

**Manonmaniam Sundaranar University, Tirunelveli-12.**

**Ph.D Psychology 2020-21 onwards**

Sl.No.	Course Work Papers	Credit
1.	Research Methodology and Applied Statistics	4
2.	Guidance and Counseling Psychology	4
3.	Behaviour Modification	4
4.	Cognitive Psychology	4
5.	Psychotherapeutics	4
6.	Psychometry	4
7.	Managing emotions in times of uncertainty and stress (MOOC)	4
8.	Writing in the Sciences (MOOC)	4
9.	Mini Project	4
10.	Life skills Interventions for Social Harmony	4
11.	Psychological View on Sexual Violence	4
12.	Neuropsychology	4

## RESEARCH METHODOLOGY AND APPLIED STATISTICS

**4 Credits**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>4</b>	<b>1</b>	<b>0</b>	<b>4</b>

**Preamble:** Research is undertaken within most professions. It is a way of thinking – examining critically the various aspects of day-to-day professional work; understanding and formulating guiding principles that govern a particular procedure; and developing and testing new theories that contribute to the advancement of your practice and profession.

### **UNIT I: INTRODUCTION (10 Hours)**

Meaning – Basic Concepts - Objectives of science – Need for research – Research approaches – Steps in research. Methods Vs Methodology - General Principles – Ethical issues: Children, Adults, Animals. Research problem – Sources – Criteria of good problem. Reviewing the literature – Research article.

### **UNIT II: RESEARCH PROBLEM, HYPOTHESIS, VARIABLES& SAMPLING (12 Hours)**

Definition, Types and sources of Research Problem – Steps in identifying a Research Problem – Hypothesis: Meaning – Types – Criteria for a good hypothesis – Testing of hypothesis – Levels of Confidence - Constructs & Variables –Meaning - Constitutive and operational definitions – types; Sampling – Meaning – Probability and Non-probability sampling – Sample & effect size. Data collection methods: Observational research – Survey research.

### **UNIT III: RESEARCH DESIGN (14 Hours)**

Definition - Principles and functions - Experimental design: Independent groups designs – Completely randomized groups designs, randomized factorial groups design. Dependent groups designs: Within-participants design, matched groups design – Mixed Designs – Single-participant design – Baseline designs.  
Non-experimental designs: Quasi-experiments – Time-series design, nonequivalent groups designs, longitudinal research, Cross-sectional research, Case-studies, Correlational research.

### **UNIT IV: STATISTICS (14 Hours)**

Organizing data: Frequency distribution – Graphs – Descriptive statistics: Measures of central tendency – Measures of variation – Types of distributions. Inferential statistics: z test – t test – Analysis of Variance – Correlation– Concepts related to correlation – Correlation coefficient – Regression.  
Non-parametric statistics: Mann-Whitney test – Wilcoxon Chi-square – Spearman Rank correlation – Kruskal-Wallis test. Analysis of data using SPSS

### **UNIT V: REPORT WRITING (10 Hours)**

General purpose of writing a report, structure and format of a report (APA), Style of writing, Typing, Evaluating a report and Preparing a research proposal - Typing guidelines

- Oral and Poster presentation - Precaution for writing research report - Tutorial only:  
Computers in research - Internet and research

### **TEXT BOOKS**

1. Howitt, D. and Crammer, D. (2005). *Introduction to Research Methods in Psychology*, Pearson Education.
2. Nachmias, D., & Nachmias, C. (2014). *Research Methods in the Social Sciences*, 8<sup>th</sup> Ed. St. Martin's Press New York
3. Evans, A. N., & Rooney, B. J. (2008). *Methods in Psychological Research*. New Delhi: Sage Publications India Pvt. Ltd.
4. Jackson, S. L. (2010). *Research Methods and Statistics*. New Delhi: Cengage Learning India Pvt. Ltd.

### **REFERENCE BOOKS**

1. Ranjit Kumar (2006). *Research methodology: A step-by-step guide for beginners*. 3<sup>rd</sup> ed. Sage Publications, New Delhi.
2. Coolican, H. (2009). *Research Methods in Statistics in Psychology*. New Delhi: Rawat Publications. M.Sc Applied Psychology, 2014-15 9
3. Gravetter, F.J., & Forzana, L.A.B. (2009). *Research methods for behavioral sciences*. United States: Wordsworth Cengage learning
4. Kerlinger, N. (1996). *Foundations of Behavioural research*. India: Prentice Hall
5. Kothari, C.R. (2008). *Research Methodology - Methods and Techniques*. New Delhi: Wiley Eastern Ltd.
6. Research Methodology, Bhattacharya, D. K. (2003), New Delhi: Excel Books.
7. McGuigan, F. J. (1997). *Experimental psychology: methods of research*. 7<sup>th</sup> ed. Prentice Hall.

## GUIDANCE AND COUNSELLING PSYCHOLOGY

**4 Credits**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>4</b>	<b>1</b>	<b>0</b>	<b>4</b>

**Preamble:** The basic objective of this course is to provide a clear but concise account of the different aspects of counseling psychology. Counselling, as a helping profession, desires to bring about changes in knowledge, attitudes and behavior of individuals employing different approaches.

### **UNIT I: BASIC CONCEPTS**

**(10 Hours)**

Definition, process and goals - Guidance & Counselling - Advice & Counselling - Education & Counselling - Direction & Counselling - Instruction & Counselling - Need for Counselling - Emergence and Growth of Guidance and Counselling - Status of Guidance and Counselling Movement in India.

### **UNIT II: COUNSELLING APPROACHES AND PRACTICES**

**(12 Hours)**

Directive or authoritarian approach - Relevance of Psychoanalysis - Non-directive approach: Humanistic-Existential approach - Roger's self theory - Behavioristic approach: Reciprocal inhibition, Behaviour modification - Eclectic approaches.

### **UNIT III: COUNSELLING PROCESSES**

**(14 Hours)**

Preparation for counselling - counselling relationship - content and process of counselling, counselling interactions, counsellor-counselee relationship, factors affecting counselling process - Effective counsellor's skills: characteristics & attitudes; Counselling Interview - Nature and significant features, setting and types of counselling interview, appropriate use of communication and interviewing techniques, degree of lead, silence, relationship techniques, sharing of experiences, resistance.

### **UNIT IV: COUNSELLING ISSUES**

**(12 Hours)**

Professional preparation and training for Counselling: counselling preparation and professional issues, academic preparation, practical skills, selection and training of counsellors, preparation of counsellors; Ethics in Counselling: Codes of professional Ethics, Common Ethical Violations by Mental Health Professionals.

### **UNIT V: PSYCHOLOGICAL TESTING AND DIAGNOSIS**

**(10 Hours)**

Tools & Techniques used in counselling and guidance: Testing & non testing devices, Tools used in assisting individuals towards self discovery; test interpretation in counselling, Issues of Diagnosis in counselling - Limitations.

### **TEXT BOOKS**

1. Gibson, R. L., & Mitchell, M. H. (2015). *Introduction to Counseling and Guidance*. 7<sup>th</sup>Ed. Pearson Education India.
2. Nelson-Jones, R. (2011). *Theory and Practice of Counselling & Therapy*. 5<sup>th</sup>Ed. Sage Publications, New Delhi.
3. Rao, S. N. (1992). *Counselling and Guidance*. 2<sup>nd</sup>Ed., Tata McGraw-Hill

### **REFERENCES:**

1. Brown, S.D & Lent, R.W.(2008).Handbook of Counselling Psychology (4<sup>th</sup> Ed.) New Jersey: John Wiley & Sons, Inc.
2. Feltham, C., & Horton, I. (2006). *The SAGE Handbook of Counselling and Psychotherapy* (3rd Ed.). Log Angeles: Sage Publications Pub. Co.,

## BEHAVIOUR MODIFICATION

4 Credits

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>4</b>	<b>1</b>	<b>0</b>	<b>4</b>

**Preamble:** The fundamental assumptions, principles, and procedures of behaviour modification are described and illustrated in the course, with applications to normal and abnormal human behaviour. This course is designed to help you to learn to talk about and apply behavior modification principles and techniques effectively.

### **UNIT I: FUNDAMENTALS OF BEHAVIOUR MODIFICATION (12 Hours)**

Definition, characteristics, scope and goals of behavior modification; Learning, Biological & Cognitive Foundations; meaning of Behavioral Assessment, Behavior Analysis and Formulation: desirable and undesirable behaviour – overt and covert - Deficit & Excess – normal & deviant – Conceptual issues: reinforcements & punishments – antecedents and consequences

### **UNIT II: PROCEDURES TO ESTABLISH NEW BEHAVIOR (12 Hours)**

Stimulus control: discrimination and generalization. Defining stimulus control, stimulus discrimination training, the three-term contingency. Generalization.  
Shaping and its applications - How to use shaping, shaping of problem behaviors. Prompting and fading techniques. Types of prompts. How to use prompting and transfer of stimulus control (for example in autism).  
Chaining. Examples of behavioral chains, analyzing stimulus-response chains, task analysis, backward chaining, forward chaining, total task presentation. Chaining  
Components of behavioral skills training procedures. Modeling, instructions, rehearsal, biofeedback.

### **UNIT III: PROCEDURES TO INCREASE DESIRABLE BEHAVIOR AND DECREASE UNDESIRABLE BEHAVIOR (12 Hours)**

Differential reinforcement of alternative behavior, differential reinforcement of other behavior - Differential reinforcement of low rates of responding  
Antecedent control procedures. Using antecedent control strategies.  
Using punishment. Time out, response cost.

### **UNIT IV: OTHER BEHAVIOR CHANGE PROCEDURES (12 Hours)**

Token economy, practical considerations, implementing a token economy, applications of token economy, advantages and disadvantages of a token economy.  
Behavioral contract, components of a behavioral contract. Cognitive behavior change procedures – assertiveness training, thought stopping. Introduction to third wave therapies – Dialectical behavior therapy, metacognitive therapy.  
**Anxiety reduction procedures** – Defining fear and anxiety problems, procedures to reduce fear and anxiety – relaxation, systematic desensitization, in vivo desensitization .  
**Anxiety induction procedures** – implosive therapy flooding, Aversion therapy: aversive counter conditioning – use of electric shock, covert sensitization.

## **UNIT V: APPLICATIONS & ETHICAL ISSUES**

**(12 Hours)**

Application of Behavioural Modification techniques in various setting - **Clinical Conditions**  
– Depression, panic, OCD, GAD, and eating disorders.

### **TEXTBOOKS**

1. Miltenberger, R. (2007). *Behaviour modification: Principles and procedures*. 4<sup>th</sup>Ed. Cengage Learning.
2. Jena, S. P. K. (2008). *Behaviour Therapy: Techniques, Research and Applications*. Sage Publications, New Delhi.

### **REFERENCES**

1. Sundel&Sundel. (1990). *Behavior change in the Human Services*, 4<sup>th</sup> Ed, Thousand Oaks: Sage Publications.
2. Fisher, W. W., Piazza, C. C., & Roane, H. S. (2011). *Handbook of applied behaviour analysis*. The Guilford Press, London.

## COGNITIVE PSYCHOLOGY

**4 Credits**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>4</b>	<b>1</b>	<b>0</b>	<b>4</b>

**Preamble:** The basic objective of this course is to provide a clear but concise account of the different aspects of Cognition from the perspective of psychology.

**UNIT 1 – Foundations of Cognitive Psychology (10 Hours)**

Definition and Scope of Cognitive Psychology – History and Development of Cognitive Psychology – Approaches to Cognitive Psychology: Information Processing approach – Connectionist approach – New milestone in Cognitive Psychology: Computer Metaphors – Artificial Intelligence

**UNIT 2 – ATTENTION, PERCEPTION AND CONSCIOUSNESS (14 Hours)**

Definition, nature and characteristics of attention, perception and consciousness – Information processing – determinants of attention - selective attention and division of attention – theories of attention – filter theory, attenuation theory, late selection theory – theories of perception – bottom up and top down process – Gestalt approaches to perception – Disruptions of perception – subliminal perception – Consciousness of complex mental process.

**UNIT 3 – MEMORY AND LANGUAGE (13 Hours)**

Short term vs long term memory – types of long term memory – encoding, storage and retrieval – working memory – process of forgetting – memory distortions – reconstructive retrieval – eyewitness testimony – Language – properties of language- process of language comprehension- language and thought – language in social context.

**UNIT 4 – PROBLEM SOLVING AND CREATIVITY (13Hours)**

Problem solving: Meaning – Problem solving cycle – types of problems – Problem solving techniques – obstacles and aids in problem solving – knowledge and problem solving – creativity – definition – divergent thinking – steps in creative thinking – nature of creative people – blocks to creative thinking – Promoting Creativity.

**UNIT 5 – REASONING AND DECISION MAKING (10 Hours)**

Types of thinking – Reasoning: Meaning – categorical syllogisms – conditional syllogism – syllogistic reasoning – inductive reasoning – heuristics and biases and its types – Decision making: Meaning – types of decision making.

### **TEXTBOOKS**

1. Kellogg, R.T. (2007). Fundamentals of Cognitive Psychology. New Delhi: Sage Publication.
2. Sternberg, R. J. (2009). Applied Cognitive Psychology. Perceiving, learning and remembering. New Delhi: Cengage Learning.

### **REFERENCES**

3. Parkin, A. J. (2000). Essential Cognitive Psychology. London: Psychology Press.
4. Smith, E.E & Kosslyn, S.M. (2007). Cognitive Psychology. Mind and Brain. New Delhi: Prentice – Hall of India.
5. Riegler, B.R & Riegler, G. L. (2008). Cognitive Psychology. Applying the science of the mind. New Delhi: Pearson Education, INC.
6. Galotti, K.M. (2004). Cognitive Psychology. In and out of the laboratory. New Delhi: Wadsworth.

## PSYCHOTHERAPEUTICS

**4 Credits**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>1</b>	<b>0</b>	<b>3</b>

**Preamble:** This course focuses on how to conduct therapy and also of the underlying reasons why to work that way. The relevance of the theoretical positions extends beyond while assisting clients in therapy. This includes major concepts and practices of many of the main therapeutic approaches used in the helping profession.

### **UNIT I: INTRODUCTION (8 Hours)**

Definition – Goals of Psychotherapy – Professional issues – Personal characteristics of therapists – common and unique features of Psychotherapies – Psychotherapy in India

### **UNIT II: PSYCHOANALYSIS (10 Hours)**

Psycho-Dynamic therapies – Indications and evaluations – Neo-Freudian approaches – Group therapy - Current status and evaluation

### **UNIT III: HUMANISTIC – EXISTENTIALISTIC THERAPIES (10 Hours)**

Person-centred therapy – Gestalt therapy – Transactional analysis – Reality therapy – Existential therapy – Logotherapy– Current status and evaluation

### **UNIT IV: COGNITIVE BEHAVIOUR THERAPIES (10 Hours)**

Behaviour therapy – Rational Emotive behaviour therapy – Cognitive therapy – Current status and evaluation

### **UNIT V: POSTMODERN THERAPIES (7 Hours)**

Solution-focused therapy – Brief therapy – Narrative therapy - Eclecticism– Current status and evaluation

### **TEXT BOOKS**

1. Corey, G. (2009). *Theory and Practice of Counselling & Psychotherapy*. 8<sup>th</sup>ed. Thomson Brooks/Cole.
2. Nelson-Jones, R. (2014). *Theory and Practice of Counselling & Psychotherapy*. 6<sup>th</sup> ed. Sage, New Delhi.

### **REFERENCES**

1. Kottler, J. A., & Montgomery, M. J. (2011). *Theories of Counselling and Therapy: an experimental approach*. 2<sup>nd</sup>ed. Sage, New Delhi.
2. Nelson-Jones, R. (2005). *Practical Counselling and Helping Skills*, 5<sup>th</sup> Edition, Sage, New Delhi.



## PSYCHOMETRY

### 4 Credits

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>4</b>	<b>1</b>	<b>0</b>	<b>4</b>

**Preamble:** Testing has been growing at an increasing pace, and it is contributing effectively in more and more areas of daily life.

#### **UNIT I: TEST CONSTRUCTION**

**(10 Hours)**

Defining the test – Classification of tests – Characteristics of standardized test – Steps involved in test construction- Brief history of testing – Scaling – Selecting a scaling method. Representative scaling methods. Constructing the items. Testing the items. Revising the test. Publishing the test - Problems in Psychological measurements

#### **UNIT II: CONSTRUCTING INTELLIGENCE TESTS& PERSONALITY INVENTORIES (12 Hrs)**

Item writing for Intelligence tests: Analogies, odd-man-out, sequences. Tests of ability and attainment: Content of items, multiple choice items. Advantages of multiple choice items. True-false items, matching items, choosing the item type. Other item types, arrangement of items for a test trial, guessing; Constructing Personality Inventories- Problems in constructing personality Inventories. Writing items for personality Inventories: item forms, guidelines for item writing. Eliminating response sets. Item content.

#### **UNIT III:ITEM ANALYSIS**

**(12 Hours)**

Important variables for item analysis. Two indices in item analysis-correlations of items and the total score, choice of item –analytic statistics. Item scoring and item analysis- Item difficulty, Item discrimination, Item response theory. Selection of items after item analysis. Rewriting items. Failure to form a test.

#### **UNIT IV:TEST STANDARDIZATION**

**(14 Hours)**

Overview of different types of reliability. Factors affecting reliability and validity- Generalizability of test scores. Special issues in reliability. Interpretation of reliability coefficient. An overview of the different types of validity. Validity coefficient and error of estimate-conditions affecting validity coefficient. Magnitude of validity coefficient. Standardizing the test-obtaining a representative normative sample. Sampling specific groups. Rules for sampling special groups;

#### **UNIT V: TEST STANDARDISATION & ETHICAL ISSUES**

**(12 Hours)**

Norms -Meaning and purpose of norms - Difference between Norms and Standards- Raw score transformation -Percentile and percentile ranks - Standardized scores - Normalizing standard scores - T scores –Stanines - Stenscores - C scale - Selecting a norm group: age and grade norms - Local and sub group norms - Criterion referenced tests and norm referenced tests; Ethical Issues: Ethical considerations in psychological testing

#### **TEXT BOOKS**

1. Chaddha, N. K. (2009). *Applied Psychometry*. Sage Publications.
2. Anastasi, A., & Urbina, S. (2017). *Psychological Testing*. 7<sup>th</sup> Ed. PHI Learning, New Delhi.
3. Gregory, R.J. (2017). *Psychological Testing*. 7<sup>th</sup> Ed. Pearson India Education Services.

#### **REFERENCES**

1. Cohen, R. J., & Swerdlik, M. E. (2005). *Psychological Testing and assessment: An introduction to tests and measurement*. 6<sup>th</sup> Ed. McGraw-Hill, New Delhi.
2. Kaplan, R. M., & Saccuzzo, D. P. (2012). *Psychological Testing: Principles, applications, and issues*. 8<sup>th</sup> Ed. Wadsworth Cengage Learning, India.

**Managing Emotions in Times of Uncertainty & Stress – MOOC**

<b><u>4 Credits</u></b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>1</b>	<b>0</b>	<b>4</b>

**Preamble:** Developed by the Yale Center for Emotional Intelligence, Managing Emotions in Times of Uncertainty & Stress will provide participants with the knowledge, skills, and strategies to understand and manage their emotions and those of their students.

**UNIT I: INTRODUCTION – Week 1**

How We're Feeling and How SEL Can Help – Why Emotions matter: Attention – Decision Making – Relationships – Physical and Mental Health - Creativity

**UNIT II: IDENTIFYING ONE’S OWN EMOTIONS – Week 2, 3& 4**

Mood Meter – Differences in understanding emotions – Impact of emotions – Emotion words – Making sense of how we feel – Health emotion management – Breathing – Thought Strategies: Positive Self-talk – Positive reframing – Mindfulness – Focusing on Gratitude

**UNIT III: CULTURALLY RESPONSIVE EMOTION SCIENTIST – Week 5**

Definition of Emotion Scientist - Barriers to Becoming a Culturally Responsive Emotion Scientist - Blindspot-Hidden Biases of Good People - Diversity and Inclusion in Leadership

**UNIT IV: IDENTIFYING & HELPING OTHERS EMOTIONS – Week 6 & 7**

Understanding others’ feelings - What Differences are Harder to Bridge? - Behavior Doesn't Equal Emotion - Identifying Emotions in Children and Adolescents - Becoming More Accurate at Identifying Emotions – Emotion Co-regulation – Helping students with their emotions – Brainstorm and Strategize – Close the conversation – Follow-up – Mood Congruent instruction - Building A "Culture of Care" In Schools

**UNIT V: MAKING A COMMITMENT TO LASTING CHANGE – Week 8**

RULER overview – Systematic Social and Emotional Learning – Envisioning Change

## Writing in the Sciences – MOOC

### 4 Credits

L	T	P	C
4	1	0	4

**Preamble:** This course teaches scientists to become more effective writers, using practical examples and exercises. Topics include: principles of good writing, tricks for writing faster and with less anxiety, the format of a scientific manuscript, peer review, grant writing, ethical issues in scientific publication, and writing for general audiences.

### **UNIT I: INTRODUCTION – Week 1**

principles of effective writing - Examples of what not to do - Overview, principles of effective writing - Cut the clutter - Cut the clutter, more tricks - Practicing cutting clutter

### **UNIT II: WRITING WITH STRONG GRAMMAR – Week 2, 3 & 4**

Use the active voice - Is it really OK to use "We" and "I" - Active voice practice - Write with verbs - Practice examples; Experiment with punctuation - Practice, colon and dash - Parallelism – Paragraphs - Paragraph Editing - Overview of the writing process - The pre-writing step - The writing step - Checklist for the final draft

### **UNIT III: SECTIONS OF SCIENTIFIC MANUSCRIPT – Week 5**

Tables and Figures – Results - Practice writing results – Methods – Introduction - Introduction practice – Discussion - Abstract

### **UNIT IV: REVIEW PROCESS – Week 6**

Plagiarism – Authorship - The Submission Process - Interview with Dr. Bradley Efron - Interview with Dr. George Lundberg - Interview with Dr. Gary Friedman - Doing a peer review - Predatory journals

### **UNIT V: REVIEW WRITING – Week 7 & 8**

Types of writing beyond original research manuscripts: Writing a review article - Grants - Writing letters of recommendation - Writing personal statements; Review Communications: Talking with the media - Panel Interview - Writing for general audiences - Writing a science news story - Interviewing a scientist - Social media

## MINI PROJECT

### 4 Credits

Mini Project work shall be carried out under the supervision of the Guide. The scholar may in certain cases, be permitted to work on projects in an Industrial / Research Organizations, mental health institutions, schools and other institutions where there is scope for psychology, based on the recommendations of the Head of his / her Department. In such cases, the scholar shall be instructed to meet the supervisor periodically and to attend the review committee meetings for evaluating the progress.

Mini Project carried out by a Ph.D. scholar as part of his/her course work, shall have the following components:

- Objective and methodology of the problem
- Literature survey
- Preliminary results of the research work

Format of the mini project shall be the same as like that of a thesis.

Total number of pages shall be between 50 and 80 pages

The Doctoral Committee shall value the mini project and submit the marks to the Controller of Examinations and the same marks would be incorporated in the mark sheet along with the marks of the other course work examinations. The mark detail for coursework examination is given below.

Exam	Internal	Passing Minimum	External	Passing Minimum	Total Passing	
					Minimum	Maximum
Mini Project	Nil	Nil	100	55	50%	100%

## LIFESKILLS INTERVENTIONS FOR SOCIAL HARMONY

### Proposed Syllabus

Credits : 4

Max. Marks: 100

#### UNIT I: INTRODUCTION TO SOCIAL HARMONY

Definition – Nature and Characteristics – Scope;

Schools of Thought – Models & Approaches

Historical Background to Social Harmony and Social Disharmony

Role of Civil Society organisations & NGOs in maintenance of social harmony – Educational institutions – Police & Judiciary – Religion & Social Harmony

#### UNIT II: HUMAN VALUES, LEADERSHIP & PERSONALITY DEVELOPMENT

Definition – meaning and characteristics – Qualities – building up of personality – components of personality development

#### UNIT III: PROBLEMS OF CHILDREN & YOUTH

***Suicide:*** Definition & Characteristics – Warning and Risk Factors

***Psychoactive Substance Abuse:*** Non legal and illicit drugs of abuse – Criteria for substance dependence and abuse – Alcoholism – Smoking – Prediction & prevention – Assisting change - Preventing relapse – Role of anonymous and support groups

***Violence and Crime:*** Definition of crime and violence– Dimensions of crime population – Explaining crime: Types of crime - Crime against children, women and disadvantaged people – Role of courts and legislation – Socialization and its effects on Gender - Economical, educational and other parameters – Cyber Crime: Cyber Harassment and Cyber Stalking – Cyber Bullying – Characteristics and Intentions of Cyber Criminals – Nature of Cyber Victims - Ways to protect from Cyber Harassment

***HIV / AIDS & Sexually Transmitted Diseases:*** Definition - Incidence & Mortality Rates for HIV / AIDS - HIV & AIDS Epidemics – Symptoms, Transmission and Consequences –Care and Support from the Society

#### UNIT IV: LIFE SKILLS PRACTICE

Definition - Importance of life skills - Relationship between Life Skills and Individual Personality Development - - Role of Life Skills in Health Promotion

**Interpersonal skills Training:** Meaning – Qualities for Interpersonal Effectiveness: Warmth, Genuineness, Empathic Understanding, Unconditional Positive Regard – Social Skills Training - Assertion Training

**Self awareness Exercises:** SWOT Analysis – Johari Window Analysis – SMART Goals

**Anger & Stress Management:** Relaxation Techniques: Jacobson's Progressive Muscle Relaxation – Autogenic Relaxation Training – Shavasana – Yoganidra - Meditation - Thought Stopping – Positive Self Talk – Cognitive Restructuring – Prevention and wellness

**Time Management Techniques:** Identifying Time Wasters - Advantages of Time Management - Time Management Styles

## **UNIT V: DEALING WITH CHILDREN & YOUTH AT-RISK**

**Counselling Youth at Risk:** Who are Youth At-Risk? Problems and Behaviors with Youth At-Risk - Counselling Youth on Prevention of Health Risk Behaviours – Role Play – Modelling - Psychodrama - Peer Counselling: Definition – Dealing with Peer Pressure, Bullying – Team Building

**Conflict Resolution:** Definition - Sources of Conflict - Effect of conflict - Principles governing Resolution of conflict – Learning to live together

Text Books:

1. mKJ> (1998) md;gp d fq;ifmd;idj pNurh>Luxsu Graphics, Sri Lanka.
2. K.L.Seshagiri Rao, (1990). Mahatma Gandhi and Comparative Religion, Motilal Barnasidass Publishers, Delhi.
3. Bettany , G.T. (2000).Encyclopedia of World Religions, Victor Books International
4. Bardi, A.(2000). Relations of values to behavior in everyday situations. Unpublished doctoral dissertation. The Hebrew University.
5. Morris, C.W. (1956). Varieties of human value. Chicago: University of Chicago Press.
6. Rokeach, M. (1973). The nature of human values. New York: Free Press.
7. Kluckhohn, C. (1951). Values and value-orientations in the theory of action: An exploration in definition and classification. In T. Parsons & E. Shils (Eds.), Toward a general theory of action (pp.388-433). Cambridge, MA: Harvard University Press.
8. V. D. Swaminathan & K. V. Kaliappan, Psychology for Effective Living – Behaviour Modification, Guidance, Counselling and Yoga, 1<sup>st</sup> edition, The Madras Psychology Society, Chennai, 1997.
9. *Personality Development*. By Elizabeth B. Hurlock. New Delhi: Tata Mc Graw Hill Co. Ltd.

References:

1. Lawrence Shulman [1979]. Skills of Helping: Individuals & Groups, Ezhilagam Publications.
2. Philip Burnard [1999], Interpersonal Skills Training, Visuthamby Publishers Pvt. Ltd.
3. Sue Bishop [1999], Assertiveness Skills Training, Visuthamby Publishers Pvt. Ltd.
4. Harvard business essentials (2005) – Time management, Harvard business school press, Boston

5. Comprehensive Stress Management, seventh edition (2002) by Jerrold S. Greenberg, Published by McGraw-Hill
6. Jones, Nelson (2005). Practical counseling and Helping Skills, 5<sup>th</sup> Edition, London: Sage Publications.
7. Woolfe, R, Dryden W, Strawbridge. S (2003). Handbook of Counseling Psychology, 2<sup>nd</sup> Edition, London: Sage Publications.
8. Satpathy, G. C. (2002) : Aids Transmission : Challenges in the New Millennium, Gyan Publishers.
9. National Human Rights Commission: Disability Manual. 2005. New Delhi.
10. Nagasudha Ravinuthala (2005)-The art of time management, ICFAI books, ICFAI university press.
11. Robert W. (2005) – 101 ways to make every second count, Jaico publishing house.
12. Velleman, R (2001). Counseling for Alcohol Problems. 2<sup>nd</sup> ed, London, Sage Publications.

## PSYCHOLOGICAL VIEW ON SEXUAL VIOLENCE

**Credits: 4**

**Max. Marks: 100**

### Course Objectives:

1. To present a picture of the psychological and sociological perspectives relating to sex and crime with special emphasis on the Indian context.
2. A comprehensive overview of a wide range of sexual behaviours and sexual crimes, thoroughly addressing criminal actions from “nuisance” sex crimes, such as voyeurism and exhibitionism to the most extreme rape, sex crimes against children.
3. The paper provides information on the psychological profiling of sexual offenders, the crimes they commit, the effects on their victims, and attempted treatments.

### Course Outcome:

CO1: Knowledge and Awareness of various forms of sexual violence, characteristics of sexual offenders and the victims of sexual assault.

CO2: Develop Safety and prevention knowledge mechanisms, and improve the awareness of warning signs and violence prevention.

CO3: Improve skills highly relevant to those who may be working with either victims/survivors, and/or perpetrators, adults, young people or children affected by sexual violence.

CO4: Exposure to treatment strategies for sexual offenders and victims of sexual assault.

CO5: Gain knowledge on evidence-based and effective primary interventions to reduce the prevalence of sexual assault.

### UNIT I: INTRODUCTION

**(12 Hours)**

Normal Sexual Behaviour – Sex Crimes – Conditions and Stages of Crimes – Causes – Consequences – Preventions from Sexual Offences; Theories of Sexual Deviances: The Social Context of Sexual Development – Individual–Level Explanation of Sexual Deviance – Social Learning Model – The Constitutional Model – The Rise of Sociobiology.

### UNIT II: SEXUALLY DEVIANT BEHAVIOURS

**(15 Hours)**

Nuisance Sex Behaviours: Fetishes And Partialisms: Scopophilia (Voyeurism), Triolism, Exhibitionism, Transvestitism, Infantilism, Scatophilic, Frottage, Klismaphilia, Bestiality, Pygmalionism, Gerontophilia, Mysophilia, Coprolagnia and Coprophilia – Incest – Pedophilia;

Pornography: Pornography and Obscenity - Standards of Obscenity - Customers of

Pornography - Pornography Research and Sex Criminal -, Pornography and Violence;

Child Pornography: Types of Child Pornography - Who Views Child Porn? - How Do Children Become Involved in Pornography? - Who Are the Children in Child

Pornography?;

Sex and Internet: Pornography and the Internet - The Internet and Child Pornography -

Children, Sex and the Internet - The Effects of the Internet and Cyberspace on Sexual

Predation; Regulable Cyber Pornography – The concept of Non-consensus Pornography or ‘Forced Pornography’ and ‘Fake Avatar’ – Sexting – Revenge Porn

### UNIT III: SEXUAL ABUSE AND VICTIMS OF SEXUAL ASSAULT

**(11 Hours)**



Rape -Statistics of Rape – Myths About Rape – Reasons for Not Reporting Rape – Characteristics of Rapists – Marital Rape – Campus Rape – Etiology of A Rapist – Types of Rapists – Dangerous Sex Crimes: Necrophilia – Sadism – Infibulation – Autoeroticism – Pyromania;

Incidence and prevalence of sexual assault: – The Etiology of The Victim of Sexual Assault – Race of The Victim of Rape And Sexual Assault – Age of The Victims of Sexual Assault – Physical Location of The Sexual Assault – Victim-Offender Relationship – Types of Victims: The Plight of Primary And Secondary Victims – Consequences of Secondary Victims – Types of Victims: Assessing Blame; The Effects of Sexual Victimization.

#### **UNIT IV: LAWS & ACTS AGAINST SEXUAL CRIMES (12 Hours)**

Sex Crimes Acts and Punishments in India – IPC Sections-375, 376, 354, 377, 507, 373, 497, 498, 292 – The Protection of Children from Sexual Offences Act (POCSO), 2012 – Child Pornography and The Law - Sexual Harassment of Women at Workplace Acts 2013 - Sexual Harassment of Women at Workplace Rules 2013 – Rape and The Law - – Online Sexual Offense: Sections 67 (punishment for publication or transmitting obscene materials in the electronic form), 67A (punishment for publication or transmitting sexually explicit materials in the electronic form), 67B (punishment for publishing, transmitting materials depicting children in sexually explicit form) or 66E (punishment for violation of privacy) of Information Technology Act (2000)

#### **UNIT V: TREATMENT AND THERAPEUTIC APPROACHES (10 Hours)**

Treatment for Sexual Offenders – Treatment of Sexual dysfunctions: Masters and Johnson Approach – Cognitive-Behavioural Approaches – Psychodynamic Approaches – Medical Approaches – Types of Treatments – Effectiveness of Treatment for Sexual Dysfunction – Obstacles – Rehabilitation – Recidivism – Helping the Victims – Society's and Victims' Right Group Responses.

#### **TEXT BOOKS:**

1. Batria. P., (1992), *Sex and Crime in India*. 1st ed, Uppal Pub. House.
2. Holmes, S. T., and Holmes. R. M., (2009). *Sex Crimes: Patterns and Behaviour*. 3<sup>rd</sup> ed, Sage Publications
3. Sarason, I. G., and Sarason. B. R., (2017), *Abnormal Psychology: The Problem of Maladaptive Behaviour*. 11th ed, Pearson/Prentice Hall.
4. Halder, D., & Jaishankar, K. (2017). *Cyber Crimes against Women in India*. Sage Publications India Pvt. Ltd., New Delhi.

#### **REFERENCES:**

1. Ray. W. J., (2015), *Abnormal Psychology: Neuroscience perspectives on Human behaviour & Experiences.*, Sage Publications
2. *Women Laws: As Amended by the Personal Laws (Amendment) Act, 2019 (6 of 2019) (w.e.f. 1-3-2019)*. Professional Book Publishers, 2019.
3. The Protection of Children from Sexual Offences Act, 2012, Published by Ministry of Law and Justice, in The Gazette of India, June 20, 2012, New Delhi.
4. Halder, D. (2018). *Child Sexual Abuse and Protection Laws in India*. Sage Publications India Ltd. New Delhi.
5. Gopalan, R. T. (2018). *Social, Psychological and Forensic Perspectives on Sexual Abuse*. IGI Global, USA.

6. Srivastava, R. N., Seth, R., & Niekerk, J. V. (2013). *Child Abuse and Neglect: Challenges and Opportunities*. Jaypee Brothers Medical Publishers (P) Ltd. New Delhi.
7. Wadkar, A. *Psycho-social Health issues in Indian Youth: Emerging Trends and Intervention*.
8. Mehrotra, M. (2014). *Crimes against women in India – A study*. Ocean Books (P) Ltd. New Delhi.
9. Laws, D. R., & O'Donohue, W. T. (2008). *Sexual Deviance: Theory, Assessment and Treatment*. 2<sup>nd</sup> ed. Guilford Press. New York.
10. Valliere, V. N. (2023). *Unmasking the Sexual Offender*. Routledge. New York.
11. Maletzky, B. (2018). *Sexual abuse and the Sexual Offender: Common Man or Monster?* Routledge, New York.

## NEUROPSYCHOLOGY

Credits: 4

Max. Marks: 100

### Course Objectives:

1. Humanity has been toiling hard to win over pain and disease. An incessant urge of man is to understand the behavioural abnormalities.
2. Understanding the nature, causes, and treatment of mental disorders.
3. Conceptualize the ways in which neurological, psychological, and social factors interact to give rise to mental disorders.

### Course Outcome

**C01:** Understand the brain behaviour relationship

**C02:** Understand the functional and anatomical aspects of brain

**C03:** Apply the knowledge of neuropsychology to understand the human behaviour

**C04:** Analyse the advancement in the field of neuropsychology

**C05:** identifying brain areas associated with higher cortical functions & related disorders

**C06:** Understand the basics neuropsychological assessments

### **UNIT I: NEUROPSYCHOLOGY; ITS AIMS, HISTORY AND METHODS (17 Hours)**

Neuropsychology: History and Definitions, Human Neuropsychology: Development of the discipline, The tools of Human Neuropsychology: Measuring brain function and structure - In depth exploration of brain injury and disrupted function, Connectionism, EEG, ERPs, MEG, CT, PET, SPECT, MRI, fMRI, Biochemical techniques, Brain Electrical Stimulation, Modern brain stimulation: Trans-cranial magnetic stimulation and lateralization techniques

### **UNIT II: FRONTAL LOBES: COGNITION, SOCIAL BEHAVIOUR & PERSONALITY (20 Hours)**

Frontal lobes: a brief review, frontal lobes: an anatomical sketch, early studies of frontal lobe function, tests used to measure frontal lobe (dys) function, the symptoms; an introduction, motor (pre- central) symptoms, sensory/perceptual symptoms, cognitive ( pre frontal) symptoms, frontal lobes – mediating intelligence, decision making. Theory of mind and the frontal lobe – understanding behaviour of others. Recent evidence for frontal cortex involvement. Social Behaviour and personality – theories of frontal lobe functions; Luria's theory: the classical view, Norman and Shallice's supervisory attentional system, Rolls's theory of orbito-frontal function: stimulus – reward.

### **UNIT III: DISORDERS OF PERCEPTION AND MOVEMENT DISORDERS (18 Hours)**

Disorders of perception: Blind sight, Agnosias -Visual, Prosopagnnosia, Landmark agnosia, Auditory, Somatosensory, unilateral spatial neglect. Movement Disorders: Disorders of the human motor system, Parkinsonism and Parkinson's Disease - clinical features, Neuropathology and treatment, Ataxia, Apraxia -Types, tests, Cerebral Basis, Hemiplegia.

### **UNIT IV: LANGUAGE DISORDERS, DEMENTIA & DISORDERS OF THOUGHT & MOOD (18 Hours)**

Neuropsychology of Language, Speech Production and comprehension, Aphasia -sensory, production, conduction, deep dysphasia, Transcortical sensory and motor, global aphasia and recovery from aphasia. Learning disorders - dyslexia, Dysgraphia; Dementia and Alzheimer's disease -etiology, Alcoholic Dementia, Korsokoffs Psychosis; The neuropsychology of ageing - Disorders of Thought and Mood -Schizophrenia-subtypes, Neuropathology, Epilepsy, Depression and anxiety

## **UNIT V: NEUROPSYCHOLOGICAL ASSESSMENT**

**(17 Hours)**

Neuro-Psychological Assessment - principles. Neuropsychological batteries- Wechsler Adult Intelligence scales, Halstead Reitan Battery, Luria -Nebraska Neuro-Psychological Battery, Individual tests, Memory - the WMS, Practical Issues of Neuro-Psychological Assessment , Choice of test, Neuro-Psychological Assessment of Children, Faults in conducting and reporting the results of neuropsychological assessment, computer based assessment.

### **Text Books:**

1. Andrewes, D. G. (2001). *Neuropsychology: From theory to practice*, Psychology Press: Taylor & Francis, USA
2. Zillmer, E.A., & Spiers, M.V. (2001). *Principles of neuropsychology*. Belmont, CA: Wadsworth/Thomson Learning.

### **References:**

1. Martin, G.N. (2006). *Human neuropsychology*. London, England: Prentice Hall
2. Beaumont, J.G. (1983). *Introduction to neuropsychology*. Oxford, England: Blackwell Scientific Publications