<b>Counseling Process</b>	<b>16</b>
	Stages of Counseling	6
	Counselor and the counselee: relationship, expectations and goals	6
	Multi-cultural counseling	4
<b>III</b>	<b>Techniques and areas</b>	<b>16</b>
	Psychoanalytic, Humanistic	6
	Behavioristic and cognitive.	6
	Individual and Group Counseling	
	Areas of counseling: Marriage, family and career counseling.	4

## C-PSY-P-14: Practicum: Basics of Counseling

### Course Objectives:

1. To make the students able to assess an individual on the various dimensions like career, vocation, interest, intelligence, marital satisfaction, compatibility etc.
2. The student would be able to observe and actively participate in role plays in the counseling process.

### Course Outcome:

1. The students now are capable to use various inventories related to aptitude, interest and IQ.
2. They have the competence to do roleplays in real life situations by forming a good rapport for appropriate counseling techniques.

Content	Time (Hours)
<b>C-PSY-P-14 Practicum: (any four to be reported)</b>	<b>32</b>
1.Vocational Interest Inventory	8
2.Multiple Aptitude Test	8
3.Marital Satisfaction Scale	8
4.Group Intelligence Test	8
5.Role Playing	
6.Transaction Analysis	

### Books Recommended:

1. Gladding, S.T. (2017). *Counselling A comprehensive profession*. Pearson India Education.
2. Gibson, R.L. and Mitchel, M.H. (2005). *Introduction to Counseling and Guidance*. Pearson Education.
3. Locke, D.C., Myers, J.E., & Herr, E.L. (2001). *Handbook of Counseling*. Thousand Oaks, CA: Sage Publications
4. Patri, V.R. (2008). *Counseling Psychology*. New Delhi: Authors Press.
5. Vacc,N.A., Devaney, S.B. andBrendel. J.M. (2003). *Counseling Multicultural and Diverse Populations: Strategies for Practitioners*. Brunner Routledge.
6. Blocher, D.H.. (2000). *Counseling: A Developmental Approach*. Wiley.
7. Osipow, S.H. andWalsh, W.B.. (1990). *Career Counseling: Contemporary Topics in Vocational Psychology*. Lawrence Erlbaum Associates.
8. Thompson, R.A. (2003). *Counseling Techniques: Improving Relationships with Others, Ourselves, Our Families, and Our Environment*. Brunner Routledge.
9. Walsh, W.B. (2003). *Counseling Psychology and Optimal Human Functioning*. Lawrence Erlbaum Associates.



## **Paper SEC-04: Case Study Reports**

### **Course Objectives:**

1. The course aims at collecting some case studies from the field from certain institutions dedicated for it or a clinician engage in therapy with patients with psychological disorders.
2. The main emphasis is on case history method, case presentation and report writing. Case Study Report is a skill enhancement course and therefore requires hands on experience.
3. Each student will select at-least five cases undergoing some clinical/counseling intervention in an institution/center/therapist/counselor.
4. Each student will go for two days at a center duly approved by the Dean, Faculty of Behavioural Science.
5. It shall be an intensive case-based study employing interview, testing, case history method to prepare report on each case. Every student is required to submit case-based reports at the end of the semester.

### **Course Outcomes:**

1. After reporting the cases the students will learn to select the case worth reporting, undertake detail case study of the selected cases, compiling and presenting the cases.
2. They will learn to analyze and take therapeutic action for treatment /care of the patients.

## Paper DSE-PSY-4: Forensic Psychology

### Course Objectives:

1. This course is designed with the aim to give the basic understanding to the students about the psychology behind crime and theories and types of crime.
2. The course will focus on the interventional role of psychologist in investigation as well as assessment of criminal behaviour.
3. They will have knowledge of behavioral and personality signature markers.

### Course Outcomes:

1. After studying this course, the students will understand the nature, types and theories in social and psychological perspective criminal behavior and its forensic aspects.
2. They will have better understanding of behavioral signature markers of criminals.

<b>Unit</b>	<b>Content</b>	<b>Time (Hours)</b>
<b>I</b>	<b>Introduction to Forensic Science and Forensic Psychology</b>	<b>16</b>
	Concept of forensic science and forensic psychology, its uses, its social importance and scope in India	6
	Role of psychology in relation to the legal frame work	6
	Ethical principles and professional competencies	4
<b>II</b>	<b>Criminology</b>	<b>16</b>
	Identification and evaluation of criminal suspects	6
	Rights of victims and accused, psychological profiling of accused	6
	Risk assessment and Report Writing	4
<b>III</b>	<b>Methods of Testing</b>	<b>16</b>
	Personal injury litigation, polygraphy testing and Narco analysis	6
	brain profiling and offender profiling	6
	Portrait parole procedure	4
<b>IV</b>	<b>Unit III-Treatment and Rehabilitation of Criminal/offender</b>	<b>16</b>
	Psychological disorders and crime;	6
	Personality disorder and crime	6
	Interviewing technique, Therapy interfering behaviour,	4
	Rehabilitation of violent offenders;	
	Community rehabilitation of offenders	

## DSE-PSY-P-4: Practicum: Forensic Psychology

### Course Objective:

1. This course is designed to develop deep understanding of factors promoting investigation of criminal behavior and its assessment.
2. The focus will be on relevant psychological tools and profiling methodology.

### Course Outcomes :

1. After studying this course, the students will gain deep understanding of factors promoting crime and establishing markers of criminals' behavior.
2. They will be exposed to interaction and assessment in police and criminal justice system.

Content	Time (Hours)
<b>DSE-PSY-P-4 Practicum: (any four to be reported)</b>	<b>32</b>
1. Case Study and offender profiling	8
2. Personality assessment of offenders	8
3. Case report of an unsolved case through psychological lens	8
4. Interviewing techniques with offenders	8
5. Assessment of Malingering through psychological testing	8
6. Psychosocial Rehabilitation of offender	8
7. A visit to a Forensic Lab	8

### Books Recommended:

1. Weiner, I.B. and Otto, R.K. (2013). *The Handbook of Forensic Psychology*, 4<sup>th</sup>edi., John Wiley & Sons, Inc., Hoboken, New Jersey.
2. Jenifer M. Brown, J.M. and Campbell, E.A. (2010). *The Cambridge Handbook of Forensic Psychology*, Cambridge University Press Cambridge, UK
3. Goldstein, A.M. (2003). *Forensic Psychology*, Vol 11, Handbook of Psychology, Volume 11. John Wiley & Sons.

## **Paper: DSE-PSY-05:Behavioural Medicine**

### **Course Objectives:**

1. The course Behavioural Medicine is designed to understand the psychological factors associated with health behavior.
2. The aim of behavioural medicine paper is to elucidate the effects of stress on immune, endocrine, and neurotransmitter functions.
3. The students shall learn to devise psychological interventions in altering unhealthy lifestyles and in directly reducing illness related to various systems.

### **Course Outcomes:**

1. Students are capable to practice in health-related context following bio-psychosocial behavior model so that they can prevent life style diseases.
2. With the course content, students will be able to understand about the psychosocial issues associated with terminal illnesses and can manage psychosocial issues associated with terminal illnesses.

<b>Unit</b>	<b>Content</b>	<b>Time (Hours)</b>
<b>I</b>	<b>Introduction</b>	<b>16</b>
	Definition, boundary, psychological and behavioral influences on health and illness.	6
	Scope and application of psychological principles in health, illness and health care.	6 4
<b>II</b>	<b>Models</b>	<b>16</b>
	Psychophysiological models of disease	6
	Theoretical models of health behavior Health Belief Model	6 4
<b>III</b>	<b>Human Systems</b>	<b>16</b>
	Cardiovascular System	6
	Respiratory System Digestive System	6 4
<b>IV</b>	<b>Pain and its Management</b>	<b>16</b>
	Pain: Nature and Types	6
	Assessment tools for acute and chronic pain intensity, behavior, and dysfunctions/disability related to pain, Psychological interventions	6 4

## DSE—PSY-P-05:Practicum:Behavioural Medicine

### Course Objectives:

1. The course is designed to expose students with people facing physical ailments and having some psychological problems.
2. They will learn administering certain tests on various patients.

### Course Outcomes:

1. Students with competence of conducting assessment of patients of various illnesses. They will be capable to make some interventions to help in the treatment and cure of the diseases.
2. Students now know about chronic diseases and psychological implications that of.

Content	Time (Hours)
<b>DSE-PSY-P-06:Practicum: (any four to be reported)</b>	<b>32</b>
1.Study of Life stress in CHD Patients	8
2.Study of Spirometry	8
3.Study of Pain Threshold	8
4.Study of biofeedback of respiration rate	8
5.Relaxation: Jacobson Progressive Muscle Relaxation	
6.Yoga- Pranaya	
7.Meditation- Vipasana	

### **Recommended books:**

1. Basmajian J.V. (1979). *Biofeedback – Principles and practice for clinicians*. Baltimore:Williams& Wilkins Company.
2. Bellack, A.S., Hersen, M., &Kazdin, A.E. (1985). *International handbook of behaviormodification and therapy*. New York: Plenum Press.
3. Bellack, A. S. &Hersen, M. (1985). *Dictionary of behavior therapy*. New York: PergamonPress.
4. Dimatteo, M.R., & Martin, L.R. (2002). *Health Psychology*. New Delhi: Pearson.
5. Lambert, M.J (2004). *Handbook of Psychotherapy and behaviour change* (5th ed.). NewYork: John Wiley and Sons.
6. Rimm D.C. & Masters J.C. (1979). *Behavior therapy: Techniques and empirical findings*.New York: Academic Press.
7. Sweet, J.J, Rozensky, R.H. &Tovian, S.M. (1991). *Handbook of clinical psychology inmedical settings*. Plenum Press: NY
8. Tunks, E &Bellismo, A. (1991). *Behavioral medicine: Concepts & procedures*. New York:Pergamon Press.
9. Turner, S.M., Calhoun, K.S., & Adams, H.E. (1992). *Handbook of Clinical Behaviortherapy*. New York: Wiley Interscience.
10. Weinman, J., Johnston, M. & Molloy, G. (2006). *Health Psychology* (Vols. 1-4). London:Sage Publications.

## Paper DSE-PSY-6: Geriatric Psychology

### Course Objectives:

1. The objective of the course is to focus on the behavior, competence, deficits and challenges in the aged populations.
2. They will understand the basic theories of development and clinical aspects in the aging aged.

### Course Outcome:

1. The students are competent to understand the psychodynamics of the aged people.
2. Besides being sensitive to the need of this age category the students are equipped to provide geriatric care.
3. They are acquainted with some prosthetics and rehabilitation for disabled aged people.

<b>Unit</b>	<b>Content</b>	<b>Time (Hours)</b>
<b>I</b>	<b>Introduction to ageing</b>	<b>16</b>
	Concept of ageing and successful ageing- characteristics and developmental tasks	6
	Ageing and culture	6
	Gender differences in ageing	4
<b>II</b>	<b>Theoretical Concepts of Aging</b>	<b>16</b>
	Biological Theory of Aging	6
	Psychological Theory of Aging	6
	Social Theory of Aging	4
<b>II</b>	<b>Changes and Challenges in Old age</b>	<b>16</b>
	Physical changes – changes in sensory and motor abilities, muscle atrophy, ailments.	6
	Cognitive changes – attention, memory, cognitive deficits, cognitive assessment.	6
	Personality changes – self-concept, interests and moral orientations, spirituality.	4
<b>IV</b>	<b>Concerns of ageing</b>	<b>16</b>
	Role as grand-parents, social and family adjustments, life in old age homes.	6
	Coping with loneliness, bereavement, and death.	6
	Positive ageing: positive mental health in adulthood and ageing – factors, longevity, and successful ageing; individual differences in ageing.	4

## DSE-PSY-P-6: Practicum: Geriatric Psychology

### Course Objectives:

1. The course is designed to have direct interaction with aged population, knowledge about tools.
2. To assess the problems being faced by them and having direct experience of institutionalized and community living aged.

### Course Outcome:

1. Students are competent to face and handle this special stratum of population.
2. The course will enhance their sensitization and giving care to the geriatric population.

Content	Time (Hours)
<b>DES-PSY-P-3 Practicum: (any four to be reported)</b>	<b>32</b>
1. Interviewing an elderly for developmental tasks in old age (e.g. maintaining a standard of living, assisting children with the transition into adulthood, and adjusting to the physiological changes)	8
2. Conducting and reporting a MMSE in an old person.	8
3. Visit to old age home and interaction with inmates.	8
4. Speaking to a grand-parent regarding views on disciplining young children.	8
5. Filling out a questionnaire on attitudes towards death and dying in a community setting.	8
6. Comparative study of end of life rituals in different religions.	8
7. Exploring rural-urban differences in ageing in India	8
8. Case study of an old person with memory deficits.	8

### Books Recommended:

1. Bee, H. and Bjorklund, B.R. (2003). *Journey of Adulthood*. Prentice Hall.
2. Hofer, S.M. and Alwin, D.E. (2008). *Handbook of Cognitive Ageing: Interdisciplinary Perspectives*. London: Sage.
3. Chadha, N., K., (1997) - *Ageing and the Aged – Challenges before Indian Gerontology*.
4. Sokolovsky, J. (2009). *The Cultural Context of Aging: Worldwide Perspectives*. Praeger.
5. Palmore, E.B., Whittington, F. and Kunkel, S. (2009). *The International Handbook on Aging: Current Research and Developments. (3rd Ed.)*. Praeger
6. Arking, R. (2006). *The Biology of Aging: Observations and Principles*. Oxford University Press.
7. Manuck, S.B., Jennings, R., Rabin, B.S. and Baum, A.. (2000). *Behavior, Health, and Aging*. Lawrence Erlbaum Associates.
8. Belsky, J.K., (1990). *The Psychology of Ageing, Theory, Research and Interventions*, CA : Books / Cole Pubs Company

### **DSE-PSY-P-07: Project**

#### **Course Objective:**

1. The course is designed with the aim to give first hand exposure of research to the students. It will enable them to develop a sense of making a problem and solving with a sound research methodology including analysis.
2. They will learn to make a scientific report. Project is a skill enhancement course focusing on skills like surveying, data collection, tools selection/standardization, statistical analytical skills and report writing.
3. A student may choose in lieu of either of the DSE's (4, 5 and 6), however only those students will be allowed to opt projects who have CGPA not less than 6 in four semesters. Dean, FBS shall allot a supervisor to such candidates in semester 5<sup>th</sup> who will start working under his/her guidance and submit a report before the commencement of the examination of 6<sup>th</sup> semester.
4. Students opting project will submit the hardbound copy to the department.

#### **Course Outcomes:**

1. Upon successful completion of the project the students will learn the basics of doing research on research problems.
2. They will learn to collect data, analyze and prepare a report.