

UNIVERSITY OF MUMBAI



Syllabus for Approval

	Heading	Particulars
1	Title of the Course	Bachelors in Psychological Health and Behavioural Sciences
2	Eligibility for Admission	12th Standard in Science & Arts
3	Passing Marks	50% PASSING MARKS
4	Ordinances / Regulations (if any)	
5	No. of Years / Semesters	3 YEARS / 6 SEMESTERS
6	Level	UNDER GRADUATE
7	Pattern	Semester
8	Status	New
9	To be implemented from Academic Year	From Academic Year 2017-18

Date: 11/5/2017

Signature:

Dr. Anil Karnik, I/C. Director, Garware Institute of Career Education & Development



UNIVERSITY OF MUMBAI'S



GARWARE INSTITUTE OF CAREER EDUCATION & DEVELOPMENT

**Syllabus for the
Bachelors in Psychological Health and Behavioural
Sciences**

Credit Based Semester and Grading System with effect from the
Academic Year

(2017-2018)

Preamble:

The current course is titled '**Bachelor's in Psychological Health and Behavioural Sciences**'

According to the WHO definition of health, health is not just an absence of disease but a state of physical, mental, social and spiritual well-being. Unfortunately, many times mental health is ignored in respect of physical health. This is partly due to the mind-body duality thinking and ignorance about psychological health. Psychological health is going to be in great demand as we progress into the 21st-century. Because of the changing social scene it is imperative that psychological problems will be on rise and hence the need for competent, efficient and knowledgeable psychologists as well as counsellors will be even more.

In the wake of the need of such psychologists and counsellors it is also necessary that training should include comprehensive and practical knowledge of psychology as well as the application of psychology as a science so that the methods of application of psychology become standardised and functional. Unfortunately, India not only lacks sufficient number of trained counsellors but also, the practising counsellors may lack the depth of knowledge and are many times unaware of the newer fields in psychology such as child psychology, sports psychology, geriatric psychology and the like.

Psychology has tremendous value in terms of its application towards human behaviour. It can make sense of both normal and abnormal behaviour. This is especially important from the point of view of treatment of mental health problems and the application of psychology in the field of psychiatry. There is also a lack of trained psychotherapists and counsellors who can provide scientific treatment to individuals with mental health problems.

Psychology also has important contributions to make in the field of special populations such as individuals with disability, children and adolescents, children with special needs, adult population with special needs, youth offenders, geriatric population and in medico legal practice. The counsellor may be called to assess the mental state of any individual and thereby surmise the contribution of his mental health towards any behaviour problems shown. It is important that the counsellor is aware of the needs of the special populations and is conversant with the different assessment techniques that exist.

The course will provide the necessary knowledge and its practical application to the trainees so that they are able to deliver their services to the best of their potential. It is hoped that the trainees will get absorbed in the different fields of health – both physical health (hospital-based, clinic-based and in different areas of physical health such as Neurology, Diabetology, Paediatrics, Gynaecology, Cardiology and is an active

participant in the teams that provide parallel medical health services) and in mental health (General psychiatry and the specialised fields of psychiatry).

These counsellors can work as individual or group psychotherapists to attract an individual clientele. The counsellors can also work as competent school counsellors, industrial counsellors and advisory counsellors who can assist in drafting and implementing the psychological aspects of public health programs.

Course objectives:

1. To teach students about the theoretical and practical aspects of psychology
2. To train students to apply the learnt knowledge to real-life situations in a meaningful way
3. To involve students in projects that will benefit them in practical applications of psychology
4. To introduce them to specialist fields of psychology such as Child psychology, Sports psychology etc that will enhance the breadth of their knowledge
5. To train students so that they will be employable in the fields of counselling and therapeutic psychology

Job Opportunities:

1. School counsellor/remedial teacher
2. Hospital –based set-up (counselling + conducting psychometric tests)
3. Industry- employee upgradation tool, personality assessment
4. Clinical psychologist working with psychiatrist
5. Counsellors- psychotherapist after specialist therapy courses like CBT, REBT etc
6. NGOs- counselling , therapists, vocational therapists

**Bachelors in psychological Health and Behavioural Sciences –
Duration 3 years**

	Subject code	Core Subject Topics	Assessment Pattern			Teaching Hours			Total Credits
			Internal Marks -60	External Marks -40	Total Marks (CA)-100	Theory Hours	Practical Hours	Total Hours	
S E M - 0 1	1.1	Psychology as Science	60	40	100	60	30	90	5
	1.2	Foundations of Social Psychology	60	40	100	60	30	90	5
	1.3	Developmental Psychology- Infancy	60	40	100	60	30	90	5
	1.4	Stress and its impact on human behavior	60	40	100	60	30	90	5
		Total			400			360	20
S E M - 0 2	2.5	Fundamentals of Psychology	60	40	100	60	30	90	5
	2.6	Social Behaviour	60	40	100	60	30	90	5
	2.7	Developmental Psychology- Early childhood till adolescence	60	40	100	60	30	90	5
	2.8	Stress Management	60	40	100	60	30	90	5
		Total			400			360	20
S E M - 0 3	3.9	Approach to cognitive sciences	60	40	100	60	30	90	5
	3.10	Industrial Psychology	60	40	100	60	30	90	5
	3.11	Introduction to Psychology of Health	60	40	100	60	30	90	5
	3.12	Psychology of Mental Health	60	40	100	60	30	90	5
		Total			400			360	20
S E M - 0 4	4.13	Cognitive Psychology and Human Behaviour	60	40	100	60	30	90	5
	4.14	Organisational Psychology	60	40	100	60	30	90	5
	4.15	Psychology of Health--- Management	60	40	100	60	30	90	5
	4.16	Research Methodology	60	40	100	60	30	90	5
		Total			400			360	20

	Subject code	Core Subject	Assessment Pattern			Teaching Hours			Total Credits
			Internal Marks -60	External Marks -40	Total Marks (CA)-100	Theory Hours	Practical Hours	Total Hours	
		Topics							
SEM - 05	5.17	Psychopathology	60	40	100	60	30	90	5
	5.18	Science of Counselling	60	40	100	60	30	90	5
	5.19	Introduction to Psychological Testing and Statistics	60	40	100	60	30	90	5
	5.20	Child Psychology	60	40	100	60	30	90	5
		Total			400			360	20
SEM - 06	6.21	Psychotherapy	60	40	100	60	30	90	5
	6.22	Art of Counselling	60	40	100	60	30	90	5
	6.23	Psychological Testing and Statistics- Applied Perspective	60	40	100	60	30	90	5
	6.24	Sports Psychology	60	40	100	60	30	90	5
		Total			400			360	20
		Final Total			2400			2160	120

Paper No.	Subject	Total Theory Hours	Session of 3 Hrs. Each	Practical Hours	Session of 3 Hrs. Each
SEMESTER 1					
1.1	Psychology as Science: Unit 1 The Science of Psychology a) What is Psychology? b) Psychology then: History of Psychology c) Psychology now: Modern Perspectives d) Types of Psychological professionals e) Psychology: The Science f) Ethics of Psychological Research g) Critical thinking and review of literature Unit 2 Brain and Psychology a) Neurons and nerves: Building the Network b) The Central Nervous System c) The Peripheral Nervous System d) Inside the brain and structures of the brain e) Different Lobes and functioning f) Brain Imaging Techniques Unit 3 Learning a) Definition of Learning b) Classical Conditioning c) Operant Conditioning d) Cognitive Learning Theory e) Observational Learning f) Impact of learning on behaviour Unit 4 Memory as science a) Memory: Encoding, Storage, Retrieval b) Models of memory - LOP and PDP c) The information-processing	15	5	6	2
		15	5	6	2
		15	5	6	2
		15	5	12	4

	<p>model – sensory, short-term and long-term memory d) Retrieval of Long-Term Memories f) Forgetting g) Childhood memories and their impact on adult functioning</p>				
1.2	<p>Foundations of Social Psychology:</p> <p>Unit 1 Man as social animal</p> <p>a) Social Psychology: what it is and what it does b) A brief look at history: the origins and early development of Social Psychology c) Research as the route to increased knowledge d) The role of theory in Social Psychology e) The Quest for Knowledge and Rights of Individuals: Seeking an Appropriate Balance</p> <p>Unit 2 Social Cognition</p> <p>a) Schemas: Mental Frameworks for Organising and Using Social Information b) Heuristics: How We Reduce Our Effort in Social Cognition c) Automatic and controlled processing: two basic modes of social thought d) Potential Sources of Error in Social Cognition e) Affect and Cognition: how feelings shape thought and thought shapes feelings f) Impact of social media on psychological health</p> <p>Unit 3 Social Perception</p> <p>a) Nonverbal Communication: The unspoken Language of Expressions, Gazes and Gestures b) Attribution: Understanding the Causes of Others' Behaviour c) Impression Formation</p>	15	5	6	2
		15	5	6	2
		15	5	6	2

	<p>and Impression Management</p> <p>Unit 4 Attitudes</p> <p>a) Attitude Formation: How Attitudes Develop b) When and why do Attitudes Influence Behaviour? c) How do attitudes guide behaviour? d) The Fine Art of Persuasion: how Attitudes are changed e) Resisting Persuasion attempts f) Cognitive Dissonance: What it is and how we manage it?</p>	15	5	12	4
1.3	<p>Developmental Psychology- Infancy</p> <p>Unit 1 Introduction</p> <p>Beginnings New Conceptions; An Orientation to Lifespan Development Key Issues and Questions: Determining the Nature and Nurture of Lifespan Development Theoretical Perspectives on Lifespan Development Research Methods</p> <p>Unit 2 The Start of Life</p> <p>Birth and the Newborn Infant The Future Is Now; Earliest Development, The Interaction of Heredity and Environment, Prenatal Growth and Change, Birth and Birth Complications; Pre-term infants and the Competent newborn</p> <p>Unit 3 Physical Development in Infancy</p> <p>First Steps; Growth and Stability Motor Development The Development of the Senses</p>	15	5	6	2
		15	5	6	2

	<p>Unit 4 Cognitive Development in Infancy Piaget's Approach to Cognitive Development Information Processing Approaches to Cognitive Development, The Roots of Language</p>	15	5	12	4
1.4	<p>Stress and its impact on human behavior</p> <p>Unit 1 Stress and Stress Psychophysiology a) The Pioneers, Stress theory, The Stressor, Stress Reactivity, A Definition of Stress, Stress Management Goals b) Stress Psychophysiology: The brain, endocrine system, autonomic nervous system, cardiovascular system, gastrointestinal system, muscles and skin, symptoms and stress</p> <p>Unit 2 Stress and Illness/Disease, and Intervention a) Hot Reactors, Psychosomatic Disease, Stress and the Immunological System, Stress and Serum Cholesterol, Specific Conditions, Post-traumatic Stress Disorder, Stress and Other Conditions b) Intervention – A model of stress, Setting up roadblocks, Comprehensive stress management, Eustress and the model, Taking control and Making a commitment</p> <p>Unit 3 Intrapersonal and Interpersonal Life-Situation Interventions – a) Intrapersonal Interventions: – Eliminating unnecessary stressors;</p>	15	5	6	2
		15	5	6	2

	<p>nutrition and stress; noise and stress; life events and stress; hassles and chronic stress; success analysis b) Interpersonal Interventions – Asserting oneself, conflict resolution, communication, time management, social support networking</p> <p>Unit 4. Relaxation Techniques</p> <p>a) Meditation and Autogenic Training and Imagery b) Progressive Relaxation, Biofeedback and Other Relaxation Techniques</p>	15	5	12	4
SEMESTER 2					
2.5	<p>Fundamentals of Psychology</p> <p>Unit 1 Cognition: Thinking, Intelligence and Language</p> <p><i>a) How people think</i> b) Intelligence c) Language d) Applying Psychology – Mental exercises for better cognitive health</p> <p>Unit 2 Motivation and Emotion</p> <p>a) Approaches to understanding Motivation b) Hunger c) Emotion d) Applying Psychology – The how-to of happiness</p> <p>Unit 3 An overview of Theories of Personality</p> <p>a) Sigmund Freud and Psychoanalysis b) The Behaviorist view of Personality c) The Social Cognitive view of Personality d) Humanism and Personality e) Trait Theories f) The biology of Personality: Behavioral Genetics g) Assessment of Personality h) Applying Psychology –</p>	15	5	6	2
		15	5	6	2
		15	5	6	2

	<p>Personality testing on the internet</p> <p>Unit 4 Statistics in Psychology</p> <p>a) Why do psychologists use statistics? b) Descriptive Statistics – Frequency distributions, the Normal curve, other distribution types, skewed distributions c) Measures of central tendency – mean, median, mode d) Measures of variability – range and SD; z scores e) Inferential Statistics – statistical significance f) The correlation coefficient</p>	15	5	12	4
2.6	<p>Social Behaviour</p> <p>Unit 1 Stereotyping, Prejudice and Discrimination</p> <p>a) How members of different groups perceive inequality b) The Nature and Origins of Stereotyping c) Prejudice and Discrimination: feelings and actions toward Social groups c) Why Prejudice Is <i>Not</i> Inevitable: Techniques for Countering Its Effects</p> <p>Unit 2 Social Influence</p> <p>a) Conformity: Group Influence in Action b) Compliance: To Ask – Sometimes - Is to Receive c) Symbolic social influence: how we are influenced by others even when they are not there. d) Obedience to Authority</p> <p>Unit 3 Aggression</p> <p>a) Perspectives on Aggression: In Search of the Roots of Violence b) Causes of Human Aggression: Social,</p>	15	5	6	2
	<p>15</p> <p>5</p> <p>6</p> <p>2</p>	15	5	6	2

	<p>Cultural, Personal, and Situational c) Aggression in Long-term Relationships: Bullying and Aggression at Work d) The Prevention and Control of Violence: Some Useful Techniques</p> <p>Unit 4 Groups and Individuals</p> <p>a) Groups: When we join and when we leave b) The benefits of joining: what groups do for us c) Effects of the presence of others: from task performance to behaviour in crowds d) Social Loafing: letting others do the work e) Coordination in Groups: Cooperation or Conflict? f) Perceived Fairness in Groups: Its nature and effects g) Decision Making by Groups: How it occurs and the pitfalls it faces</p>	15	5	6	2
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2.7	<p>Developmental Psychology- Early childhood till adolescence</p> <p>Unit 1 Physical, Social and Personality Development in the Preschool Years</p> <p>Physical Development - the Growing Body; the Growing Brain; Motor Development Social and Personality Development - Feeling His Mother's Pain; Forming a Sense of Self; Friends and Family: Preschoolers' Social Lives; Moral Development and Aggression</p> <p>Unit 2 Cognitive Development in Pre-school years</p> <p>Piaget's Approach, Information Processing and Vygotsky's Approach to Cognitive Development The Growth of Language and Learning</p>	15	5	6	2
	<p>Piaget's Approach, Information Processing and Vygotsky's Approach to Cognitive Development The Growth of Language and Learning</p>	15	5	6	2

	<p>Unit 3 Physical, Social and Personality Development in Middle Childhood Physical Development - the Growing Body; Motor Development and Safety; Children with Special Needs Play Time; The Developing Self Relationships: Building Friendship in Middle Childhood Family Life in Middle Childhood</p> <p>Unit 4 Cognitive Development in Middle Childhood Cognitive Development - Intellectual and Language Development Schooling: The Three Rs (and More) of Middle Childhood Intelligence: Determining Individual Strengths</p>	15	5	6	2
2.8	<p>Stress Management</p> <p>Unit 1 Exercise and Strategies for decreasing stressful behaviours a) Physiological Arousal Intervention: Exercise Exercise and Health, the Healthy Way to Exercise, Principles of Exercise, Assessing Cardio- respiratory Fitness, Starting an Exercise Program, Choosing an Exercise Program, Exercise and the elderly, Where to get more information, Exercise – keep it going b) Strategies for decreasing stressful behaviours -Health and lifestyle behaviours, health-behaviour assessment, selected lifestyle behaviours, barriers to action, locus of control, various methods for decreasing stressful behaviours, application of behaviour change techniques</p>	15	5	6	2

	<p>Unit 2 Occupational Stress a) Occupational Stress Cycle, What is occupational stress, Why is occupational stress of concern, Gender and occupational stress, Disease and Occupational Stress, Occupational Stressors b) The Workaholic, Burnout, Women and Work Outside the Home, Sexual Harassment at Work, Working in the Home c) Interventions d) Managing Occupational Stress</p>	15	5	6	2
	<p>Unit 3 Family Stress a) The Family, Marriage, Cohabitation, Divorce, Single-Parent Families, Gay and lesbian families b) Family Stressors c) A Model of Family Stress d) Interventions</p>	15	5	6	2
	<p>Unit 4 Stress and the Elderly a) The Elderly: A Description, Test of Knowledge About the Elderly, Adjustment in the Later Years, Exercise and the elderly b) Retirement, Care-giving; Death, Dying and Grief c) Interventions</p>	15	5	12	4
	SEMESTER 3				
3.9	<p>Approach to cognitive sciences</p> <p>Unit 1 Cognitive Psychology: An Introduction a) Thinking about thinking b) Memory and cognition defined c) An introductory history of cognitive psychology d) Cognitive psychology and information processing</p>	15	5	6	2

	<p>Unit 2 The Cognitive Science Approach a) Guiding principles and themes b) Measuring information processes c) The information-processing approach d) The modern cognitive approach: cognitive science e) Neurocognition: the brain and cognition together f) Neural net models: connectionism</p> <p>Unit 3 Attention a) Multiple meanings of attention b) Basics of attention c) Basic input attentional processes d) Controlled, voluntary attention e) Attention as a mental resource f) Automatic and conscious processing theories</p> <p>Unit 4 Cognition as basis of human behaviour a) Thought formation- core beliefs, assumptions, Automatic thoughts b) Thought-emotion-behavior c) Cognitive errors d) Cognitive therapy and cognitive behaviour therapy</p>	15	5	6	2
		15	5	6	2
		15	5	12	4
3.10	<p>Industrial Psychology</p> <p>Unit 1 Employee Selection Principles and Techniques Manpower planning – the workforce planning process What’s your ideal job? The recruitment process An overview of the selection process Fair employment practices Job and work analysis Biographical information Interviews References and letters of recommendation</p>	15	5	6	2

	<p>Assessment centers</p> <p>Unit 2 Performance Appraisal</p> <p>a) Fair employment practices b) Why do performance appraisal? c) Objective, subjective, or judgmental performance appraisal techniques d) Performance appraisal methods for managers e) Sources of bias in performance appraisal f) Ways to improve performance appraisals g) The post-appraisal interview h) Performance appraisal: a poor rating?</p> <p>Unit 3 Training and Development</p> <p>The scope and goals of organizational training Staffing for organizational training The pre-training environment How people learn: psychological issues Types of training programs Career development and planning Evaluating organizational training programs</p> <p>Unit 4 Leadership</p> <p>The quality of modern leadership Leadership theories and leadership styles The role of power and the role of expectations Leadership functions Characteristics of successful leaders Pressures and problems of leaders Diversity issues in management</p>	15	5	6	2
		15	5	6	2
		15	5	12	4

3.11	<p>Introduction to Psychology of Health</p> <p>Unit 1 Health Psychology: Introduction, Future Challenges and Health Research— The changing field of health, Psychology’s involvement in healthFuture challenges - Healthier people, the profession of health psychology, Outlook for Health Psychology Conducting Health Research - The placebo in treatment and research, Research methods in psychology, Research methods in Epidemiology, Determining Causation, Research tools</p> <p>Unit 2 Seeking Health Care and Adhering to Medical Advice Adopting health-related behaviors, Seeking medical attention, Receiving health care Theories that apply to adherence, Issues in adherence, What factors predict adherence, Improving adherence</p> <p>Unit 3 Behavioral Factors in Cardiovascular Disease The cardiovascular system and Measures of cardiovascular function The changing rates of cardiovascular disease and Risk factors in cardiovascular disease Reducing cardiovascular risk</p>	15	5	6	2
		15	5	6	2
		15	5	6	2

	<p>Unit 4 Behavioral Factors in Cancer What is cancer; The changing rates of cancer deaths Cancer risk factors beyond personal control, and behavioural risk factors for cancer Living with cancer</p>	15	5	12	4
3.12	<p>Psychology of Mental Health</p> <p>Unit 1 Sexual Disorders a) What is abnormal sexual behavior? b) Paraphilias c) Gender identity disorder d) Sexual dysfunctions e) Sexual disorders: the biopsychosocial perspective</p> <p>Unit 2 Mood Disorders a) General characteristics of mood disorders b) Depressive disorders c) Disorders involving alterations in mood d) Theories and treatments of mood disorders e) Suicide – who and why f) Mood disorders: the biopsychosocial perspective</p> <p>Unit 3 Schizophrenia and Related Disorders a) Characteristics of schizophrenia b) Other psychotic disorders c) Theories and treatment of schizophrenia d) Schizophrenia: the biopsychosocial perspective</p> <p>Unit 4 Personality Disorders a) The nature of personality disorders</p>	15	5	6	2
		15	5	6	2
		15	5	12	4

	b) Antisocial personality disorder c) Borderline personality disorder d)Histrionic, narcissistic, paranoid, schizoid, schizotypal, avoidant, dependent, and obsessive- compulsive personality disorders e)Personality disorders: the biopsychosocial perspective				
	SEMESTER 4				
4.13	Cognitive Psychology and Human Behaviour Unit 1 Learning and Remembering a) Preliminary issues b) Storing information in episodic memory c) Retrieving episodic information d) Amnesia and implicit memory Unit 2 Knowing a) Priming in semantic memory b) Semantic memory c) Schemata and scripts d) Concepts and categorization e) Connectionism and the brain Unit 3 Using Knowledge in the Real World a) The seven sins of memory b) Facts about the world c) Situation models and embodied cognition d) Metamemory e) False memories, eyewitness memory, and “forgotten memories” f) Autobiographical memories Unit 4 Decisions, Judgments, and Reasoning a) Formal logic and reasoning b) Decisions c) Decisions and reasoning under uncertainty d) Limitations in reasoning	15	5	6	2
		15	5	6	2
		15	5	6	2
		15	5	12	4

4.14	<p>Organisational Psychology</p> <p>Unit 1 Motivation, Job Satisfaction, and Job Involvement Content theories of motivation Process theories of motivation Job satisfaction: the quality of life at work The relationship between job satisfaction and pay Job involvement and organizational commitment</p> <p>Unit 2 The Organization of the Organization a) The bureaucratic organizations of the past b) High-involvement management and employee participation c) Total quality management d) Organizational change e) Socialization of new employees f) Organizational culture g) Labor unions h) Informal groups: the organization within the organization i) Technological change and organizational structure</p> <p>Unit 3 Stress in the Workplace Occupational health psychology Physiological effects of stress Individual differences in responding to stress Work-family balance Stressors in the work environment Stress-management programs Benefit picture today; employee benefits in India Employee welfare programs; Work Schedules; Psychological and Social Issues. Note – As an Orientation to this paper,</p>	15	5	6	2
		15	5	6	2
		15	5	6	2

	<p>the following sub-topics should be taught in brief (questions will not be set on these sub-topics)</p> <p>a) Would people work if they did not have to? Industrial-organizational psychology on the job and in everyday life; what I-O psychology means to employers; an overview of the development of I-O psychology; challenges for I-O psychology; careers in I-O psychology; practical problems for I-O psychologists</p> <p>b) Requirements and limitations of psychological research; research methods - experimental method, naturalistic observation, surveys and public opinion polls, virtual laboratories: web-based research</p> <p>c) Problems with using psychological tests</p> <p>Unit 4 Consumer Psychology The scope of consumer psychology Research methods in consumer psychology The nature and scope of advertising Consumer behavior and motivation</p>	15	5	12	4
4.15	<p>Psychology of Health---Management</p> <p>Unit 1 Defining and Measuring Stress; Living with Stress and Disease The nervous system and the physiology of stress, theories, measurement and sources of stress, coping with stress Physiology of the immune system, Psycho-neuro-immunology, Does stress cause disease?</p>	15	5	6	2

	<p>Unit 2 Living with Chronic Illness a) Living with Alzheimer’s disease b) Adjusting to diabetes c) The impact of asthma d) Dealing with HIV and AIDS e) The impact of chronic disease</p> <p>Unit 3 Understanding Pain Managing Stress and Pain a) Pain and the nervous system, the meaning and measurement of pain, Pain Syndromes, Preventing pain b) Medical treatment for stress and pain, Alternative and complementary medicine, Behavioral techniques for managing stress and pain</p> <p>Unit 4 Using alcohol and other drugs a) Alcohol consumption yesterday and today; The effects of alcohol b) Why do people drink; Changing problem drinking c) Other drugs – types, misuse and abuse, treatment for drug abuse, preventing and controlling drug use</p>	15	5	6	2
		15	5	6	2
		15	5	12	4
4.16	<p>Research Methodology</p> <p>Unit 1 OVERVIEW OF RESEARCH PROCESS AND SURVEY RESEARCH 1. Overview of basic research concepts (problem, hypothesis, variables and operational definitions), APA style of preparing research proposal’ writing research report 2. Sampling techniques 3. Methods of data collection: Observation, mail surveys</p>	15	5	6	2

<p>(questionnaires), personal interviews, telephone interviews, and internet surveys</p> <p>4. Survey research designs- Cross sectional, successive independent samples, longitudinal</p> <p>5. Problems, issues, and applications of survey research</p>				
<p>Unit 2</p> <p>EXPERIMENTAL DESIGNS</p> <p>1. Experimental designs: Definition, principles and functions</p> <p>2. Between-group designs: Randomised group designs</p> <p>3. Between-group designs: Block designs- a) two group designs, b) randomized block designs with more than two groups</p> <p>4. Factorial designs: Simple factorial designs, factorial designs with covariate, randomized block factorial designs</p> <p>5. Conceptual distinction among between group designs, repeated measures designs, and mixed designs.</p>	15	5	6	2
<p>Unit 3</p> <p>OTHER MULTIVARIATE DESIGNS AND QUALITATIVE RESEARCH</p> <p>Factor analysis: Basic terms, overview of extraction methods Overview of rotation methods, higher order factor analysis Exploratory and Confirmatory factor analysis Other multivariate techniques: Multiple regression, multivariate analysis of variance, discriminant functions analysis, canonical correlations, and path analysis and structural equation. Qualitative research design Analysis of Qualitative data</p>	15	5	6	2

	<p>Unit 4 QUASI-EXPERIMENTAL DESIGNS AND SCALING Characteristics and types of quasi-experimental designs: Single-group designs, pre test-post test designs Non-equivalent control group designs, discontinuity promotion designs, time series designs, cohort designs Application of quasi-experimental designs in program evaluation research. Scaling: Purpose, psychophysical scaling Scaling: Psychological scaling: Thurstone-type scales (i.e. differential), and Likert-type scales (i.e. Summated)</p>	15	5	12	4
	SEMESTER 5				
5.17	<p>Psychopathology</p> <p>Unit 1 Understanding Abnormality: Definition, classification, and Assessment a) What is Abnormal Behaviour? b) The Diagnostic and Statistical Manual of Mental Disorders c) Psychological Assessment – Clinical interviews and Mental Status Examination d) Behavioural, Multicultural, Environmental, and Physiological assessment</p> <p>Unit 2 Theoretical Perspectives a) The purpose of theoretical perspectives in Abnormal Psychology b) Psychodynamic perspective c) Humanistic perspective d) Sociocultural perspective e) Behavioral and cognitively based perspectives</p>	15	5	6	2
		15	5	6	2

	<p>f) Biological perspective g) Biopsychosocial perspectives on theories and treatments: an integrative approach</p> <p>Unit 3 Anxiety Disorders a) The nature of anxiety disorders b) Panic disorder and agoraphobia c) Specific phobias d) Social phobia e) Generalized anxiety disorder f) Obsessive-compulsive disorder g) Acute Stress Disorder and Post Traumatic Stress Disorder h) Anxiety disorders: the biopsychosocial perspective</p> <p>Unit 4 Somatoform Disorders, Psychological Factors Affecting Medical Conditions and Dissociative Disorders a) Somatoform disorders b) Psychological factors affecting medical conditions c) Dissociative disorders d) Somatoform disorders, psychological factors affecting medical conditions and dissociative disorders: the biopsychosocial perspective</p>	15	5	6	2
	<p>a) Somatoform disorders b) Psychological factors affecting medical conditions c) Dissociative disorders d) Somatoform disorders, psychological factors affecting medical conditions and dissociative disorders: the biopsychosocial perspective</p>	15	5	12	4
5.18	<p>Science of Counselling</p> <p>Unit 1 Personal, Professional and Ethical Aspects of Counseling a) Meaning of 'Profession', 'Counseling', 'Guidance' and 'Psychotherapy'; The personality and background of the counselor – negative motivators, personal qualities, maintaining effectiveness; Attribution and systematic framework of the counselor – attributes, systems of counseling; Professional aspects of counseling – 3 levels of helping relationships; engaging in professional</p>	15	5	6	2

<p>counseling-related activities – continuing education, supervision, advocacy, portfolios</p> <p>b) Definitions of Ethics, Morality, and Law; ethics and counseling; professional codes of ethics and standards; making ethical decisions; educating counselors in ethical decision making; ethics in specific counseling situations; multiple relationships; working with counselors who may act unethically</p>				
<p>Unit 2 Counseling in Multicultural Society and with Diverse Populations</p> <p>a) Counseling across culture and ethnicity; defining culture and multicultural counseling; history of multicultural counseling; difficulties and issues in multicultural counseling</p> <p>b) Counseling aged populations; gender-based counseling; counseling and sexual orientation; counseling and spirituality</p>	15	5	6	2
<p>Unit 3 Building a Counseling Relationship</p> <p>a) Six factors that influence the counseling process</p> <p>b) Types of initial interviews</p> <p>c) Conducting the initial interview</p> <p>d) Exploration and the identification of goals</p>	15	5	6	2
<p>Unit 4 Working in a Counseling Relationship</p> <p>a) Counselor skills in the understanding and action phases</p> <p>b) Transference and counter-transference</p> <p>c) The real relationship</p>	15	5	12	4

<p>5.19</p>	<p>Introduction to Psychological Testing and Statistics</p> <p>Unit 1 Psychological Testing and Assessment</p> <p>a) Definition of testing and assessment; the process and tools of assessment</p> <p>b) The parties and types of settings involved</p> <p>c) How assessments are conducted; assessment of people with disabilities</p> <p>Unit 2 Tests, Testing and Norms</p> <p>a) Reference sources for authoritative information about tests</p> <p>b) Various assumptions about Psychological Testing and Assessment</p> <p>c) What is a 'Good Test'; Norms – sampling to develop norms, types of norms, fixed reference group scoring systems, norm-referenced versus criterion-referenced evaluation</p> <p>d) Inference from Measurement – meta analysis; culture and inference</p> <p>Unit 3 Reliability</p> <p>a) The concept of Reliability; Reliability estimates: Test-Retest, Parallel and Alternate Forms, Split-Half, Inter-Item Consistency – Kuder-Richardson formulas, Cronbach's Coefficient Alpha; Inter-Scorer Reliability</p> <p>b) Using and interpreting a coefficient of Reliability – purpose and nature of the test</p> <p>c) Alternatives to the true score model: Generalizability theory and Item Response Theory</p> <p>d) Reliability and individual scores: SEM and SE-Difference</p>	<p>9</p> <p>9</p> <p>9</p>	<p>3</p> <p>3</p> <p>3</p>	<p>3</p> <p>3</p> <p>3</p>	<p>1</p> <p>1</p> <p>1</p>
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	<p>Unit 4 Validity a) The concept of Validity b) Content Validity c) Criterion-related Validity d) Construct Validity e) Validity, bias, and fairness</p> <p>Unit 5 Types of scores, Types of scales, Frequency Distribution and Graphic representations a) Continuous and discrete scores – meaning and difference b) Nominal, ordinal, interval and ratio scales of measurement c) Preparing a Frequency Distribution; advantages and disadvantages of preparing a frequency distribution; smoothed frequencies: method of running averages d) Graphic representations: Frequency polygon, histogram, cumulative frequency curve, ogive, polygon of smoothed frequencies (Unit 5-d is only for theoretical understanding and questions; graphs are not to be drawn in the exam.)</p> <p>Unit 6 Measures of central tendency a) Calculation of mean, median and mode of a frequency distribution b) The assumed mean method for calculating the mean c) Comparison of measures of central tendency: Merits, limitations, and uses of mean, median and mode</p>	9	3	3	1
5.20	<p>Child Psychology</p> <p>Unit 1 Concepts in child psychology child development, child and family assessment, measurement of child</p>				

	<p>psychopathology, rating scales, classification in child psychology using ICD 10 and DSM 5 and principles of treatment</p> <p>Unit 2 Clinical Syndromes children with special needs including those with Intellectual Disability and/or Autism Spectrum Disorder, children with ADHD and children with Specific Learning Disorders., assessment and treatment approaches including Behaviour Management, Classroom Management, Applied Behaviour Analysis and Skills Development. Children with emotional and behavioural problems.-children with Anxiety and Depression, OCD, Psychological Trauma, Physical and Sexual abuse, and children with common childhood problems such as bedwetting, sibling rivalry, nightmares, lying, stealing.</p> <p>Unit 3 Adolescent Psychology techniques to conduct group sessions with adolescents on handling peer pressure, enhancing self-confidence, strengthening interpersonal relationships, dealing with alcohol and tobacco, emotional management and conflict resolution. Techniques that can be used in classroom and in the wider group settings.</p> <p>Unit 4 Therapeutic interventions in child psychology Play therapy, Family therapy, Cognitive Behavioural therapy and Counselling techniques. theoretical and practical aspects of therapies.</p>	15	5	6	2
	15	5	6	2	
	15	5	6	2	
	15	5	12	4	

SEMESTER 6					
6.21	Psychotherapy				
	Unit 1 Fundamentals of psychotherapy- psychodynamic, cognitive, cognitive- behavioural, rational-emotive, group psychotherapy	15	5	6	2
	Unit 2 Use of psychotherapy in practical settings- How to choose clients for psychotherapy, preparing client for psychotherapy, building rapport, the therapeutic relationship, transference and counter- transference, weaning from psychotherapy	15	5	6	2
	Unit 3 Psychotherapy for specific conditions- CBT for depression, CBT for anxiety, Psychodynamic therapy for early childhood trauma, ,Hypnosis, Addiction Therapy	15	5	6	2
	Unit 4 Specialised forms of psychotherapy- Child and adolescent psychotherapy, therapy with old age population, therapy with disabled people	15	5	12	4
6.22	Art of Counseling				
	Unit 1 Testing, Assessment, Diagnosis and Termination in Counseling a) A brief history of the use of tests in counseling; tests and test scores; problems and potential of using tests; administration and interpretation of tests; assessment and diagnosis b) Function, timing and issues of termination; resistance to termination; premature termination; counselor-initiated termination; ending on a positive note; issues related to termination - follow-up and referral	15	5	6	2

	<p>Unit 2 Psychoanalytic, Adlerian, and Humanistic Theories of Counseling a) Theory b) Psychoanalytic Theories c) Adlerian Theory d) Humanistic Theories</p> <p>Unit 3 Behavioral, Cognitive, Systemic, Brief, and Crisis Theories of Counseling a) Behavioral Counseling b) Cognitive and Cognitive- Behavioral Counseling c) Systems Theories d) Brief Counseling Approaches e) Crisis Counseling Approaches</p> <p>Unit 4 Groups in Counseling a) A Brief History of Groups; Misperceptions and Realities about Groups b) The Place of Groups in Counseling c) Benefits, Drawbacks and Types of Groups d) Theoretical Approaches in Conducting Groups; Stages and Issues in Groups e) Qualities of Effective Group Leaders f) The Future of Group Work</p>	15	5	6	2
		15	5	6	2
		15	5	12	4
6.23	<p>Psychological Testing and Statistics- Applied Perspective</p> <p>Unit 1 Test Development a) Test conceptualization b) Test construction c) Test tryout d) Item analysis e) Test revision</p> <p>Unit 2 Measurement of Intelligence and Intelligence Scales</p>	9	3	3	1

<p>a) What is Intelligence? - Definitions and theories; measuring Intelligence</p> <p>b) The Stanford-Binet Intelligence Scales</p> <p>c) The Wechsler Tests: WAIS, WISC, WPPSI</p> <p>d) Close-up: Factor analysis</p>	9	3	3	1
<p>Unit 3</p>				
<p>Assessment of Personality</p>				
<p>a) Personality Assessment - some basic questions</p> <p>b) Developing instruments to assess personality - logic and reason, theory, data reduction methods, criterion groups; personality assessment and culture</p> <p>c) Objective methods of personality assessment</p> <p>d) Projective methods of personality assessment - Inkblots as Projective stimuli - the Rorschach; Pictures as Projective stimuli - Thematic Apperception Test; Projective methods in perspective</p>	9	3	3	1
<p>Unit 4</p>				
<p>Probability, Normal Probability Curve and Standard scores</p>				
<p>a) The concept of Probability; laws of Probability</p> <p>b) Characteristics, importance and applications of the Normal Probability Curve; Area under the Normal Curve</p> <p>c) Skewness- positive and negative, causes of skewness, formula for calculation</p> <p>d) Kurtosis - meaning and formula for calculation</p> <p>e) Standard scores - z, T, stanine; linear and non-linear transformation; Normalised Standard scores</p>	9	3	3	1

	<p>Unit 5 Measures of Variability, Percentiles, and Percentile Ranks a) Calculation of 4 measures of variability: Range, Average Deviation, Quartile Deviation and Standard Deviation b) Comparison of 4 measures of variability: Merits, limitations, and uses c) Percentiles – nature, merits, limitations, and uses; Calculation of Percentiles and Percentile Ranks</p> <p>Unit 6 Correlation a) Meaning and types of correlation – positive, negative and zero b) Graphic representations of correlation - Scatterplots c) The steps involved in calculation of Pearson's product-moment correlation coefficient d) Calculation of rho by Spearman's rank-difference method e) Uses and limitations of correlation coefficient f) Simple Regression and Multiple Regression</p>	9	3	3	1
6.24	<p>Sports Psychology</p> <p>Unit 1 a) Fundamentals of Sports Psychology b) Sports Neuropsychology c) Information Processing d) Concentration e) Mind Body coordination</p> <p>Unit 2 a) Kinesthetic Sensitivity b) Reflex Action and Reactions c) States of Consciousness d) Cognition e) Attention f) Neural Learning and Memory</p>	15	5	6	2
		15	5	6	2

	Unit 3 a) Neuropsychological and Neurophysiological Research in Sports b) Subliminal Neurophysiological c) Markers of Motor Learning, d) Applied Neuropsychology in Sport	15	5	6	2
	Unit 4 a) Sports Ethics b) Performance Theories c) Performance Enhancements d) Exercise Therapy e) Athletic Psychopathology f) Counselling	15	5	12	4

MARKS	GRADE POINTS	GRADE
75 TO 100	7.5 TO 10.0	O
65 TO 74	6.5 TO 7.49	A
60 TO 64	6.0 TO 6.49	B
55 TO 59	5.5 TO 5.99	C
50 TO 54	5.0 TO 5.49	D
0 TO 49	0.0 TO 4.99	F (FAILS)

The performance grading shall be based on the aggregate performance of Internal Assessment and Semester End Examination.

The Semester Grade Point Average (SGPA) will be calculated in the following manner:
 $SGPA = \frac{\sum CG}{\sum C}$ for a semester, where C is Credit Point and G is Grade Point for the Course/ Subject.

The Cumulative Grade Point Average (CGPA) will be calculated in the following manner :
 $CGPA = \frac{\sum CG}{\sum C}$ for all semesters taken together.

R. _____ PASSING STANDARD FOR ALL COURSES :

Passing 50% in each subject /Course combined Progressive Evaluation (PE)/Internal Evaluation and Semester-End/Final Evaluation (FE) examination taken together. i.e. (Internal plus External Examination)

R. _____

- A. Carry forward of marks in case of learner who fails in the Internal Assessments and/ or Semester-end examination in one or more subjects (whichever component the learner has failed although passing is on total marks).
- B. A learner who PASSES in the Internal Examination but FAILS in the Semester-end Examination of the Course shall reappear for the Semester-End Examination of that Course. However his/her marks of internal examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.
- C. A learner who PASSES in the Semester-end Examination but FAILS in the Internal Assessment of the course shall reappear for the Internal Examination of that Course. However his/her marks of Semester-End Examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing

R. _____ **ALLOWED TO KEEP TERMS (ATKT)**

- A. A learner shall be allowed to keep term for Semester II irrespective of number of heads/courses of failure in the Semester I.
- B. A learner shall be allowed to keep term for Semester III wherever applicable if he/she passes each of Semester I and Semester II.

OR

- C. A learner shall be allowed to keep term for Semester III wherever applicable irrespective of number of heads/courses of failure in the Semester I & Semester II.
- D. A learner shall be allowed to keep term for Semester IV wherever applicable if he/she passes each of Semester I, Semester II and Semester III.

OR

- E. A learner shall be allowed to keep term for Semester IV wherever applicable irrespective of number of heads/courses of failure in the Semester I, Semester II, and Semester III
- F. A learner shall be allowed to keep term for Semester V wherever applicable if he/she passes each of Semester I, Semester II, Semester III and Semester IV.

OR

- G. A learner shall be allowed to keep term for Semester V wherever applicable irrespective of number of heads/courses of failure in the Semester I, Semester II, Semester III, and Semester IV.
- H. The result of Semester VI wherever applicable OR final semester shall be kept in abeyance until the learner passes each of Semester I, Semester II, Semester III, Semester IV , Semester V wherever applicable.

OR

- I. A learner shall be allowed to keep term for Semester VI wherever applicable irrespective of number of heads/courses of failure in the Semester I, Semester II, Semester III, Semester IV and Semester V.