CENTRAL UNIVERSITY OF SOUTH BIHAR

Master of Arts in Psychology/Master of Science in Psychology

Syllabus

Under Choice Based Credit System

(Effective from Academic Session 2018-2020)

Department of Psychological Sciences

School of Human Sciences

School of Human Sciences

The School of Human Sciences aims to study human beings as a social, cultural and biological species as well as in the context of their experiences, activities, constructs and artefacts. The Human nature is not discipline bound and therefore the School emphasizes interdisciplinary approach to understand it .The vision of the School is to meet challenges imposed on human beings and humanity at large, and to accomplish prosperous human society.   The school has a mission to pursue quality education and research for greater understanding of human nature and challenges faced by humanity. Disciplines like Anthropology , Psychology, Social Work and other Social Sciences interactively may engage in research leading to knowledge system that serves the development of mankind .The objective of the school is to create of advance scientific knowledge in various human sciences through research.

Presently the School of Human Sciences has one department- the Department of   Psychological Sciences. The Department of   Psychological Sciences is fully functional and offering Masters Programme and Ph.D programme.

Department of Psychological Sciences

The Department of   Psychological Sciences came in existence in August 2011. The Department was set up to develop an awareness of the importance of studying human behaviour and the societal relevance of psychology.It is presently offering Master's and Ph.D programmes in Psychology.Department also participates in enhancing the overall well-being of students by facilitating their emotional, interpersonal and intellectual development through Centre of well being.

The Vision behind starting this department is to spread and create world class knowledge in the field of psychology. The department recognizes the immense potential of psychology and its utility in improving quality of life of individuals and society. The Mission of the department is to educate and train such psychologist who can serve the humanity.

Academic Programme:

Department of Psychological Sciences is currently offering Master's and Ph.D programmes in Psychology.

Name of the program: M.A./M.Sc in Psychology

The Master Programme in psychology is to impart quality education and training for research and practice with sound base in theories, methodology and psychological skills.

A) **Objectives of the Program:**The Department offers M.A./ M.Sc in Psychology which is of four semesters and the curriculum is so designed as to provide strong theoretical, methodological and contemporary knowledge of various areas of Psychology to the students. The purpose is to equip the students with knowledge, skills and values to become effective and competent professional psychologist. During the course, the students are taken for field visit at mental health centres and counselling cells besides interactive classroom teaching and laboratory training. Time to time extended lectures from experts in relevant field is also conducted. Department provides specialization in the field of Clinical Psychology, Health Psychology, Organizational Behaviour and Social Psychology

B) **Program Outcomes**:After completion of this program students will be able to

1. Employ skills and competencies required for practicing as a clinical psychologist.

2. Conduct research in the area of clinical psychology relevant to practise needs

2. Have an adequate grasp of the ethical standards of the profession and apply them in their practice.

4.This academic training enables the students to work in a broad range of settings such as, medical, organization, counselling centres, NGOs, researchers and academicians.

The programme is a two years full time study spread across four semesters. A student admitted to the programme will be required to complete (96+4) 100 credits of course work, lab work, dissertation, filed work, internship etc. as per the requirement of specialization. Students are encouraged to take up internship, filed work during vacation/semester break period.

A student will be required to choose courses from a basket of courses

Core Papers:

The core courses are those courses whose knowledge is deemed essential for the students registered for the M.A./M.Sc psychology programme.All the core courses prescribed for M.A./M.Sc in Psychology programme offered by the Department of Psychological Sciences under the School Human Sciences shall be mandatory for all the students registered in the M.A./M.Sc programme. A core course of the programme may be an elective course for any other programme.

Single Paper elective/Four paper Elective:

The elective courses can be chosen from a pool of courses(paper).   These courses are intended to:

Allow the student to specialize in one or more branches of the broad subject area

Help the student to acquire knowledge and skills in a related area that may have applications in the broad subject area

Help the student to bridge any gap in the curriculum and enable acquisition of essential skills(e.g. statistical, computational, language or communication skill etc) and

Help the students to pursue an area of interest.

Along with the elective courses prescribed for the M.A./M.Sc in Psychology Degree programme offered by the Department of Psychological Sciences a student has to

register herself/ himself in different elective courses in such a way that she/ he ensures

earning of minimum eight credits as elective from other Departments/Schools

COURSE STRUCTURE

List of courses in M.A./MSc. Psychology (CBCS Based)

SEMESTER-I

Course Code	Course Title	Credits
MPSY1001C04	Advanced General Psychology	4
MPSY1002C04	Research Methods & Experimental Design	4
MPSY1003C04	Biological Basis of Behaviour	4
MPSY1004C04	Psychological Testing & Assessment	4
*	Elective (Interdepartmental/Interschool) I	4
**	Swayam/MOOCs (Massive open online Courses) I	4
		Total = 24

*Any one paper offered by other department of the School of Social Sciences or any other allied Departments /Schools. The course code will depend on the course opted by the student from concerned department **or**

** Any one paper/course offered by SWAYAM/MOOCs.

SEMESTER II

Course Code	Course Title	Credits
MPSY2001C04	Social Psychological Perspective	4
MPSY2002C04	Quantitative Methods of Data Analysis	4
MPSY2003C04	Cognitive Processes	4
MPSY2004C04	Self-Psychology in Indian and Western thought tradition	4
MPSY2500C04#	Practical/s	4
*	Elective II	4
***		24
MPSY2556C04**	Summer Internship	4

Minimum eight practicals will be conducted by a student linked to the topics taught in the foundation courses (List of all 8 Practical topics finalized by the Departmental Committee will be made available in the first week of the commencement of Semester I; in the beginning of the Academic Year)

* Any one paper offered by other department of the School of Social Sciences or any other allied Departments /Schools. The course code will depend on the course opted by the student from concerned department.

** The student will involve in his /her Summer Internship during the summer vacation after completion of the second semester examination. Accordingly a student will prepare the internship report during the third semester. Examination/Evaluation of this paper will also be done in the third semester. Hence, the credit of the course will be counted in the third semester.

*** A student who wishes to opt Dissertation; will prepare his/her Research proposal by the end of 2nd Semester (credit will not be awarded for preparation of Research Proposal). Which will be taken up in 3rd Semester.

SEMESTER III

Course Code	Course Title	Credits
MPSY3001C04	Qualitative Method of Data Analysis	4
	*Elective III: Single Paper Specialization; to be chosen from the	
	Elective Basket of Semester III	4
	*Elective IV to VII: Four Paper Specialization ; to be chosen from the Elective Basket of Semester III/ Dissertation**	4X4= 16
		24
*	Course Code will be as per the assigned Code to the respective Elective papers	

** Dissertation is of 8 credits in semester III (equivalent to two elective paper of 4 credits), candidate who will choose dissertation as elective paper, it continues in semester IV also as elective paper of 8 credits (8 credits + 8 credits= 16 credits)

SEMESTER IV

Course Code	Course Title	Credits
MPSY4001C04	Comprehensive Viva-Voce	4
	*Elective VIII: Single Paper Specialization; to be chosen from the Elective Basket of Semester IV	4
	*Elective IX to XII: Four Paper Specialization ; to be chosen from the Elective Basket of Semester IV/ Dissertation**	4X4=16
		24
*	Course Code will be as per the assigned code to the respective Elective Papers	

** Dissertation will choose only by those candidates who already opted it in semester III(In semester IV it is equivalent to 8 credits)

Guidelines for choosing Elective papers for Semester III & Semester IV:

In each semester students have to earn 16 credits from electives and/or Dissertation.

Syllabus of M.A./ M.Sc in Psychology
Department of Psychological Science
School Of Human Sciences

1. Dissertation is an Elective Paper of 16 credits (8 credits each to be earned in Semester III and Semester IV respectively).

2. i. A student (preferably with a higher grade i.e.65% in Semester I / last PG examination) who chooses Dissertation will be encouraged to choose Dissertation.

   ii. A student in place of Dissertation will choose Specialization Electives of 16 credits distributed in 4 papers of 4 credits each from the Elective Basket of Semester III and Semester IV.

3. List of Elective Papers comprise Single Paper (4 Credits) Elective and Four papers (16 Credits) Specialization Electives; in both the Semesters III & IV. In Semester III a Student will choose four papers Specialization Electives of 16 Credits.

4. In Semester IV a student can choose Single Paper Electives 4 in number from the list of 4 credits to each paper (16 Credits) or a Four Paper Specialization Electives of 16 Credits.

5. A student as per his choice may also choose only two papers out of 4 papers of a Specialization Electives of 16 credits and similarly two papers out of 4 papers of another Specialization Electives; to make a total of 16 Credits from the choices of both (two papers each) Specialization Electives.

Single Paper Elective Basket (4 Credits): SEMESTER III

Course Code	Course Title	Credits
MPSY3002E04	Developmental Disabilities & Psychological Intervention	4
MPSY3003E04	Severe Mental Illness & Psycho-Social Rehabilitation	4
MPSY3004E04	Advanced Counselling Skills I (General Counselling Skills)	4
MPSY3005E04	A Conceptual History of Psychology	4
MPSY3006E04	Psychology & Community Oriented Services	4

Four papers specialization paper basket (4 Credits each): Semester III
Organizational Behaviour

Course Code	Course Title	Credits
MPSY3007E04	Organizational Behaviour in the Indian Context	4
MPSY3008E04	Learning and Development	4
MPSY3009E04	Interpersonal and Team-processes in organization	4
MPSY3010E04	Coaching and Mentoring at Workplace	4

Semester III/IV Practicum
Clinical Psychology

Course Code	Course Title	Credits

MPSY3011E04	Introduction to Clinical Psychology	4
MPSY3012E04	Psychopathology	4
MPSY3013E04	Psychotherapy/Therapeutic Intervention	4
MPSY3014E04	Philosophy of Clinical Psychology	4
MPSY3015E04	Practicum	-

Semester III/IV Practicum
Developmental Psychology

Course Code	Course Title	Credits
MPSY3016E04	Introduction to Developmental Psychology	4
MPSY3017E04	Developing Child	4
MPSY3018E04	Adolescence Adulthood and Aging	4
MPSY3019E04	Developmental Disability and Psychopathology	4
MPSY3020E04	Practicum	-

Semester III/IV Practicum
Health Psychology

Course Code	Course Title	Credits
MPSY3O21E04	Introduction to Health Psychology	4
MPSY3022E04	Positive Emotions and Health	4
MPSY3023E04	The patients in Treatment Setting	4
MPSY3024E04	Management of Illnesses	4
MPSY3025E04	Practicum	-

Semester III/IV Practical
Cognitive Psychology

Course Code	Course Title	Credits
MPSY3026E04	Contemporary Approaches to the study of cognition	4
MPSY33027E04	Applied Cognitive Psychology	4
MPSY3028E04	Social Cognition	4
MPSY3029E04	Applied Social Cognition	4
MPSY3030E04	Practicum	-

Semester III/IV Practical
Counselling Psychology

Course Code	Course Title	Credits
MPSY3031E04	Methods and Approaches	4
MPSY3032E04	Assessment and Research	4
MPSY3033E04	Areas and Related discipline	4
MPSY3034E04	Background Fields	4
MPSY3035E04	Practicum	-

Semester III/IV Practical
Disaster management

Course Code	Course Title	Credits
MPSY3036E04	Understanding Disaster Management	4
MPSY3037E04	Psychiatric Perspective on Disaster Trauma	4
MPSY3038E04	Post Disaster Psycho social Rehabilitation	4
MPSY3039E04	Methodological Challenges in Disaster Management	4
MPSY3040E04	Practicum	-

MPSY3041E08   Thesis&Dissertation   8

Single Paper Elective Basket (4 Credits): SEMESTER IV

Course Code	Course Title	Credits
MPSY4002E04	Advanced Counselling Skill- II (Facilitating Methods of Personal Growth)	4
MPSY4003E04	Neuropsychology	4
MPSY4004E04	Forensic Psychology	4
MPSY4005E04	Media Psychology	4
MPSY4006E04	Rehabilitation Psychology	4
MPSY4007E04	Social Psychology	4

Psychometrics Elective Basket (4 Credits): Semester IV

MPSY4008E04	Statistics	4
MPSY4009E04	The Science of Psychological Assessment	4
MPSY4010E04	Experimental designs	4
MPSY4011E04	Practicum	4

Positive Psychology: 4 Credits

MPSY4012E04	Foundations of Positive Psychology	4
MPSY4013E04	Positive Psychology in Cultural and Social Context	4
MPSY4014E04	Positive Psychology in day to day living	4
MPSY4015E04	a. Positive Psychology in Clinical and Community Intervention b. Positive Psychology in Action(opt any one either a or b)	4

MPSY4022E08   Thesis/Dissertation   8

NOTE:

1. The courses from Elective baskets will be offered as per the availability of teaching resources in the department.

   A student opting for advanced counselling skill- I should preferably choose advanced counselling skill- II to get maximum benefit of teaching and training in acquiring   mastery in the area specialization.

Psychology Laboratory

The existing Psychology laboratory provides three kinds of facilities- conducting experiments, psychological testing and qualitative research. The laboratory also enables students to carry out computer based experiments and lab experiments on psychosocial phenomenon. The laboratory contains numerous psychological tests such as neuropsychological tests/batteries, personality tests, intelligence tests, adjustment scales and many other important scales. The psychology lab is equipped with software such as SPSS, R and QDA to carryout analysis of the research.

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SEMESTER- I

Course Code	Course Title	Credits
MPSY1001C04	Advanced General Psychology	4
MPSY1002C04	Research Methods & Experimental Design	4
MPSY1003C04	Biological Sciences	4
MPSY1004C04	Psychological Testing & Assessment	4
*	Elective-I	4
*	Elective -II	4

* Any one paper paper offered by other department of the school of Social Sciences or any other allied departments School . The course   code will depend on the course opted by the student from concerned department or
any one paper / course may be offered by SWAYAM/MOCCs

Advanced General Psychology (4 credit course)

(MPSY1001C04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures and Seminars.
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives

To enable the student to understand the basic concepts in psychology

To make them understand the recent advancements in the general psychology

To sensitize the student on motivational, emotional and other aspects of behaviour

Course Outcome:

After completing this course student would be well familiarized with the key cognitive processes involved in human functioning. They will be able to understand motivation ,emotion   and other cognitive processes of self and others as well as use this knowledge to motivate and manage emotions.Students will also be able to understand the basis of these processes on the neurological level.

Course Content:

UNIT – I: Introduction

Psychology: Brief history of modern psychology; Its Grand Issues and Key Perspectives; Multicultural Perspective; Evolutionary Psychology.

Research in Psychology: The Scientific Method –Theory in the Scientific Method; Advantages of Scientific Method.

Research methods in Psychology: Observation, Case Study, Correlation, Experimentation; Ethical Issues in Psychological Research

UNIT – II: The Brain and Behaviour

Brain: The Brain Stem- The Hypothalamus, Thalamus and the Limbic System; The Cerebral Cortex-The Brain and Visual Perception; Brain and human speech; Brain and higher mental processes.

Heredity and Behaviour: Role of Genetics and Environmental Effect on human behaviour; Genes and Evolutionary Psychology.

UNIT – III: Sensation, Perception and Learning

Sensation: Sensory Thresholds- Psychophysics and its methods; Sensory Adaptation-Vision, Hearing, Touch and other Skin Senses; Smell and Taste– Kinesthesia and Vestibular Sense.

Perception: Organizing principles; Constancies and Illusions; Pattern Recognition and Distance Perception; Extrasensory perception.

State of Consciousness: Biological Rhythms; Waking State of Consciousness – Sleep and Sleep Disorders.

Learning – Principles and Methods – Classical conditioning; Operant Conditioning; Principle of reinforcement; Multiple response learning; Cognitive learning; Optimizing learning: Programmed learning and automated instruction; Transfer of learning; Role of Reward and punishment in learning.

UNIT IV: Motivation and Emotion

Motivation: Physiological basis of motivation; Theories of motivation; Motivational factors in aggression.

Emotion: Their Nature, Expression and Impact; Biological Basis of Emotion; External Expression of Emotion; Theories of emotion; Emotions and Cognitions –Subjective Well Being.

UNIT – V: Intelligence and Creativity

Intelligence – Theories of Intelligence; Measuring Intelligence; The Role of Heredity and The Role of Environment; Group Differences in Intelligence; Emotional Intelligence– Managing Anger.

Creativity – Meaning; Techniques of Creativity.

TEXT BOOKS:

• Baron,A.R. (2001). Psychology. New Delhi: Prentice Hall of India.

• Hilgard, E.R. (1999). Introduction to Psychology (6th Edition). New Delhi: Oxford and IBH Publishing Co, Pvt Ltd.

• Morgan C.T, King, R.A., Weisy, J.R, Scooper, J. (1993). Introduction to Psychology.

New Delhi: Tata Mc-Graw Hill Publishing Company.

REFERENCES

Mangal, S.K. (1999). General psychology. New Delhi: Surjeeth Publications.

Jones, D. & Elcock,J. (2001) History and theories of Psychology: A critical Perspective. Arnold: London.

Research methods and Experimental Design (Credits- 4)

(MPSY1002C04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures and Seminars.
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

The objective of this course is to develop an understanding of the purpose of research, research methods and research design in the field of psychology. The Course covers basic principles and fundamental methodologies of different types of experimental designs and research methods .

Course Outcomes:

On successful completions of the course a student would be able to use research design principles in conducting their own research as well as to critique a study from the standpoint of research design and methodology.

Course contents:

Unit-1- Sciences and Scientific approach to Psychology

Science and common sense; Scientific research; Scientific approach in psychology; fact and theories; Goals of Psychological research, methods of data collection; Ethical Issues

Unit-II- Problem, Hypothesis and Variables

Origin and sources; Importance of problem and hypothesis; types of hypothesis;variables- types; operational definition

Unit-III: Research Design

Purpose and principles; Characteristics of a good research design; Design criteria;faulty designs; Methods of control

Unit-IV- Experimental Design

Basic principle of experimental design, types of experimental designs;Methodological,practical and ethical issues; Problems of experimental designs

Unit-V- Single- Factor-Experimental Design

Nature and benefits of having single factor design;Types of single factor designs

Unit-VI-Factorial Designs

Nature and purpose; Types :Between factor,within factor and mixed factor designs, Main effects and interactions in factorial designs

Unit-VII: Quasi –Experimental Designs

Nature, purpose and assumptions of quasi- experimental designs; pre test- post test designs; One group pretest –post test design, non equivalent control group design; Time series designs: simple interrupted time series design; Longitudinal and cross sectional designs.

Text Books

Goodwin,C.J.(2007). Research in Psychology : Methods and design(5th ed.) NY: Wiley.

Leary, M.R.(2001). Introduction to behavioural research methods (3rd ed.) Allyn & Bacon: A Pearson Education Company

References

Kerlinger,F & Lee.H.(2000). Foundation of Behavioural research.

Broota ,K.D.(2003). Experimental design in behavioural research. New Delhi : New Age International (P) Ltd.

Heimen,G.W. (2002). Research Methods in Psychology(3rd ed.) Houghtan Mifflin,Harcourt Publishing Company.

Biological Basis of Behaviour (Credits- 4)

(MPSY1003C04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures and Seminars.
Evaluation Method	Written Tests, Assignment, Presentation

Course Objective

This course will also cover recent advances in the biological sciences (genetics, epigenetics, developmental biology, neuroscience, evolutionary biology) that inform the study of behavioral development. This course would focus on the anatomy and physiology of the neuron and synaptic transmission. The neural basis of cognition with respect to the anatomical organization of the central nervous system and the anatomical and functional organization of perception, movement, arousal, and behaviour homeostasis will be discussed. Emphasis will be on the understanding of the relationship between brain, genes and behaviour and how their interaction shapes up during development of behavior, including perception, action, and cognition. A prominent goal of the course is to foster the appreciation of the importance and value of interdisciplinary research.

Course outcomes:

On successful completion of the course a student would be able to understand the anatomical and other biological basis of behaviour of human beings along with the recent advancement in neuroscience. They will also familiarised with the neuropsychological rehabilitation of neurocognitive disorder that will helpful to uplift the quality of life of geriatric population.It will also foster the appreciation of the importance and value of interdisciplinary research.

Course Contents

Unit I: Nature of Physiological Psychology

Brief introduction to nature and techniques- Lesion, stimulation (electrical & chemical), recording (EEG, MEG, ERP), imaging (Static & Dynamic)

Unit II: Structure and Function of Cells of the Nervous System

Structure and function of Neurons; Neural Communication (Intracellular & Intercellular)

Unit III: Organization & Function of the Nervous System

Cerebral Cortex: Anatomical and functional subdivisions

Structure and function of subcortical regions

Spinal cord and autonomic nervous system: Structure & functions

Unit IV: Endocrine System: A brief overview

Unit V: Drug and behavior; Neuropsychological Deficits and Rehabilitation:

Determinants of drug effects; drug abuse and addiction; Neuropsychological deficits in stroke, head injury, tumors, epilepsy; Dementia, Delirium; Neuropsychological Rehabilitation

Text Books

Carlson, N. R. (2009). *Foundations of physiological psychology* (6th ed.). New Delhi: Pearson.

Kalat, J. W. (2009). *Biological psychology*.   Australia: Wadsworth Cengage Learning.

Zillmer, E.A., Spiers, M.V., & Culbertson, W.C. (2008). Principles of neuropsychology. Thompson: Wadsworth.

References

Kolb, B., & Whishaw, I. Q. (2003). *Fundamentals of human neuropsychology.* New York: Worth Publishers.

Gazzaniga, M. S. (2002). *Cognitive neuroscience: The biology of mind* (2nd ed.). New York: W. W. Norton and Company.

Kandel, E. R., Schwartz, J. H., & Jessell, T. M. (2000). *Principles of neural science* (4th ed.). New Delhi: McGraw- Hill.

Psychological testing & Assessment (Credits- 4)

(MPSY1004C04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures and Seminars/Practical administration of test.
Evaluation Method	Written Tests, Assignment, Presentation, Report writing

Course Objectives:

- To familiarize students with the field of psychological testing and assessment
- To acquaint students with the characteristics of a good psychological test and steps involved in construction of test
- To facilitate students to learn about test currently in use for the assessment of various abilities and functions(intelligence , cognitive, personality development, clinical& neuro psychological)
- To familiarize students with test administration & report writing

Course outcomes:

On successful completion of the course a student would have a comprehensive understanding to conduct intelligence, cognitive, personality, developmental, clinical, and neuropsychological assessment.They will also familiarized with the development process of psychological test which ultimately enhanced their research ability. On successful completion of the course students would be trained to construct psychometrically sound tests to measure psychological constructs.They would also be able to utilized the various psychological tests in various work setting like school,hospitals, deaddiction centres. industry and

organization.It would a great help in compensating the scarcity of trained mental health professionals.

Course Contents

Unit-I: Introduction to psychological Assessment

Nature and Purpose, Classical Test Theory of measurement, Measurement error,Types of scale,Ethical and professional issues and challenges, ethics in testing

Unit II: Methods and Applications of Psychological assessment

Methods:- Case study, observation, assessment interview,psychological test, Rating Scale

Application:-In Educational setting, in guidance & counselling, in clinical setting and in organizational setting.

Unit III- Construction of a test and steps involved in test construction

Test construction: item writing, item analysis, item reliability, item validity, item characteristics, item response curve , item difficulty and item discriminability

Test Standardization: Meaning and Purpose, steps of test standardization, piloting the test

Reliability: Meaning and purpose, internal and temporal consistency, chronbach alpha

Validity; Meaning and types, methods of estabilishing validity, cross validation and decision theory

Norms: Nature and type, process involved in development of test norms

Unit IV: Major issues in psychological testing

Objective Vs Projective test, Speed Vs Power, Individual Vs Group test,culture biased Vs Culture free test, Ability Vs Achievement test, Paper pencil Vs performance test

Unit V: Application of Psychological test

Test of Cognitive functions: Attention, Memory and intelligence;Knox cube imitation test, Digit span test, Color Cancellation test, Wechsler Scales for adult and children, Ravens Progressive Matrics, Raven's colour Progressive Matrices, Vineland Adaptive Behaviour Scale, Wechsler Memory Scale

Test of Personality   Assessment: EPQ,16PF,NEO-5, MMPI, Rorschach Ink Blot Test, TAT

Test of Aptitude and interest: Differential Aptitude Test & Strong Interest Inventory

Unit VI: Application of Psychological Test in organizations

Nature and Purpose of testing in organizations; MBTI, Eysenck Personality profiler

Unit VII: Application of Psychological tests in clinical and counselling setting

Nature and purpose of clinical/ counselling testing, MSE(Mental status Examination)

Measures of anxiety, depression, locus of control, self concept, self esteem, Adjustment, family environment, Clinical application of psychological test

Practical / Lab Work: Administration, scoring and interpretation of at least four tests(Two from unit V & two from from VI & VII)

Theory= 50

Practical=20

Internal=30

Text Books

Anastasi.A & Urbina.S(2017). Psychological testing(7Th edition) Pearson Publication

Gregory R.J(2011). Psychological testing. Pearson Publication.

Cozby PC & Bates S C(2017) Methods in Behavioural Research. Mc Graw Hill Publication.

SEMESTER- II

Course Code	Course Title	Credits
MPSY2001C04	Social Psychological Perspective	4
MPSY2002C04	Quantitative Methods of Data Analysis	4
MPSY2003C04	Cognitive Processes	4
MPSY2004C04	Self Psychology in Indian and Western Thought tradition	4
MPSY2500C04	Practicals	4
	Elective-III*	4
MPSY2556C04	Summer internship**	4

* Any one paper offered by other department of the school of Social Sciences or any other allied departments / Schools . the course code will depend on the course opted by the students from concerned department.

**The student will involve in his /her Summer internship during the summer vacation after completion of the second semester examination. Accordingly a student will prepare the internship report during the third semester.Examination/Evaluation of this paper will also be done in the third semester. Hence the credits of the course will be counted in the third semester.

Social Psychological Perspectives

(MPSY2001C04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures,Discussion and Seminars.
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

●   To understand the use of social psychological perspectives to explore human experiences and behaviour within social situations or socio-historical context.

●   To develop insights about the basic assumptions and scope of social psychological perspectives.

●   To learn the use of research methodologies in social psychology.

●   To explore the use of social psychological perspectives in addressing the issues and problems of the real world.

Course outcome:

After completing this course student will be able to have better understanding of individuals' behaviour in social setting.They would also be able to know how psychological theory and empirical research are used to help explain human behavior in individuals and groups and how researchers utilize methods and techniques to investigate empirical questions in social psychology. Students will able to answer some questions like why does working in groups sometimes hurt performance? Under what circumstances are people most likely to conform to social pressures? Understanding the key issues and theoretical concepts related to

psychology of women and gender especially with respect to Indian context.They will also be able to make some steps to solve some social issues and uplifting the community well being.

Course Details:

1. Introduction to Social Psychological Perspectives

1.1. Nature and scope of social psychology; brief history of social psychology; psychological social psychology and sociological social psychology; symbolic interactionism; social constructionism; social representation; cultural and cross-cultural psychology; traditional theoretical perspectives (field theory, cognitive dissonance, sociobiology, psychodynamic approaches)

1.2. Use of experimental, correlational and qualitative methods in social psychological research

2. Social Influence and Responding to Social Situations

2.1. Social facilitation; social loafing; conformity, compliance, obedience; social power; reactance; cultural context of getting influenced or resisting influence

2.2. Social perception; attitude and its change within cultural context; aggression and ways to manage aggression; prosocial behaviour

3. Intergroup relations

3.1. Group dynamics, leadership style and effectiveness

3.2. Theories of intergroup relations (minimal group experiment and social identity theory, relative deprivation theory, realistic conflict theory, equity theory), conflicts and resolution

4. Applications in real world

4.1. Application for whom and for what? Revisiting the meanings of ‗social' in social psychological perspectives; exploring voice of end-users/stakeholders in social psychological perspectives; challenges of societal development

4.2. Issues of gender, poverty, marginalization and social suffering; facilitating well-being and self-growth in diverse cultural and socio-political contexts

References:

Baron,R.A., & Byrne,D,(2000).Social psychology(8th ed.) New Delhi: Prentice Hall of India.

Billing,M.(1976). Social psychology and intergroup relations.NY:Academic Press.

Dalal,A.K., & Misra,G.(2001). New directions in Indian Psychology,Vol.1: Social psychology.New Delhi :Sage

Mcgarty,C., & Haslam,S.A.(eds) (1997). The message of social Psychology.Oxford,UK:BlacK

Quantitative Methods of Data Analysis

(MPSY2002C04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures and Seminars.
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

This is an advance course in quantitative data analysis to learn basic data analysis methods and techniques. As a foundation, students' learn the basic statistics such as data organization, descriptive statistics, central tendency, and normal distribution. Further the course also extends learning of testing relationship among variables and also testing the proposed hypotheses.This course has mainly two aims- first to teach students higher level statistics and second to train them to use statistics through SPSS and other software. The course cover general linear model, multivariate analysis, regression analysis and non parametric test.

Course Outcomes:

After the completion of the course, students would be able to analyze the gathered data by using various statistical techniques at the basic level.They would be able to use the statistical procedures in their further research work and ultimately enhance their research ability.

Course Contents:

Unit I: Testing Association and Hypothesis

Concept of correlation and types- Correlation coefficient, pearson correlation, Spearman's rank order correlation, Biserial and point Biserial correlation; "t" statistics- description and computation of various 't 'statistics

Unit II: Analysis of Variance

Single Factor experiment; Univariate and Multivariate ANOVA; Trend Analysis ;Post hoc comparison -Newman-keuls, Tukey

Unit III: Analysis of Variance : Factorial Design

Concept of factor; Assumptions;Two factor and Three Fcator experimental designs : Main effects, Interaction effects , Repeated factor ANOVA

Unit IV: Linear and Multiple Regressions

Nature, Assumptions and Computations ; Testing models;Forward - Backward stepwise regression

Unit V: Introduction to Non Parametric statistics

Chi square, sign test, rank test, Mann whitney 'U' Test.

Text Book

Garrett,H.E(2006). Statistics in psychology and Education.Greenwood Press

Broota KD (2010). Experimental   designs in behavioural research . New Delhi: New Age International

Field.A.(2009). Discovering statistics using SPSS(3rd edition) London Sage.

References:

Seigel.S.(1956). Nonparametric Statistics for the behavioural sciences.Mc Graw Hill.

Warner,R.M.(2008). Applied Psychology: From bivariate through multivariate techniques. Thousand Oaks: Sage

Cognitive Processes

(MPSY2003C04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures and Seminars.
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives

This course aims to provide an in depth exploration of human cognition, focusing on both classic and current issues covering theories of how the mind works . Topics will include attention, perception, multiple memory systems, role of knowledge , language, and reasoning.The course teaches basic and higher cognitive processes in the information processing tradition.

Course outcomes:

By the end of the course, students would be well familiarized with the key cognitive processes involved in human functioning.The student will be able to: Describe and discuss central experimental findings and basic processes from central aspects of cognition such as attention perception, memory, language, thinking, reasoning, judgement and decision making.On completion of the course a student would be acquainted with how sensory inputs are transformed , reduced , elaborated , and stored , retrieved and used in solving human problems.

Course contents:

Unit I: Cognitive Perspective : An overview

Historical development: Emphasis on cognitive revoloution

Methods of Cognitive Psychology: Experimentation; Recent Developments- EEG, ERPEMG, CAT, PET, MRI,fMRI

Approaches to cognition: information Processing, Connectionist Approach, situated cognition, artificial intelligence

Unit II:Perceiving Objects & Recognizing Patterns

Gestalt approaches;Process of pattern recognition: bottom-up and top- down process, context effect, word superiority effect; Theories of pattern recognition: Template matching, feature analysis and recognition by component theories.

Unit III: Attention

Nature and Type of attention

Theories of attention: Early and late selection theories

Attention as capacity: automaticity, automatic Vs Controlled processes

Neural networks of attention

Unit IV: Memory

Approaches to memory,information processing approach, parallel processing

Systems of memory:

-sensory memory: Nature , characteristics   and empirical evidences

-Short term/ working memory: Classical studies:- methods and empirical findings, encoding in STM; working memory- Nature and empirical evidences, forgetting in STM

-Long term memory: nature and characteristics, encoding and retrieval in LTM, Classification of LTM- declarative:Episodic and Semantic, semantic memory models; Non declarative : procedural memory; Forgetting in LTM

Unit V: Language

Nature & Structure of language

Speech Perception: Top-Down-Bottom-Up approaches

Language comprehension: Comprehension of words and sentences; understanding discourses

Unit VI: Reasoning, Problem solving & Decision Making

Types of reasoning

Problem solving- nature and types,

theories of problem solving- Gestalt theories, problem space hypothesis, Representation Change theory

Factors influencing problem solving-Blocks, Heuristics, Expert System

Decision Making- Heuristic &Biases

Text Books:

Best.J.B(1999). Cognitive Psychology(5th ed) Belmont, CA : Books/ Cole Wadsworth

Mattlin M.W.(2005). Cognition.(6th edition)Bangalore: Prism Books

Sternberg.RJ (2009). Cognitive Psychology(5th ed) USA: Wadsworth Cengage learning.

References:

Solso,R.L., MacLin,O.H., & M.K.(2007). Cognitive Psychology(7th Edition) Pearson.

Hunt,R.R., & Ellis,H.C.(2004). Fundamentals of cognitive Psychology(7th ed.)Tata Mc Graw Hill.

Galloti,K.M.(2010). Cognitive Psychology in and out of the laboratory (4 th ed.).US: Thompson Wadsworth.

Bernstein,D.A.(2011). Essentials of Psychology(5th ed.).USA: Wadsworth Cengage learning.

Self Psychology in Indian and Western thought tradition (MPSY2004C04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures and Seminars.
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

- To acquaint the student with classical Indian perspectives on self.

- To acquaint the student with classical Western perspectives on self.

- To highlight some contemporary concerns pertaining to self in the global context.

- To delineate some key concerns pertaining to self and identity in contemporary India.

Course Outcomes:

On successful completion of this course it would provide insights into understanding the dynamics of an individual to the students. It would also provide perspectives from different theorists about individual differences. It will also help us understand and cherish the importance of socio-cultural and religious aspects of understanding the psyche of an individual.The students would be able to know indigenous concept of human mind or psyche.Developing an appreciation of the need to have alternative perspectives in psychology and to contextualise the relevance and potentials of Indian psychological thought. Initiation of the journey of self understanding by adopting the

stance of a witness and exploring self and personality from a developmental perspective.Course would able to developing insights into the sense of self and personality and their various facets including course of development, and related issues of health, suffering and healing .

Course Contents:

1. Unit 1:

1.1. Perspectives on study of self in Psychology.

    1.1.1. Historical background of the dialectics of the self in Indian thought.

    1.1.2. The affirmation of the self in the Upanishads.

    1.1.3. The denial of the self in early (Theravada) Buddhism.

    1.1.4. Person, self, and identity according to Advaita Vedanta.

    1.1.5. Self (*nafs*) in Sufism.

    1.1.6. Self: An Integral perspective.

2. Unit 2:

    2.1. Historical origins of the dialectics of the self in western thought.

    2.2. Perspectives on self: Hume, Kant, William James, G. H. Mead, Piaget, Erikson.

    2.3. Other significant contributions to the understanding of self: Freud, Jung, Winnicott, Rogers, Self-psychology of Kohut.

3. Unit 3:

3.1. Some contemporary concerns in global context.

3.2. Culture and self

3.2.1. Why the self is empty?

3.2.2. From empty self to multiple selves.

3.2.3. The saturated self.

3.2.4. From self to non-self (contemporary Buddhist perspective).

3.2.5. From self to Self (contemporary spiritual perspective).

4. Unit 4:

4.1. Contemporary Indian concerns: The colonial encounter.

4.2. Writings pertaining to Indian Identity: Alan Roland, Ashis Nandy, Sudhir Kakar, Pawan K. Varma.

Readings:

Cushman,P.(1990).Why the self is empty: Toward a historically situated psychology.American Psychologist,45(5),599-611

Cushman,P.,& Gilford,P. (1999). From emptiness to multiplicity : The self at the year 2000.Psychohistory review,27,15-31.

Dhar,P.L.(2011). No.1,No Problems: The quintessence of Buddhist psychology of awakening, Psychological Studies,56(4),398-403

Epstein,M.(1998). Going to pieces without falling apart. New York: Broadway Books.

Practicals

(MPSY2500C04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures and Demonstration,lab work
Evaluation Method	Reports*, Presentaion,Viva Voce

Course objectives:

Course outcomes:

1.Develop an in-depth understanding of designing and carrying out basic psychological research in the laboratory, by using statistical techniques.

2. To introduce the students to advanced statistical designs including analysis of variance, correlation and regression.

3. To explain how psychopathology develops through conducting in depth analysis of projective techniques.

4. Analyze the determinants of personality characteristics and develop an understanding of dynamics of behaviour through psychometric tests

5. Think critically about and apply theoretical and research-based explanations for human cognition by studying attention, memory through open computer-based programmes.

6. Develop a better understanding of individual differences by assessing intelligence and memory by administering tests like WAIS and WMS.

*Report Submission based on theories paper and test taught in semester I and II
Minimum eight practicals will be conducted by a student linked to the topics taught in the   foundation courses(List of the practical topics finalized by the departmental committee will be made available in the first week of commencement of Semester)

SEMESTER- III

Course Code	Course Title	Credits
MPSY3001C04	Qualitative Method of Data Analysis	4
	* Elective IV: Single Paper Specialization;to be chosen from the Elective Basket of Semester III	4
	*Elective V to VII: Four Paper Specialization; to be chosen from the Elective Basket of Semester -III/**Dissertation(MPSY3041)****	4X4=16
*	Course Code will be as per the assigned Code to the respective Elective Papers	
**	Dissertation is of 8 credits in semester III(equivalent to two elective paper of 4 credits) candidate who will opt dissertation as elective paper , it continues in semester IV also as elective paper of another 8 credits(Total credits of dissertation is = 8+8=16 credits)	8

A student who wishes to opt Dissertation will prepare his / her Research Proposal by the end of the 2nd Semester(Credit will not be awarded for preparation of Research Proposal) which will be taken up in 3rd semester.

Guideline for choosing Electives papers for semester III & IV:

In each semester students have to earn 16 credits   from electives and / or Dissertation

1. Dissertation is an Elective paper of 16 credits (8 credits each   to be earned in semester III and Semester IV respectively)

2. A student (Preferably   with a higher grades I.e.65% in semester I /last PG examination) who chooses Dissertation will be encouraged to choose dissertation.

3. A student in place of Dissertation will choose Specialization Electives of 16 credits distributed in 4 papers of 4 credits each from the elective basket of semester III and IV.

4. List of elective paper comprises Single Paper(4 credits) Elective and Four Papers(16 credits) specialization electives; in both the semester III & IV. In semester III a student will choose four papers Specialization of 16 credits.

5. In Semester IV a student can choose Single paper Electives 4 in number from the list of 4 credits to each paper(16 credits) or a Four paper specialization electives of 16 credits.

6. A students as per his choice may also choose only two papers out of 4 papers of a specialization Electives of 16 credits and similarly two papers out of 4 papers of another specialization electives , to make a total of 16 credits from the choices of both (two papers each) specialization electives.

Qualitative Methods of Data Analysis
(MPSY3001C04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures and Seminars
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives

The objective of the course is to impart an understanding in students about how social knowledge can be qualitatively gathered and analysed. Course provides a basic understanding of qualitative research method, its scopes and challenges.

Course outcomes:

By completing this course student   will be able to critically evaluate the advantages and disadvantages of various qualitative   methods and also they will be able to apply these knowledge in their research work.

Course content:

Unit I: Introduction to Qualitative Methods - Practical Considerations

Nature, assumption & philosophy of qualitative inquiry, differences between Qualitative and Quantitative methods; Cross validation and triangulation , Qualitative research Process and sampling qualitative research

Unit II: Methods of Verbal Data Collections

Interviews- nature, type and assumption

Focused Group- nature, definition and process involved in focused group data collection

Discourses- Discourses as a Qualitative Method

Unit III- Observation & Other Mediated Methods of Qualitative inquiry

Observation and Ethnography; visual Data: photography,Film and Videos; Text analysis

Unit IV: Analyzing Qualitative Data

Documentation of data- coding and categorizing; Analysis of conversation and discourse; Analyzing narratives Computerized methods of analyzing qualitative data

Unit V: Writing Qualitative Research

Quality criteria and Qualitative research- The quality of Quantitative research; writing Qualitative research

Text Books

Creswell,JS(2007). Qualitative inquiry and research design: choosing among five approaches.Thousand Oaks:Sage

Danzing N.K.& Lincoln Y.(2005). The Sage Handbook of Qualitative reserach.3rd ed.London Sage

Single Paper Electives Basket(4 Credits): Semester III

Course Code	Course Title	Credits
MPSY3002E04	Developmental Disabilities & Psychological Intervention	4
MPSY3003E04	Severe Mental Illness & Psycho social Rehabilitation	4
MPSY3004E04	Advanced Counselling Skill I	4
MPSY3005E04	A conceptual History of Psychology	4
MPSY3006E04	Psychology & Community Oriented Services	**4**

Developmental Disabilities & Psychological Intervention

(MPSY3002E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures and Seminars
Evaluation Method	Written Tests, Assignment, Presentation

Course Objective:

- To familiarize students with the developmental disabilities under various categories

- To enable identify access broadly to categorize them into the group of mild, moderate and severe

- To explain manifestation / characteristics of developmental disabilities and awareness about intervention measures.

Course Outcomes:

After successful completion of this course the students would be able to acquiring knowledge and skills for distinguishing normal and abnormal behaviour and learn the criteria of determining abnormality especially in the developmental period. Developing competencies for assessing the psychological functioning of individuals through techniques such as psychological assessment, observation and interviewing. Acquiring knowledge about childhood Anxiety Disorders and Trauma & Stressor-related, Dissociative and others disability. Developing sensitivity towards developmental disabilities and understanding its implication in clinical work especially within the Indian context. It would be helpful to prevention and management of developmental disabilities in community at large.

Course Contents:

Unit I: Introduction about developmental disabilities including developmental disabilities defined in I/c decease

Unit II: Mental Retardation

Concept, Characteristics, various categories, methods of quantification, causes and intervention measure

Unit III: Autism & ADHD

Concept, Characteristics , Various categories, method of quantification of disability of Autism and ADHD,Causes and intervention measure

Unit IV: Hearing Impairment

Concept, Characteristics, Various categories, methods of quantification, Causes and intervention

Unit V: Communication Disorder

Concept, Characteristics, Various categories, methods of quantification, Causes and intervention

Unit VI: Low Vision & Visual Impairment

Concept, Characteristics, Various categories, methods of quantification, Causes and intervention

Unit VII: Locomotor Disability

Concept, Characteristics, Various categories, methods of quantification, Causes and intervention

Unit VIII: Learning Disability

Concept, Characteristics, Various categories, methods of quantification, Causes and intervention

Unit IX: Emotional and Behavioural Disorder

Concept, Characteristics, Various categories, methods of quantification, Causes and intervention

Unit X: Multiple Disability

Concept, Characteristics, Various categories, methods of quantification, Causes and intervention

Unit XI: Legislative Provisions and facilities

Text Books:

VenKatesan.S.(2004). Children with developmental disabilities ; a training   guide for parents, teachers and caregivers. Sage publication

Howlin.P., Charman T & Ghaziuddin.M(2015). The sage   handbook of developmental disorders. Sage Publication.

Nayar.U.S.(2012). Child and Adolescents mental health. Sage Publication.Bouras.N & Geraldine ..(2008). Psychiatric and behavioural disorders in intellectual and developmental disabilities. Cambridge University press.

Severe Mental Illness & Psychological Intervention (MPSY3003E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures and Seminars
Evaluation Method	Written Tests, Assignment, Presentation

Course Objective:

The course aims to make the students understand the different ways of psycho-social rehabilitation and treatment of person with severe mental illness.

Course outcomes:

After completing the course students would able to working with person with severe mental illness and their families. They were familiarized with the needs of the person with severe mental illness and their families as well as how to provide help to these families. It will develop some basic counselling skills in the students so that they can use in management of the person with mental illness in community at large and enhance their quality of life.

Course Contents:

Unit 1. Basic concepts of Rehabilitation

- Impairment, disability handicap
- Impact of psychiatric disability on the individual, family, community
- Disability due to psychiatric disorders.
- Need for Psychosocial Rehabilitation and Counselling.

Unit 2. Introduction to Psychosocial Rehabilitation & Counselling

- History / emergence of PSR, Philosophy and Principles of PSR.
- Definitions, Goals, Objectives, Essentials of PRS, Scope.

- Stigma of Mental illness& Rehabilitation, Implications for treatment, Rehabilitation and advocacy

Unit 3. Setting and approaches in Psychosocial Rehabilitation

- Hospital based and community based

- Residential and Non-residential programs

- Halfway Home, Group Home, Quarter-way home, Foster care, Respite care, Hostels, day care centres, Day hospitals, Sheltered Workshops, Therapeutic Clubhouses, Vocational Training Units, Community-based programs.

- Approaches in PSR: Therapeutic community, Behavioural approach, Transactional analysis approach, Eclectic approach

Unit 4. Processes in PSR

- Assessment, Planning, Intervention, and Evaluation.

- Assessment in PSR: Qualitative and Quantitative assessments.

- Areas of assessment

- Professional associated with Psychosocial Rehabilitation & Counselling: Multidisciplinary team, Role of Psychiatrists, Psychiatrists social works, Clinical Psychiatrists nurses, occupational therapist and Rehabilitation professionals.

Practicum: Administration of scale for assessment in the areas-

- Disability

- Family Burden

- Coping

- Quality of Life/ Well-being

- Work Performance

Recommended Readings:

Source Books:

1. Anthony William A., The principles of Psychiatric Rehabilitation. Baltimore University part press, 1980.

2. Hume, Clephane, and Pullen Ian, Rehabilitation in Psychiatry. Edinburgh, Churchill Living stone, 1986.

3. Kalyanasundaram. S. and Verghese Mathew, (Ed.) Innovations in Psychiatric Rehabilitation. Richmond Fellowship Society, India, Bangalore, 2000.

4. Liberman, Robert Paul. (Ed.) Psychiatric Rehabilitation of Chronic Mental Patients. Washington D.C. American Psychiatric Association, 1988.

Reference Books:

1. Agarwal, S.P.(Ed.) "Mental Health- An Indian Perspective 1946-2003" New Delhi: Directorate General of Health Services, Ministry of Health and Family Welfare, 2004.

2. Berne, Eric. Principles of group treatment, Groove press, New York, 1966.

3. Cockerham, William C. Medical Sociology, 7th Edition, Prentice Hall, New Jersey, 1998.

4. Corey, Gerald. Theory and practice of Group Counselling, Ed.6, Thomson Brooks/Cole Belmont,2004.

Advanced Counselling Skill I

(MPSY3004E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation , practicals

Course Objectives:

At the conclusion of this course, students will be able to:

● Demonstrate basic attending and listening skills.

● Appreciate the counseling process and its dynamics.

● Appreciate the ethical, legal, and cultural issues associated with counseling.

● Examine how their own attitudes and beliefs affect the counseling outcome.

● Identify their own strengths and weaknesses as counselors.

Course Outcomes:

Having a comprehensive understanding of the profession of counselling, particularly in the Indian context.Acquiring basic counselling skills of problem identification, and relationship building (e.g. empathy, listening, paraphrasing, unconditional positive regard). Demonstrating skills of helping clients. Students may choose relaxation, reducing negative/maladaptive self-talk, and also learn skills of terminating the counselling relationship.Developing qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring and objectivity. Developing proficiencies to assist professional counsellors during intake interviews. Helping clients having mild concerns in life; for instance acting as peer counsellors in the college/community.

Format of the Practicum:

This course intends to provide an introduction to counseling skills. The student's own personal growth, self-insight, and self-awareness will be an integral component to this course. The aim is to facilitate supervised experience in counseling through

role-playing, recorded interviews, observation analysis, and evaluation of interviewing techniques. An examination of the therapeutic qualities, decision-making capabilities, as well as the elements necessary to become an effective counselor will be discussed and practiced. This course is experiential in nature and students will practice the application of counseling techniques with one another, under the instructor's supervision. The general objective of practicum is for students to develop, refine, and expand their ability to integrate skills, theoretical knowledge, rational and analytical thinking, and flexible decision-making when working with clients and counseling programs. This course provides a student with the counseling skills necessary to establish a counseling relationship with the client characterized by warmth, respect, genuineness, concreteness, and empathy. It includes both didactic presentation and role-play practice of these eight core communication skills: attending, confrontation, interpreting, paraphrasing, probing, reflection, self-disclosure, and summarizing. Students will be allowed time to practice the skills in a laboratory setting in order to facilitate performing the skills of the counseling profession. They will have ample opportunity to practice the skills they have learned in a simulated classroom setting.

The themes suggested in the next section in varied combinations may be used to structure workshops according to group needs.

Suggested Themes:

1. Discussion: Characteristics of an Effective Counselor

Describe your first few client contacts from the client's voice: What do you think is their perspective? If you have not yet seen clients, describe your first contacts with your role-play partner in the workshop/class – from their perspective, how do you think they experience you?

1.1. Share your reflections through an assignment/journal-keeping

1.2. Reflection on your strengths and areas for growth

During class, students will practice, discuss, and reflect upon:

1.3. Attending and listening skills

1.4. Interviewing skills

1.5. Responding skills (perceptiveness, knowledge, assertiveness)
1.6. Empathy and unconditional positive regard

1.7. Probing and summarizing

1.8. Self-disclosure

1.9. Immediacy

1.10. Effective challenging (with support)

1.11. Decision-making and goal-setting skills

1.12. Interpretation/reframing skills, etc.

Each student will write case scenarios about fictitious clients. The scenarios should be written in such a way that the skills to be reviewed on that day in class can be utilized by a student counselor for the scenario. A total of 10 case scenarios will be written over the semester. A variety of methods will be used to practice including workshops, presentations, and written assignments in class. Students shall also practice the various skills in everyday life and record personal reflections in a journal.

Skills training/practicing will be done frequently during class (at least one session on each skill). Each student will be expected to select a different partner each time, but not their —taping partner‖. Each person will have the opportunity to role play the counselor, client, and observer in the fictitious counseling scenarios submitted by students. Each student has to submit at least three reports—as a counselor, a client, and an observer. The observer will complete an Observation Form on the role-play. These comments will be given to the counselor for reflection and personal growth. These forms (when used for class role play purposes) will not be graded, but they will be turned in for review by the instructor.

2. Videotapes and Critiques

Students are required to complete videotapes of themselves conducting simulated counseling sessions where they serve as the —counselor‖ and a peer (from this class) serves as the —client‖. All submitted tapes must be with the same classmate and will be reviewed and critiqued by the instructor (with rare exception) only. All tapes must be clearly audible and visible to be accepted for review. Unacceptable tapes will not be graded, must be redone within one week, and will be retained.

3. Case Study: Ethical Concerns

3.1. Discussion: What do practicing counselors need to know about the ACA code of ethics?

3.2. Use case studies from texts, personal experience (without identifying the client), or make up a fictional client: Note the various ethical issues that may come up in a counseling setting; reflect; journal.

Faculty:

The regular faculty must be trained in the area of personal growth/counseling and possess requisite skills for dynamically and authentically facilitating the growth of students. Guest faculty can be invited in order to give specialized input into courses wherever required.

The assessment of the practicum can be done creatively with an aim to facilitate development and insight. Regular self-reflective writing, insight-notes, autobiographical diaries, creative visualizations and drawings, mind-maps, theatre, etc. may be used to facilitate assessment. The criteria for assessment of the practicum can be co-evolved with students and can be used for evaluation by faculty and self-evaluation by students. The sample criteria can be conscious personal growth, open-mindedness, listening, empathy, positivity, willingness to change, non-judgmental attitude, sincerity, social sensitivity, etc.

Readings:

Belkin, G. S. (1984). *Introduction to counseling*. Dubuque, Iowa: WCB/McGraw-Hill.

Bellack, A. S., Hersen, M., & Kazdin, A. E. (Eds.) (2012). *International handbook of behavior modification and therapy*. New York: Springer Science & Business Media.

Corey, G. (2015). *Theory and practice of counseling & psychotherapy*. New Delhi: Pearson.

Cormier, L. S., & Nurius, P. S. (2003). *Interviewing and change strategies for helpers* (Fifth ed.). Pacific Grove, CA: Brooks/Cole.

Gladding, S. T. (2012). *Counseling: A comprehensive profession*. New Delhi: Pearson .

A conceptual History of psychology

(MPSY3005E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation , practicals

Course Objectives:

To acquaint the student with a wider (global) history of psychology in general and India in particular.

To highlight the paradigms and dominant concerns of mainstream Euro-American psychology, and issues therein.

To elucidate the major paradigms of psychological knowledge in India and highlight the contribution of Indian knowledge systems.

To critically appreciate the significant contributions of major schools of Psychology evolved in Eastern and Western traditions.

Building an understanding of pre-history and history of psychology, including philosophical and general-scientific milestone events that have influenced the development of the discipline

Course outcomes:

After successful completion of this course the students would be developed a conceptualization about history and nature of psychology in general and Indian context in particular. It would also helps in formulating strategies to address issues in therapeutic, educational and organisational settings from the indigenous Indian perspective. Students would become able to identify and appreciating the diversity of contributions to the contemporary fields of psychology. 3. Developing critical thinking skills with increased ability to articulate sound arguments and ask sophisticated questions regarding theories and principles of psychology.

Course Contents:

1. Unit 1:

1.1. Introduction to psychological thought in major Indian systems: Vedas, Upanishads, Yoga, Samkhya, Bhagavad Gita, Tantra, Buddhism, Sufism and Integral Yoga

1.2. Academic psychology in India: Pre-independence era; post-independence era; 1970s: The move to addressing social issues; 1980s: Indigenization; 1990s: Paradigmatic concerns, disciplinary identity crisis; 2000s: Emergence of Indian psychology in academia

1.3. Issues: The colonial encounter; Post colonialism and psychology; Lack of distinct disciplinary identity

2. Unit 2:

2.1. Psychological thought in the West: Greek heritage, medieval period and modern period

2.2. The four founding paths of academic psychology

2.3. A fresh look at the history of psychology – Voices from non Euro-American backgrounds

2.4. Issues: Crisis in psychology due to strict adherence to experimental-analytical paradigm (logical empiricism); Move from a modern to a postmodern psychology; Indic influences on modern psychology

3. Unit 3:

3.1. Three essential aspects of all knowledge paradigms: Ontology, epistemology, and methodology

3.2. Six important paradigms of Western psychology: Positivism, post- positivism, the critical perspective, social constructionism, existential phenomenology, and co-operative enquiry

3.3. Paradigmatic controversies, contradictions, and emerging confluences

4. Unit 4:

4.1. Paradigmatic representation of significant Indian paradigms on psychological knowledge: Vedas, Upanishads, Yoga, Samkhya, Bhagavad Gita, Tantra, Buddhism, Sufism, and Integral Yoga

4.2. Science and spirituality (*avidya* and *vidya*) as two distinct forms of knowing in Indian psychology

4.3. The primacy of self-knowledge in Indian psychology
5. Unit 5:

5.1. Some traditional and contemporary attempts at synthesis of major schools of psychology

5.2. East and West: Transpersonal psychology, Ken Wilber's Integral psychology, Contemporary Buddhism, Sikhism, Kashmir Shaivism, Sufism, Kriya Yoga, Integral Yoga of Sri Aurobindo

Readings:

Bhatia, S. (2002). Orientalism in Euro-American and Indian psychology: Historical representations of ―natives‖ in colonial and postcolonial contexts. *History of Psychology*, *5*(4), 376–398.

Brock, A. C. (2006). *Internationalizing the history of psychology*. New York: New York University Press.

Brysbaert, M., & Rastle, K. (2009). *Historical and conceptual issues in psychology*. New Delhi, India: Pearson Educational.

Chalmers, A. F. (1982). *What is this thing called science?* Queensland, Australia: University of Queensland Press.

Psychology & Community Oriented Services

(MPSY3006E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course objectives:

This paper focuses on the contribution of different theoretical approaches to psychopathology to the area of clinical and community interventions and aims to train students in different approaches to counselling and psychotherapy, to help develop a balanced view of the various therapies and the practical techniques employed, to help students familarize , gain knowledge and work towards developing an integrative perspective.

Course outcomes:

After successful completion of the course student would obtains:

An advanced understanding of relevant concepts, issues and work methods in community

Knowledge about local community practices and about how to conduct interventions at the local community level.

Knowledge about and understanding of how to structure and document effective solutions on socio-political problems such as delinquency, homelessness, health promotion

Students would develop skills about different psychotherapeutic and counselling processes

Course Contents:

Unit-1 Therapeutic Interventions

Nature, goals , objectives and approaches, Distinction between psychotherapy and other interventions(helping, case work, counselling and educational approaches).

Basic psychotherapeutic techniques: Guidance, reassurance, persuasion, confessions and catharsis

Unit-2 Therapeutic Relationship

The helping processes, the counsellor as a person and as a professional. Counsellor characteristics and values. Issues faced by therapist, transference and counter transference,establishing realistic goals.

Unit-3 Skills of a therapist

Listening, summarizing, confronting, interpreting and informing. Crisis intervention: competence building, secondary and tertiary prevention, ethical issues in psychotherapy,Client therapist relationship

Unit-4 Types of therapy

Supportive therapies, Re-educative therapies, Reconstructive psychotherapies ,Group therapies and family therapy, Indian tradition of healing.

Unit-5 Counselling

Basic features: counselling relationship and counselling processes, programme for social problems: life skill training, social skill training and anger management, Counselling programme for special population: juvenile, children, elderly and women.

Suggested Readings:

Ajaya.S.(1989). Psychotherapy:East and West . Himalayan International Institute for Yoga Scientific and Philosophy.Penssylvania

Abale.L & Milan.M.A.(1985). Handbook of social skill training and research. New York. John Wiley & Sons.

Gelso,C.J.& Fretz.B.R.(1995). Counselling Psychology. Banglore:prism Books Pvt ltd.

Toukmarian.S.G.(1992). Psychotherapy Process research. Sage

Donohue.W.A.& Kolt.R.(1992). Managing interpersonal conflicts. New Delhi Sage.

Four paper Specialization paper Basket (4 Credits each) : Semester- III

Organizational Behaviour

Course Code	Course Title	Credits
MPSY3007E04	Organizational Behaviour in the Indian Context	4
MPSY3008E04	Learning and Development	4
MPSY3009E04	Interpersonal and Team Processes in organization	4
MPSY3010E04	Coaching and Mentoring at work place	4

Paper I -

Organizational Behaviour in Indian Context

(MPSY3007E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

To understand how behaviour of an individual is shaped by various factors in Indian culture, society, and organization.

To understand how behaviour of managers impacts performance.

To understand what steps can be taken to improve performance effectiveness.

Course Outcomes:

This course enables an understanding and application of global theories in Indian cultural context. Further, it also focuses on learning of various employees' behaviour in Indian organizations with a focus on Indian culture context. The implication of the course is that models and theories will be developed within Indian cultural context to solve its own complex problems within Indian organizations.

Course Contents:

1. Indian cultural context

1.1. History of OB in India

1.2. The Indian mind-set

1.3. Appreciating enabling and disabling contexts

1.4. Context sensitivity of Indians

2. Self, culture and personality

2.1. Understanding Indian view of self

2.1.1. The cultural construction of self: Indian familial self (symbiosis reciprocity; socially contextual ego ideal; contextual mode of functioning; religious rites, rituals, gurus to realize spiritual pursuits).

2.1.2. Understanding one's limitations and its impact on others

2.1.3. Individual differences and their impact on managerial and interpersonal behavior: Dependence proneness; Orientations: Collectivist; materialist and holistic.

2.2. Perception, attitude and decision making
2.2.1. Becoming aware of one's biases & personal prejudices and their impact on perception

2.2.2. Understanding the cultural aspects of decision making

2.2.3. Perceptual influences on managerial behavior and decision making

2.3. Motivation and well-being

2.3.1. Conceptualization of well-being in the Indian context

2.3.2. Understanding people's needs and using this data for motivating others

3. Interpersonal and group dynamics

3.1. Interpersonal dynamics

3.1.1. Latent and manifest determinants of interpersonal dynamics

3.1.2. Techniques of building group consensus

3.2. Groups and teams

3.2.1. Understanding and managing team dynamics

3.3. Creating and building effective teams in Indian organizations

4. Leadership

4.1. Theories of Leadership

4.2. Becoming aware of Leadership styles congruent with Indian culture: Pioneering-Innovative (PI) style; Paternalistic Leadership; Nurturant Task Leadership style

4.3. Understanding the difference between leader and manager

4.4. Becoming aware of how to influence others

Readings:

Gupta, R. K. (1991). Employees and organization in Indian context: The need for moving beyond American and Japanese models. *Economic and Political Weekly, 26*(21), 68-76.

Gupta, R. K. (1997). Towards effective management in Indian culture. *HRD Newsletter*, Jan-March.

Khandwalla, P. N. (1985). Pioneering innovative management: An Indian excellence. *Organization Studies, 6*(2), 161-183.

Khandwalla, P. N. (2003). *Corporate creativity: The winning edge.* New Delhi, India: Tata McGraw-Hill.

Paranjpe, A. C. (1984). *Theoretical psychology: The meeting of east and west*. New York: Plenum.

Paranjpe, A. C. (1998). *Self and identity in modern psychology and Indian thought*. New York: Plenum.

Paper II -

Learning and Development

MPSY3008E04

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

To understand the psychology of learning process on which training is based.

To examine the role of training and development in human resource management.

To analyze the training needs of an organization.

To gain proficiency in designing, implementing, and evaluating various training /learning programs.

Course outcomes:

This course enables the learners' ability to develop and design learning and development models for organizations. Moreover, it also analyses and evaluates the implementation and success of these learning programs. This highly implication oriented course will benefit organizations to develop their learning and development models to achieve success.

Course Contents:

1. The strategic importance of people development: An overview

1.1. Introduction to adult learning theories – Behaviour learning theory; Cognitive theory; Social learning theory; Psychodynamic theory; Humanistic theory; Experiential Learning; Andragogy.

1.2. Learning for spiritual development.

1.3. Overview of training methods: Lecture, Simulation, Outbound, Role play, T-group, Case study.

1.4. Characteristics of alternate training methods and media.

2. Program design

2.1. Analysis of training/learning and development needs: Selection of appropriate training methods based on training objectives, trainee characteristics, and organizational constraints.

2.2. Designing the program: Preparation of learning objectives/outcomes of training, training techniques to be used (on-the-job/off-the-job), training
program content, cost of training, period of training, training materials, aids, equipments.

2.3. Designing training, macro (annual calendar) & micro (curriculum development).

2.4. Technology, learning and development: Designing and evaluating E-learning and M-learning programs.

3. Evaluating learning and development programs

3.1. Models for evaluation of program effectiveness:

3.1.1. Kirkpatrick's four level model.

3.1.2. Hamblin's five level model.

3.1.3. Warr's framework of evaluation.

3.1.4. Virmani and Premila's model of evaluation.

3.1.5. Peter Bramely's model of evaluation.

3.1.6. David Reay's approach to evaluation.

3.2. Transfer of learning: Kellers ARCS model.

3.3. Monitoring, controlling, and following up on the learning process.

4. Learning and development practices in organizations

4.1. Learning and development at entry level: Socialization process.

4.2. Career planning and development.

4.3. Special training initiatives: Leadership development; training for diversity management.

4.4. Preparing employees for international assignment.

4.5. Training in yoga and meditation.

4.6. Management of learning environment: Culture of learning; Roles of trainer, Coordinator, faculty, Training manager and Chief learning officer.
Readings
Agrawal, R. K., & Bedi, K. (2002). Transforming the self: Exploring effects of Vipassana on Delhi Police trainees. *Journal of Human Values*, *8*(1), 45-56.

Alexander, C. N., & Alexander, V. K. (2000). Spiritual seeker and psychologist. *Journal of Adult Development*, *7*(4), 191–192.

Alexander, C. N., & Langer, E. J. (Eds.) (1990). *Higher stages of human development: Perspectives on adult growth*. New York: Oxford University Press.

Alexander, C. N., Davies, J. L., Dixon, C. A., Dillbeck, M. C., Oetzel, R. M., Druker, S. M., Muehlman, J. M., & Orme-Johnson, D. W. (1990b). Growth of higher stages of consciousness: Maharishi's Vedic psychology of human development. In C. N. Alexander & E. J. Langer (Eds.), *Higher stages of human development: Perspectives on adult growth* (pp. 386–340). New York: Oxford University Press.

Alexander, C. N., Swanson, G. C., Rainforth, M. V., Carlisle, T. W., Todd, C. C., & Oates Jr., R. M. (1993). Effects of the Transcendental Meditation program on stress reduction, health, and employee development: A prospective study in two occupational settings. *Anxiety, Stress and Coping, 6,* 245–262.

Argote, L. (2013) *Organizational Learning: Creating retaining and transferring knowledge.* New York: Springer.

Paper III - Interpersonal and Team Processes in Organizations

MPSY3009E04

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

To grasp principles of interpersonal communication.

To understand the stages of team development and design an effective team.

To turn a group of individuals into a collaborative team that achieves high performance.

To break down your personal barriers in diversity awareness and appreciation.

To understand types and causes of conflict in teams.

To develop capacity to manage conflicts.

Course outcomes:

This course enables the learner with the psychology of team management and team effectiveness. This course develops the managers' and leaders' skills for team management.The organizations will benefit with high team effectiveness. The use and implication of the course is evident as Teams are the key group of employee who perform for benefit and success of organization's objectives.

Course Contents:

1. Importance of interpersonal relationships in organization

1.1. Introduction: Team as a sub-system of an organization.

1.2. Importance of experiential learning: Significance of self learning, introspection.

1.3. Overview of interpersonal relationships: Interpersonal needs; FIRO-B.

1.4. The psychology of individuals in groups: Trust, identity, attachment.

1.5. Perceptiveness and feedback in team setting: JOHARI window; Indian perspective.

1.6. Processes in interpersonal relationships: Issues in coordinated action; interpersonal communication; culture sensitive; face saving processes such as personalized relationship, role of work as an instrument to discharge family obligations, persuasive communication; altruism; Importance of establishing growth promoting relationship.

1.7. Buddhist values - *maître* (love), *karuna* (compassion), *mudita* (joy) and *upeksha* (equanimity).

2. Groups and teams

2.1. Difference between groups and teams.

2.2. Hindrance in team building: Group think; Indian societal stereotypes and prejudice.

2.3. Building effective teams: Stages of team building and issues at each stage.

2.4. Creating a balanced team: Team roles; Establishing trust in teams.

2.5. Shared vision/mission of the team: Goal clarification in teams.

2.6. Gaining commitment in teams.

3. Conflicts in groups and teams

3.1. Concept of conflict and its implications on team effectiveness.

3.2. Nature and causes of conflict: Resource scarcity.

3.3. Managing conflicts: *Jugaad*; Consensus building; Keeping relationships above goals; Negotiation; Third party intervention; Face saving for self and others.

3.4. Importance of super ordinate goals.

4. Developing skills for team management

4.1. Team leadership skills: Process intervention and structural intervention.

4.2. Skills for managing different types of teams: Homogeneous & heterogeneous teams; Self managed; Virtual teams and project teams.

4.3. Managing interdependence: Intergroup and team relations.

4.4. Linking team processes to team effectiveness.
Readings
Buddhism in a Nutshell. Retrieved on July 29, 2016 from http://slbuddhists.org/inanutshell/brahmavihara.html

Gupta, R. K. (2002). Prospects of effective teamwork in India: Some cautionary conjectures from a cross-cultural perspective. *Indian Journal of Industrial Relations*, *38*(2), 211-229.

Gupta, R. K., & Panda, A. (2003). Cultural imperatives for developing leaders, teams, and organizations in Indian contexts. In A. K. Singh and D. Chauhan, *Developing leaders, teams and organizations*. New Delhi, India: Excel Books.

Pareek, U. (1982). *Managing conflict and collaboration.* New Delhi, India: Oxford & IBH.

Pareek, U. (2007). *Understanding organizational behaviour* (2nd ed.). New Delhi, India: Oxford University Press.

Paper IV - Coaching & Mentoring at Workplace(MPSY3010E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

To develop an appreciation of developmental relationship.

To develop effective interpersonal skills for coaching and mentoring.

To identify coaching and mentoring options for employees.

Course Outcomes:
This course fulfills the need of those organizations which aspire to become an ideal organization for its employees. To cater employees' psychological, social, and professional needs, coaching and mentoring is of utmost important within organizations. The objectives of the course achieve the implications of creating an ideal workforce for organizations.

Course Contents:

1. Overview of developmental relationships

1.1. An introduction to developmental relationships: Counseling, coaching and mentoring.

1.2. Personality and developmental relationships: Altruism; extension motivation; *nishkam karma*.

1.3. Issues in developmental relationships in Indian context: Managing Trishanku complex; dependency proneness, diversity; mind set towards Indian cultural diversity.

2. Overview of coaching, counseling and mentoring

2.1. Process of counseling, coaching and mentoring.

2.2. Mentor competencies: The nurturing superior.

2.3. Indian perspective on coaching, counseling and mentoring: *Sneh-shraddha*.

3. Developing dyadic relationships

3.1. Guru Shishya Parampara.

3.2. Samkhya.

3.3. Feedback process: Interpersonal and performance.

4. Organizational systems: Coaching and mentoring process at work place
4.1. Work-centric nurturant culture.

4.2. Views of Arthashastra (Kautilya).

4.3. Cosmic collectivism.
Readings:

Garvey, B., Stokes, P., & Megginson, D. (2009). *Coaching and mentoring: Theory and practice*. London: Sage.

Gupta, R. K., & Awasthy, R. (Eds.) (2015). *Qualitative research in management: Methods and experiences*. New Delhi, India: Sage Publications.

Guptan, S. U. (2006). *Mentoring: A practical guide to touching lives*. New Delhi, India: Response Books.

Kakar, S. (1991). The guru as healer. In S. Kakar, *The analyst and the mystic: Psychoanalytic reflections on religion and mysticism* (pp. 35–54). Chicago, IL: The University of Chicago Press.

Pareek, U. (2007). *Understanding organizational behaviour* (2nd ed.). Delhi, India: Oxford University Press.

Ragins, B. R., & Kram, K. E. (Eds.) (2007). *The handbook of mentoring at work: Theory, research and practice.* Los Angeles: Sage Publications.

Rock, A. D., & Garavan, T. N. (2006). Reconceptualizing developmental relationships. *Human Resource Development Review*, **5**(3), 330-354.

Santhosh, B. (2012). *Coaching: The art of developing leaders*. New Delhi: Wiley-India.

Semester III/IV

Clinical Psychology Specialization

Course Code	Course Title	Credits
MPSY3011E04	Introduction to Clinical psychology	4
MPSY3012E04	Psychopathology	4
MPSY3013E04	Psychotherapy/Therapeutic Intervention	4
MPSY3014E04	Philosophy of Clinical Psychology	4

Paper I - Introduction to Clinical Psychology (MPSY3011E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation , practicals

Objectives:

● To familiarize with the history and development of clinical psychology as a field in India and its evolving professional identity.

● To orient students to major theoretical models which guide clinical psychological practice and research.

● To orient about clinical assessment process and its applications in various domains.

Course outcomes:

After successful completion of the course the students would able to acquired knowledge and skills for distinguishing normal and abnormal behaviour and learn the criteria of determining abnormality,developing competencies for assessing the psychological functioning of individuals through techniques such as psychological assessment, observation and interviewing.This course helps in training of psychology students as health professionals. It would be helpful to fill the gap of health professional as community level.

Course Contents:
1. Foundations

1.1.Historical background: Early & recent history .

1.2.Nature of discipline: Theory and research .

1.3.Developing a professional identity: Education & training, professional activities and employment settings, sub-specializations.

2. Psychodynamic approach

2.1.Brief orientation to four psychoanalytic psychologies – Drive, ego, object relations & self psychology

2.2.Understanding psychological defenses, regression, and the true and false self-systems

3. Other major approaches

3.1.Behavioural and cognitive-behavioural

3.2.Humanistic

3.3.Existential

3.4.Family systems

3.5.Biological

3.6.Attempt at integration: Bio-psycho-social

4. Clinical assessment

4.1.Rationale and planning

4.2.Clinical interviewing

4.3.Areas of applications: Intellectual and educational; personality and interpersonal; behavioural and psycho-diagnostic

Readings:
Aiken, L. R. (2000). *Psychological testing and assessment* (10th ed.). Boston: Allyn & Bacon.
Anastasi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). Delhi, India: Pearson Education.
Fernandes-Ballesteros, R. (Ed.) (2003). *Encyclopedia of psychological assessment* (Vol. I & II). New Delhi, India: Sage.
Freeman, F. S. (1965). *Theory and practice in psychological testing* (3rd ed.). New Delhi, India: Oxford and IBH.
Gregory, R. J. (2000). *Psychological testing: History, principles, and applications* (3rd ed.). Boston: Allyn & Bacon.
Hecker, J. E., & Thorpe, G. L. (2005). *Introduction to clinical psychology: Science, practice, and ethics.* Delhi, India: Pearson Education.
Hersen, M., Kazdin, A. E., & Bellack, A. S. (Eds.) (1991). *The clinical psychology handbook* (2nd ed.). New York: Pergamon Press.

Paper II – Psychopathology(MPSY3012E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

To develop understanding of the various manifestations of psychopathology.

To familiarize with DSM V and ICD 10 classificatory systems in the context of diagnosis of various psychiatric/psychological disorders.

Course outcomes:

After successful completion of this course student will able to develop an insight about various psychological problems prevailing in society, about their nature, cause and their treatment modalities. After completing the course students would make appropriate diagnosis, differential diagnosis and management of mental disorders.Students would developed some skills that help them to reduce the care burden of the family and social and financial burden on society and government.

Contents:

1. Classification and models of psychopathology

1.1.Psychopathology and systems of classification.

1.2.Basic features of DSM-V & ICD-10: Similarities, differences and critical evaluation.

1.3.Major theoretical models of psychopathology.

1.4.Critical evaluation.

2. Disorders of mood, anxiety, somatoform & behavioural syndromes

2.1.Clinical characteristics and etiology of depression, bipolar affective disorders.

2.2.Clinical characteristics and etiology of phobia, panic, OCD, PSTD, adjustment disorder.

2.3.Clinical characteristics and etiology of dissociative disorder, somatoform disorder, other neurotic disorders.

2.4.Clinical characteristics and etiology of eating disorder, sleep disorder.

3. Psychotic spectrum disorders

3.1.Clinical characteristics and etiology of schizophrenia, delusion, other psychotic disorders.

3.2.Schizophrenia and its spectrum.

3.3.Delusional, brief and shared psychotic disorders.

3.4.Schizo-affective disorders and related manifestations.

3.5.Other psychotic disorders, cultural specific manifestations, organic overlay.

4. Disorders of infancy, childhood and adolescence

4.1.Clinical characteristics and etiology of specific developmental disorder of scholastic skills.

4.2.Pervasive developmental disorders.

4.3.Behavioural and emotional disorders.

4.4.Disorders of social functioning.

Readings:
Adams, P. B., & Sutker, H. E. (2001). *Comprehensive handbook of psychopathology* (3rd ed.). New York: Springer.
Craighead, W. E., Miklowitz, D. J., & Craighead, L. W. (2008). *Psychopathology: History, diagnosis and empirical foundations*. New York: John Wiley and Sons.
Hersen, M., & Beidel, D. (2012). *Adult psychopathology and diagnosis* (6th ed.). New York: Wiley.
Maddux, J. E., & Winstead, B. A. (2007). *Psychopathology: Foundations for a contemporary understanding*. New York: CRC Press.
Blaney, P. H., Krueger, R. F., & Millon, T. (2015). *Oxford textbook of psychopathology* (3rd ed.). New York: Oxford University Press.
Millon, T., Krueger, R. F., & Simonsen, E. (2011). *Contemporary directions in psychopathology*. New York: Guilford Press.

Paper III – Psychotherapy/ Therapeutic Intervention

(MPSY3013E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

To understand theories and techniques of major psychotherapy approaches.
To develop an appreciation for the importance of psychotherapy research .
To develop a basic knowledge of the various treatments for abnormal behaviour.
Course Outcomes:
After completion of the course a student is expected to have developed skill and

competence to intervene effectively with individuals from varying cultural

backgrounds and a wide variety of psychological problems.

Course Contents:

1. Foundations

1.1.Becoming a psychotherapist: Training and supervision.

1.2.Stages of therapy.

1.3.Modes of therapy: Individual, group, couples & family.

1.4.Psychotherapy research.

1.5.Critical/controversial issues in psychotherapy.

2. Psychodynamic therapies

2.1.Psychoanalytic therapies.

2.2.Brief analytic therapies.

2.3.Object-relations therapies.

2.4.Interpersonal approaches.

3. Humanistic & transpersonal therapies

3.1.Client-centred therapies.

3.2.Existential therapies.

3.3.Gestalt therapies.

3.4.Transpersonal therapies.

4. Behavioural & cognitive-behavioural therapies

4.1.Behavioural therapy.

4.2.Cognitive therapy (Beck).

4.3.Rational emotive behaviour therapy (Ellis).

Readings:
Brems, C. (2000). *Dealing with challenges in psychotherapy and counseling*. Singapore: Brooks/Cole.
Brems, C. (2001). *Basic skills in psychotherapy and counseling*. Singapore: Brooks/Cole.
Corey, G. (2015). *Theory and practice of counseling and psychotherapy* (10th ed.). Boston: Cengage Learning.
Dryden, W. (2007). *Dryden's handbook of individual therapy* (5th ed.). New Delhi, India: Sage.
Feltham, C. (Ed.) (1999). *Controversies in psychotherapy and counseling*. New Delhi, India: Sage.
Hecker, J. E., & Thorpe, G. L. (2005). *Introduction to clinical psychology: Science, practice, and ethics* (Low Price Edition). Delhi, India: Pearson Education.
Ivey, A. E., D'Andrea, M., Ivey, M. B., & Simek-Morgan, L. (2007). *Theories of counseling and psychotherapy: A multicultural perspective* (6th ed.). Boston: Allyn & Bacon.
Koocher, G. P., Norcross, J. C., & Hill, S. S. (Eds.) (1998). *Psychologists' desk reference*. Oxford: Oxford University Press.

Paper IV – Philosophy of Clinical Psychology(MPSY3014E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

As with other sciences, psychology has evolved through changes in paradigms and technologies, making history of psychology a specific example of the history and philosophies of science in general. Therefore , a history of psychology goes well beyond circumscribed limits. By exploring the history and philosophy of psychology we are also exploring big questions about what we are and how we come to understand that.

To familiarize with the philosophical problems/criticisms prevailing in the various approaches within the discipline of clinical psychology

To briefly review the philosophical and historical roots, trying to understand how the larger socio- cultural forces shaped the field of clinical psychology as a mental health profession, both in the West and India.

To assess the criticisms of the prevailing approaches in clinical psychology and attempt to frame them into a coherent philosophy of science

To begin to actively consider/reflect upon one's own philosophy as a ‗trainee clinical psychologist/psychotherapist'

Course Outcomes:

After successful completion the students would develop a critical way of thinking regarding scientific nature of the clinical psychology. Student would able to understand the philosophical roots and historical events that shaped the field of clinical psychology,explore the philosophical assumptions, individual contributors and various forces that served to shape the emerging field of the psychology and

acquire understanding of the ways in which psychology's development has interacted with society, in terms of both how the culture and context affected clinical psychology development and how the field of clinical psychology and its actors have shaped the society.They would also acquired understanding of the major overarching themes and questions and their changes over time(e.g free will vs determinism, interactions between hereditary and environments, subjectivity of perspectives)

Course Contents:

1. Introduction

1.1.Clinical psychology and the philosophy of science.

1.2.Philosophical problems.

2. Philosophical issues of the psychoanalytic approach; Phenomenological & existential approaches.

3. Philosophical issues of the behavioural and cognitive behavioural approaches.

4. Philosophical issues of the biological approach.

Readings:
Miller, R. B. (1992). *The restoration of dialogue: Readings in the philosophy of clinical psychology*. Washington DC:American Psychological Association.
O'Donohue, W. T. (2013). *Clinical psychology and the philosophy of science*. New York: Springer.

Semester III/IV

Health Psychology Specialization

Course Code	Course Title	Credits
MPSY3021E04	Introduction to health Psychology	4
MPSY3022E04	Positive Emotion and Health	4
MPSY3023E04	The Patients in treatment settings	4
MPSY3024E04	Management of illness	4

Paper I - Introduction to Health Psychology (MPSY3021E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

To understand the integration between biological, psychological and social factors in health and disease (the bio-psycho-social health model).

To explore the effects of the various psychological factors in health.

To study the methods to improve health and leading a healthy life.

Course outcomes:

Having successful completion of this course students would be able to

Outline the types of topics and problems health psychology is concerned with

Demonstrate a knowledge of research in health psychology and critically evaluate some key studies

Describe and evaluate key health psychology issues

Apply health psychology theories and knowledge and research findings to address health related issues at individual and community level, ultimately helpful to enhance community health.

Course Contents:

1. Introduction

1.1. Nature of health psychology

1.2. The mind body relationship

1.3. Relating health psychology to specific bodily systems:

1.3.1. The nervous system

1.3.2. The endocrine system

1.3.3. The digestive system

1.3.4. The respiratory system

1.3.5. The cardiovascular system

2. Stress and coping

2.1. Nature and causes/sources of stress

2.2. Theoretical contributions to the study of stress:

2.2.1. Fight-or-flight

2.2.2. Selye's general adaptation syndrome

2.2.3. Tend-and-befriend
2.3. Psychological appraisal and the experience of stress

2.4. The physiology of stress

2.5. Coping with stress: Types of coping strategies

3. Health behaviours

3.1. Meaning of health behaviours

3.2. Role of behavioural factors in disease and disorder

3.3. Practicing and changing health behaviours

3.4. Barriers to modifying poor health behaviours

3.5. Ethnic and gender differences in health risks and habits

4. Factors of health behaviours

4.1. Factors predicting health behaviour and beliefs

4.2. Health enhancing and health compromising behaviour

4.3. Doctor-patient communication and compliance

4.4. Attitude change and health behaviours

4.5. The theory of planned behaviour

Readings:
Brannon, L., & Feist, J. (2007). *Introduction to health psychology*. New Delhi, India: Thomson, Wadsworth.
Dimatteo, M. R., & Martin, L. R. (2002). *Health psychology*. New Delhi, India: Allyn & Bacon.
Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological testing: principles, applications and issues* (6th ed.). US: Thomson-Wadsworth, Cenage Leading India Pvt Ltd.
Myers, D. G. (2010). *Psychology* (9th ed.). New York: Worth Publishers.
Ogden, J. (2000). *Health psychology: A textbook*. Philadelphia: Open University Press.

Taylor, S. E. (2011). *Health psychology*. New Delhi, India: Tata McGraw-Hill.

Weinman, J., Johnston, M., & Molloy, G. (2006). *Health psychology*. London: Sage Publications.

Paper II - Positive Emotions and Health(MPSY3022E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

Mental hygiene movement has led to the diverse approaches on mental health promotion. Whilst most of the work in mental health geared towards mental illness, service and care, this movement focused on promotion of mental health. Gradually the understanding that mental health is just more than the absence of mental illness resulted in the development of diverse models and perspectives on mental health, well-being and illness. Thus it is crucial for the learners to understand the well-being paradigm and develop a perspective in order to understand the increasing vulnerability in a changing context.

To learn about the topics related to the positive aspects of human experience and their impact on health.

To promote health aspects,' rather than focusing on the diagnosis and treatment of disease.

Course outcomes:

This course enables the students to explore the concept of mental health and to distinguish the same from mental illness and appreciate the significance of positive mental health promotion. Apply theories and knowledge and research findings to address health related issues at individual and community level, ultimately helpful to enhance community health.

Course Contents:

1. Foundations of positive emotions

1.1. Positive emotions: History and background

1.2. Different views on happiness

1.3. Broaden-and-build theory

1.4. Happiness and health

1.5. The myths of happiness

2. Positive aspects of human existence

2.1. Optimism, gratitude, forgiveness, religion, spirituality

2.2. Culture and health

2.3. Emotional intelligence and well-being

3. Indian perspective

3.1. Indian perspective on positive emotions

3.2. Positive cognition

3.3. Health belief system

3.4. Life-style, nutrition/food habits and mental/physical health

4. Applications
4.1. Positive education

4.2. Positive work-places

4.3. Self-help

4.4. Clinical applications: Positive psychotherapy and future directions

Readings:
Diener, E., Oishi, S., & Lucas, R. E. (2009). Subjective well-being: The science of happiness and life satisfaction. In C. R. Snyder & S. J. Lopez (Eds.), *The Oxford handbook of positive psychology* (pp. 187-194). New York: Oxford University Press.
Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist, 55*(1), 5-14.
Seligman, M. E. P., Ernst, R. M., Gillham, J., Reivich, K., & Linkins, M. (2009). Positive education: Positive psychology and classroom interventions. *Oxford Review of Education, 35*, 293-311.
Seligman, M. E. P., Rashid, T., & Parks, A. C. (2006). Positive psychotherapy. *American Psychologist, 61*, 774-788.

Paper III - The Patient in Treatment Setting(MPSY3023E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Objectives:

    To provide information about health assessment and management considering various scales and checklists.

    To help students understand pain and its management better.

    To consider the patient's perspective and the usage of health services.

Course outcomes:
On successful completion of this course students would able to
● Know the various types of pain , their nature and causation
● What are the needs of the patients suffering from pain disorders and how solve or provide help to them
● Various ways of management of pain disorders
● Widely useful for the students in working the areas of clinical setting or hospital settings

Course Contents

1. Health assessments and promotion

1.1. Quality of life scales, health indices checklist, lifestyle evaluation and coping scales

1.2. Health promotion strategies, psychological intervention, lifestyle modification techniques, utility of relaxation and bio-feedback methods

2. Pain and its management

2.1. Pain: Definition

2.2. Types of pain:

2.2.1. Acute and chronic pain

2.2.2. Organic pain

2.2.3. Psychogenic pain

2.3. Theories of pain:

2.3.1. Specificity theory

2.3.2. Gate control theory

2.4. Psychological issues in pain management
2.5. Techniques to control pain

3. The patient's perspective

3.1. Stages of illness

3.2. Facing the emotional challenges of serious illness

3.3. The losses in serious illness

3.4. Maintaining identity through social support

3.5. The role of emotions in healing

4. Using health services

4.1. Recognition and interpretation of symptoms

4.2. Using services for emotional disturbances

4.3. Coping with surgery through control enhancing interventions

4.4. The hospitalised child - Anxiety and preparing child for medical interventions

Readings:
Brannon, L., & Feist, J. (2007). *Introduction to health psychology.* New Delhi, India: Thomson, Wadsworth.
Taylor, S. E. (2011). *Health psychology.* New Delhi, India: Tata McGraw-Hill.

Paper IV - Management of Illnesses(MPSY3024E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

- To learn about management of chronic and terminal illnesses like AIDS, cancer and cardiovascular diseases.

- To learn about management of obesity and reproductive disorders.

Course outcomes:

On successful completion of this course students would able to
- Know the various types of various disorders like AIDS,   , their nature and causation
- What are the needs of the patients suffering from various terminal illnesses and how to provide help to them
- Various ways of management of terminal illness
- Widely useful for the students in working the areas of clinical setting or hospital settings

Course Contents:

1. Psychoneuroimmunology, AIDS and cancer

1.1. The immune system-assessing immuno-competence and immune functioning

1.2. AIDS

1.2.1. A brief History of AIDS, causes, coping and intervention

1.2.2. Psychosocial impact of AIDS

1.3. Cancer related health behaviour

1.3.1. Breast self-examination

1.3.2. Mammogram

1.3.3. Testicular self-examination

1.3.4. Colorectal cancer screening

1.4. Coping and intervention with cancer

2. Cardiovascular disease

2.1. Coronary heart disease: What is CHD? Causes of CHD; Modification of CHD risk-related behaviour and management of heart disease

2.2. Hypertension: How is hypertension measured? Causes and treatment of hypertension

2.3. Stroke: Risk for stroke, consequences of stroke and type of rehabilitative intervention

3. Reproductive health

3.1. Reproductive health and its components; Risk behaviour

3.2. Early pregnancy and its implication

3.3. Family planning methods and management of reproductive health

3.4. Mental disposition of women after the reproductive phase

3.5. Adolescent reproductive health and its importance

3.6. Reproductive and child health policy in India

4. Obesity and weight control

4.1. The regulation of eating

4.2. Why obesity is a health risk?

4.3. Weight loss programmes

4.4. Evaluation of cognitive behavioural weight loss techniques

4.5. Taking a public health approach

Readings:

Brannon, L., & Feist, J. (2007). *Introduction to health psychology.* New Delhi, India: Thomson Wadsworth.

Deb, S. (2009). *Reproductive health management.* New Delhi, India: Akansha Pub.

Taylor, S. E. (2011). *Health psychology*. New Delhi, India: Tata McGraw-Hill

Semester III/IV

<u>Cognitive Psychology Specialization</u>

Course Code	Course Title	Credits
MPSY3026E04	Contemporary approaches to the study of cognition	4
MPSY3027E04	Applied cognitive Psychology	4
MPSY3028E04	Social cognition	4
MPSY3029E04	Applied Social cognition	4

Paper I - Contemporary Approaches to the Study of Cognition

(MPSY3026E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

- To give students a preparatory understanding of the major theoretical contributions of each cognitive science discipline.

- To describe particular disciplinary approach to the study of cognition, what makes each approach special, the major ideas that motivate each perspective, the problems each attempts to solve, the approach's methodology and the specific discipline's significant theories and models of cognition, experiments and methods unique to a perspective to give larger conceptual ideas of cognition, and their strengths and weaknesses of theories.

Course outcomes:
At the end of the course the students will be able to

- To evaluate cognitive processes using the model of information processing and make predictions.
- To learn about available tools and be able to describe their use in creating knowledge in cognitive psychology, in written and oral form.

Course Contents:

1. Philosophical and psychological approaches

1.1. Mind body problem: How mental properties are related to physical properties.

1.2. Indian and Western perspectives of mind.

1.3. Mental representations of different types; How language, numbers, music may be represented in the mind.

1.4. Methodological contributions of psychology to the study of cognition.

2. Evolutionary and neuroscientific approaches

2.1. Evolutionary changes in the structure and function of the brain.

2.2. Is metacognition unique to human beings?

2.3. Cognition in the brain.

2.4. Techniques for the study of brain and its functions.
3. Linguistic approach

3.1. The nature of language: Communicative, arbitrary, structured, generative and dynamic nature of language, phonemes, morphemes, syntax, semantics and pragmatics.

3.2. Phase structured grammar and transformational grammar.

3.3. Universal grammar and speech recognition system.

3.4. Linguistic relativity hypothesis and socio-cultural effects in linguistic processing.

4. Artificial intelligence and computational approaches

4.1. Bottom up and top down approaches to the design of intelligent machines.

4.2. Characteristics of artificial neural networks.

4.3. Machine representation of knowledge.

4.4. Machine reasoning: Logical reasoning and decision making by machines.

Readings:
Cornelissen, M., Misra, G., & Varma, S. (Eds.) (2014). *Foundations of Indian psychology.* New Delhi, India: Pearson Education.
Friedenberg, J., & Silverman, G. (2006). *Cognitive science: An introduction to the study of mind*. Thousand Oaks: Sage.
Platek, S. M., Keenan, J. P., & Shackelford, T. K. (Eds.) (2007). *Evolutionary cognitive neuroscience*. Cambridge, MA: MIT Press.
Radhakrishnan, S. (1923). *Indian philosophy (vol. 1 & 2)*. Delhi: Oxford University Press.
Rao, K. R., & Paranjpe, A. C. (2015). *Psychology in the Indian tradition.* New Delhi, India: Springer.
Russell, B. (2013). *History of Western philosophy: Collectors edition*. Oxford: Routledge.
Senior, C., Gazzaniga, M. S., & Tamara, R. (2009). *Methods in mind*. Cambridge, MA: MIT press.

Paper II - Applied Cognitive Psychology(MPSY3027E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

- To introduce students to the application of the current understanding in cognitive psychology to real life settings.

- To study the influence of emotion and the role of cognitive factors in music and sports as well as the factors that affect cognitive processes, such as drugs and biological cycles are included.

- To learn updated cutting-edge research and theories of cognitive psychology.

- To understand how the research findings have been put to use in everyday life in areas such as education, police work, sport, and music.

Course outcomes:
- Apply research in cognitive psychology to everyday events and challenges

- Demonstrate knowledge and understanding of well established theories in cognitive psychology, as well as an appreciation for the complexity of cognitive processes;

- Appreciate research and theories of cognition from diverse fields of study, including neuroscience, neuropsychology, evolutionary psychology, and behavioral economics;

Course Contents:

1. Unit 1

1.1. Introduction to applied cognitive psychology.

1.2. Improving visual and auditory perception in everyday life.

2. Unit 2

2.1. Everyday memory, working memory and memory improvement.

2.2. Witness interview and crime investigation.

3. Unit 3

3.1. Effects of biological cycles and drugs on cognitive performance.

4. Unit 4

4.1. Emotion, music, and sports performance and cognition.

Readings:

Esgate, A., Groome, D., & Baker, K. (2005). *An introduction to applied cognitive psychology.* Psychology Press.

Groome, D., & Eysenck, M. (2016). *An introduction to applied cognitive psychology* (2nd ed.). NY: Routledge, Psychology Press.

Herrmann, D. J. (Ed.) (2006). *Applied cognitive psychology: Challenges and controversies in applied cognition series.* Lawrence Erlbaum Associates, Publishers.

Paper III - Social Cognition(MPSY3028E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

To focus on the cognitive aspects of social interactions.

Course outcomes:
After successful completion students would able
● to understand the nature of social cognition
● How our cognition helps in person management and regulate our social interaction
● Develop skills in the students to take action about removal of negative attitude and stereotypes in the society

Course Contents:

1. History and foundations of social cognition

1.1. Nature of social cognition.

1.2. The emergence of social cognition.

1.3. Measurement and methodology in social cognition.

1.4. History of theory and research on impression formation.

2. Basic processes in social cognition

2.1. Awareness, intention, efficiency, and control in social cognition.

2.2. Procedural knowledge and processing strategies in social cognition.

3. Representation in social cognition

3.1. The cognitive representation of persons and events.

3.2. The self as a knowledge structure.

4. Inference and judgment in social cognition

4.1. Social inference: inductions, deductions, and analogies.

4.2. Response processes in social judgment.

4.3. Affective causes and consequences of social information processing.
Readings:
Augoustinos, M., & Walker, I. (1995). *Social cognition an integrated introduction.* London: Thousand Oaks. New Delhi, India: SAGE Publications.
Carlston, D. E. (Ed.) (2013). *The Oxford handbook of social cognition.* Oxford: Oxford University Press.
Fiske, S. T., & McRae, C. N. (Eds). (2012). *The Sage handbook of social cognition.* New Delhi, India: Sage publications.
Galotti, K. M. (2008). *Cognitive psychology in and out of the laboratory* (4th ed.). United States: Thomson-Wadworth.
Hamilton, D. L. (2005). *Social cognition.* New York: Taylor & Francis group- Psychology Press.
Wyer Jr., R. S., & Srull, T. K. (1994). *Handbook of social cognition (vol. 1).* London: Psychology Press.

Paper IV – Applied Social Cognition (MPSY3029)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

To describe applications of the social cognition approach to other disciplines like clinical psychology, health psychology, organizational psychology and political psychology.

Course outcomes:
After successful completion students would able
- to understand the nature of social cognition
- How our cognition helps in person management and regulate our social interaction

Course Contents:

1. Unit 1

1.1. Social cognition and clinical psychology: anxiety, depression.

1.2. Processing of social information.

2. Unit 2

2.1. Social cognition and health psychology.

3. Unit 3

3.1. Social cognition and organizational psychology – performance appraisal.

4. Unit 4

4.1. Social cognition and political psychology.

Readings:
Augoustinos, M., & Walker, I. (1995). *Social cognition an integrated introduction*. London: Thousand Oaks. New Delhi, India: SAGE Publications.
Carlston, D. E. (Ed.) (2013). *The Oxford handbook of social cognition*. Oxford: Oxford University Press.
Fiske, S. T., & McRae, C. N. (Eds.) (2012). *The Sage handbook of social cognition*. New Delhi, India: Sage Publications.
Galotti, K. M. (2008). *Cognitive psychology in and out of the laboratory* (4th ed.). United States: Thomson-Wadworth.

Hamilton, D. L. (2005). *Social cognition.* New York: Taylor & Francis group-Psychology Press.

Hertel, P. T. (2002). *Cognitive biases in anxiety and depression*. New York: Psychology Press.

Pishwa, H. (2009). *Language and social cognition: Expression of the social mind*. Walter de Gruyter.

Roskos-Ewoldsen, D. R., & Monahan, J. L. (2009). *Communication and social cognition: Theories and methods.* New York: Routledge Publication.

Wyer Jr., R. S., & Srull, T. K. (1994). *Handbook of social cognition (Vol. 1)*. London, Psychology Press.

Wyer Jr., R. S., & Srull, T. K. (1994). *Handbook of social cognition (Vol. 2). applications*. London: Psychology Press

Semester III/IV

Counselling Psychology Specialization

Course Code	Course Title	Credits
MPSY3031E04	Methods and Approaches	4
MPSY3032E04	Assessment and Research	4
MPSY3033E04	Areas and Related Discipline	4
MPSY3034E04	Background fields	4

Paper I –Methods and Approaches(MPSY3031E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:
- To give a comprehensive understanding of the different methods and approaches to counseling.
- To give the student the experience of undergoing as well as performing counseling using different methods.

Course outcomes:

With emphasis on the methodological issues involved in these two areas of counselling after successfully completing the course a student would have a thorough understanding and command on the key approaches and skill to resolve emotional and behaviour difficulties related to child/adolescent as well as couple/ family.

Course Contents:

1. Approaches to Counseling

1.1. Psychodynamic approaches.

1.2. Behavioristic approaches.

1.3. Humanistic approaches.

1.4. Existential counseling.

1.5. Indian spiritual/yogic approaches.

2. Dynamic Methods

2.1. Psychoanalytic counseling.

2.2. Jungian theory based counseling.

2.3. Adlerian counseling.

2.4. Other Neo-Freudian methods.

3. Other Techniques

3.1. Behavioristic counseling.

3.2. Cognitive counseling.

3.3. Non-directive counseling.
3.4. Directive counseling.

3.5. Psycho-drama, use of fine arts in counseling.

4. Miscellaneous Approaches, Methods and Techniques

4.1. Group counseling.

4.2. Peer counseling, co-counseling.

4.3. Other counseling approaches and methods.

4.4. Modern developments in counseling.

Readings:
Chandra, R. (2011*). Psychology, counseling and therapeutic practices*. N.D.:Gyan Books.
Clarkson, P. (Ed.) (1998). *Counseling Psychology*. U.K.:Psychology Press.
Corey, G. (*2004*). *Theory and practice of counseling and psychotherapy*. NJ, USA: Princeton.
Feltham, C., & Horton, I. (Eds.) (2012). *The Sage handbook of counseling and psychotherapy. LosAngeles:Sage.*
Gelso, C., Williams, E. N., & Fretz, B. R. (2014). *Counseling psychology*. Washington:APA Publication.
Misra, G. (Ed.) (2011). *Handbook of psychology in India*. New Delhi, India: Oxford University Press.
Nelson-Jones.,R. (2012). *Introduction to counselling skills*. Los Angeles:Sage
Sejwal, P., & Arora, M. (2012). *Counseling psychology*. N.D.:Crescent Publishing Corporation.

Paper II –ASSESSMENT & RESEARCH(MPSY3032E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

- To give the student a broad acquaintance with psychological measurement and assessment, psychological tests, testing in India and methods of test development.

- To train the students in methods of research and analysis of data in counseling psychology.

Course outcomes:

On successful completion of this course students would acquire a thorough understanding of the use of tests for diagnostic clarification, personality assessment, IQ assessment, neuropsychological assessment, aptitude tests, and different rating scales and questionnaires. Students would also be able to know what are the problems methodological or any other related to counselling procedure in Indian context.

Course Contents:

1. Psychological Measurement

1.1. Methods of personality assessment.

1.2. Psychological testing.

1.3. Well known psychological tests.

1.4. Tests and testing in India used for counseling.

2. Test Development

2.1. Steps in test development.

2.2. Item analysis.

2.3. Preparation of norms.

2.4. Methods for determining reliability and validity.

3. Research Methods

3.1. Quantitative data and analysis.

3.2. Types of qualitative data and techniques for analysis.

3.3. Research design.
3.4. Computerisation, writing research reports, papers, books.

4. Counseling in India

4.1. Problems of test development in India.

4.2. History of counseling movement in India, Indianisation of counseling.

4.3. Contemporary issues relating to counseling practice in India.

4.4. Future of counseling practice, research and development in India.

Readings:
Blocher, D. H. (2000). *Evolution of counseling psychology*. N.Y.:Springer.
Breakwell, G. M., Smith, J. A. & Wright, D. B. (Eds.) (2012). Los Angeles: *Research methods in psychology*. Sage.
Groth-Marnat, G., & Wright, A. J. (2016). *Handbook of psychological assessment*. N.J: Wiley.
Lane, S., Raymond, M. R., & Haladyna, T. M. (Eds.) (2015). *Handbook of test development*. U.K.: Routledge.
Misra, G. (Ed.) (2009). *The structure of Indian mind*. New Delhi, India: L.B. Shastri Sanskrit Vidyapeeth.
Yerroju, B. (2013). *Guidance and counseling*. Delhi:Jain Book Depot.

Paper III –AREAS AND RELATED DISCIPLINES(MPSY3033E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

● To study of application of counseling in different areas.

● To understand the connection with and difference from related other disciplines.

● Students become able to develop some skills which help them to provide psychological help in a global perspective

Course outcomes:

With emphasis on the methodological issues involved in these two areas of counselling after successfully completing the course a student would have a thorough understanding and command on the key approaches and skill to resolve emotional and behaviour difficulties related to child/adolescent as well as couple/ family.Students would develop a lot of skills required for providing the counselling help to various agencies of the societies like school, family, hospitals etc.

Course Contents:

1. Areas of Counseling

1.1. Counseling for personal and adjustment problems.

1.2. Educational counseling.

1.3. Vocational guidance and career counseling.

1.4. Family and marital counseling.

2. Purposes of Counseling

2.1. Counseling for health problems, hospital counseling.

2.2. Paediatric counseling.

2.3. Geriatric counseling.

2.4. Adolescent problems.

2.5. Counseling related to gender issues.

2.6. Cross-cultural counseling.

3. Special Counseling Applications

3.1. Rehabilitation counseling.

3.2. Crisis and trauma counseling.

3.3. Counseling and substance abuse.
3.4. Psychiatric counseling.

3.5. Disability counseling.

4. Counseling and Related other Disciplines

4.1. Counseling and case work as practised by social work people.

4.2. Psychiatry, psychotherapy, and clinical psychology.

4.3. Community psychology.

4.4. Rehabilitation psychology.

4.5. Popular lay movements like Transactional Analysis, NLP, etc.

Readings:
Blocher, D., & Biggs, D. (1983). *Counseling psychology in community settings*. N.Y.:Springer Publishing Co.
Gelso, C. J., Williams, E. N., & Fretz, B. (2014). *Counseling psychology* (3rd ed.). Washington, D.C.: American Psychological Association.
Brown, S. D., & Lent, R.W. (2008). *Handbook of counseling psychology* (4th ed.). New York: Wiley.
Moodley, Gielen, & Wu,R. (2013). *Handbook of counseling and psychotherapy in an international context*. New York: Routledge.
Gerstein, H., Ægisdóttir, L., & Norsworthy. (2009). *International handbook of cross-cultural counseling: Cultural assumptions and practices worldwide*. Los Angeles: Sage.
Hohenshil, Amundson, & Niles. (2013). *Counseling around the world: An international handbook*. Alexandria, VA: American Counseling Association.
Gielen, Fish, & Draguns. (2004). *Handbook of culture, therapy, and healing*. Mahwah, NJ: Erlbaum.

Pedersen, P. B., Draguns, J. G., Lonner, W. J., & Trimble, J. E. (Eds.) (2008). *Counseling across cultures* (6th ed.). Thousand Oaks, CA: Sage.

Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (Eds.) (2010). *Handbook of multicultural counseling* (3rd ed.). Thousand Oaks, CA: Sage.

Hill, C. E. (2014). *Helping skills* (4th ed.). Washington, D.C.: American Psychological Association.

Gielen, U. P., Fish, J. M., & Draguns, J. G. (Eds.) (2004). *Handbook of culture, therapy, and healing*. Mahwah, NJ: Lawrence Erlbaum.

Misra, G., & Mohanty, A. K. (Ed.) (2002). *Perspectives on indigenous psychology*. New Delhi, India: Concept.

Paper IV –Background Fields(MPsy3034E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

- To understand different theories of Personality, Personality development and personal growth.
- To familiarize students with Indian society, social issues and problems of people in India.

Course outcomes:

By the completion of this course students would be able to understand the indigenous concept of counselling , needs and challenges of counselling procedure in India. It would help them to develop professional skill in them.

Course Contents:

1. Personality and Personality Development

1.1. Theories of personality.

1.2. Theories of personality development and personal growth.

1.3. Developmental psychology, stages of growth and life stages.

1.4. Indian theories of life stages and growth.

2. Counseling and Indian Psychology

2.1. Positive psychology.

2.2. Psychology of consciousness.

2.3. Personal growth of the counselor and counseling skill, counseling training.

2.4. Professionalisation of psychology in India and counseling psychology.

3. Psychology of Indians

3.1. Social psychology.

3.2. Cross-cultural psychology, anthropological psychology.

3.3. Health psychology.

3.4. Indian psychology (yoga, Buddhism, Sufism, etc.)
3.5. Personality of Indians.

4. Counseling in the Indian Context

4.1. Contemporary Indian society.

4.2. Social change in India.

4.3. Needs and problems of Indians.

4.4. Ethical issues in counseling practice with special reference to India.

4.5. Legal issues: Licensing and certificating counseling practice in India.

Readings:
Adler, L. L., & Gielen, U. P. (Eds.) (2001). *Cross-cultural topics in psychology*. Westport, CT: Praeger.
Blocher, D. H. (1966). *Developmental counseling*. U.K.:Ronald.
Blocher, D. H. (2000). *Counseling: A developmental approach. N.J.:*John Wiley.
Cohen, L. M., McChargue, D. E., & Collins Jr., F. L. (Eds.) (2003). *The health psychology handbook: Practical issues for the behavioral medicine specialist.* Thousand Oaks, CA: Sage Publications.
Farthing, G. (1992). *The Psychology of consciousness. N.J.:*Prentice-Hall.
Gibson, R. L., & Mitchell, M. H. (2003). *Introduction to counseling and guidance. N.J.:* Prentice-Hall.
Mischel, W., Shoda, Y., & Smith, R. E. (2004). *Introduction to personality: Toward an integration*. New York: John Wiley & Sons.
Misra, G. (Ed.) (1990). *Applied social psychology in India.* New Delhi: Sage.
Peterson, C. (2006). *A primer in positive psychology. U.K.:*Oxford University Press.
Rao, K. R. (Ed.) (2011). *Handbook of Indian psychology*. U.K.:Foundation Books.
Schwartz, T., White, G. M. et al. (Eds.) (1992). *Newdirections in psychological anthropology.* Cambridge, UK: Cambridge University Press.
Sejwal, P., & Arora, M. (2012). *Child psychology*. N.D.:Crescent Publishing Corporation.
Sharma, R. N., & Sharma, R. (2004). *Guidance and counselling in India. N.D.:*Atlantic.

DEVELOPMENTAL PSYCHOLOGY

Course Code	Course Title	Credits
MPSY3016E04	Introduction to developmental Psychology	4
MPSY3017E04	Developing Child	4
MPSY3018E04	Adolescence Adulthood and Aging	4
MPSY3019E04	Developmental Disability and Psychopathology	4

Paper I – Introduction to Developmental Psychology(MPSY3016E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:
• To examine the historical and philosophical roots of developmental psychology.
• To explore the methodological issues in research on human development.
• To deconstruct' developmental psychology as a discipline of study.
• To examine the relationship between culture and human development.

Course outcomes:
At the end of this course, the student will be able to demonstrate a broad working knowledge of developmental psychology by providing an overview of basic principles related to biosocial, cognitive and psychosocial changes throughout the entire lifespan.Identify major theorists that contribute to the field of developmental psychology.

Course Contents:
1. Historical and theoretical roots of developmental psychology
1.1. Historical roots of human development.
1.2. Philosophical models and theories of development.
1.2.1. Developmental systems perspective.
1.2.2. Stage theories of human development.
1.2.3. Indian theories of human development.
2. Methodological issues in the study of human development
3. Deconstructing developmental psychology
3.1. The assumptions and practices surrounding the study of human development.
3.2. A critical evaluation of the role and contribution of developmental psychology within social practice.
4. Culture and human development
4.1. Development and culture in a global world: Major issues.
4.2. Cultural practices and socialization across life span.4.3. Cultural perspective and developmental interventions.
4.4. Developmental psychology in India.
Readings:
Anandalakshmy, S., Chaudhary, N., & Sharma, N. (Eds.) (2008). *Researching families and children: Culturally appropriate methods*. New Delhi, India: Sage Pub.
Burman, E. (2008). *Deconstructing developmental psychology*. London: Routledge.

Crain, W. (2011). *Theories of development* (6th ed.). New York: Routledge.

Damon, W., & Lerner, R. M. (Eds.) (2006). *Theoretical models of human development* (6th ed.). Vol. 1. New York: Wiley Pub.

Jensen, L. A. (2015). *The Oxford handbook of human development and culture: An interdisciplinary perspective.* New York: Oxford University Press.

Kakar, S. (2008). *The inner world: A psychoanalytic study of childhood and society in India*. New Delhi: Oxford University Press.

Kapur, M., & Mukundan, H. (2003). *Childcare in ancient India from the perspectives of developmental psychology and pediatrics*. Delhi: Sri Satguru Publications.

Lerner, R. (2013). *Concepts and theories of human development.* New Jersey:

Paper II – Developing Child(MPSY3017E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:
• To understand how to do research and intervention with children.
• To learn major themes and domains of child development.
• To understand the impact of social context on development.
• To gain knowledge of effective parenting and instructional practices that
enhance children's well-being.

Course outcomes:
At the end of this course, the student will be able to demonstrate an understanding of
different stages of development through the lifespan. Identify and apply
developmental concepts to everyday life. Demonstrate improved critical thinking and
communication skills.

Course Contents:
1. Paradigms of research with children
1.1. Methods of research with children
1.1.1. Experimental
1.1.2. Observation
1.1.3. Interview
1.1.4. Diary study
1.2. Emerging issues on child development in the Indian context
1.2.1. Child abuse
1.2.2. Media impact
1.2.3. Parenting practices in diverse family context
2. Physical, cognitive and language development
3. Socio-emotional development and development of self
4. Intervention: Early childhood intervention/education

Readings:
Anandalakshmy, S., Chaudhary, N., & Sharma, N. (Eds.) (2008). *Researching*
families and children: Culturally appropriate methods. New Delhi, India:
Sage Pub.
Anandlakshmy, S. (2013). Through the lens of culture studies on childhood and
education in India. In G. Misra (Ed.), *Psychology and psychoanalysis (Vol.*
XIII, Part 3): History of science, philosophy and culture in Indian civilization
(pp. 191–218). New Delhi, India: Centre for Studies in Civilizations.
Clarke, J. (2006). *Children and childhood*. New York: Wadsworth.
Damon, W., & Lerner, R. M. (Eds.) (2006). *Handbook of child psychology* (6th ed.).

New York: Wiley.

Donaldson, M. (1986). *Children's minds*. London: Harper Collins Publishers Ltd.

Erikson, E. (1950). *Childhood and society*. New York: Norton.

Gilligan, C. (1982). *In a different voice*. Cambridge: Harvard University Press.

Gupta, M. (2014). *Sri Aurobindo's vision of integral human development: A future discipline of study*. New Delhi, India: Springer.

Huges, F. (2010). *Child, play and development*.Thousand Oaks, CA: Sage publication. Kapur, M., & Mukundan, H. (2003). *Childcare in ancient India from the perspectives*

of developmental psychology and pediatrics. Delhi, India: Sri Satguru Publications.

Kapur, M., Koot, H. M., Lamb, M. E., & Kapur, M. M. (2012). *Developmental psychology and education: Bridging the gap.* New Delhi, India: Manak Publications.

Kegan, R. (1982). *The evolving self: Problem and process of human development.* Cambridge: Harvard University Press.

Kehily, M. J. (2004). Understanding childhood: An introduction to some key themes and issues. In M. J. Kehily (Ed.), *An introduction to childhood studies.* Maidenhead, England: Open University Press/McGraw Hill.

Paper III – Adolescence, Adulthood and Aging(MPSY3018E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objective

• To understand how culture influences development in adolescence and emerging adulthood.

• To sensitize students to the diverging trajectories emerging during adolescence and early adulthood and to the factors that contribute to these trajectories.

• To train the students in development of intervention programs for positive development in youth.

• To provide an accurate understanding of the psychological changes that people experience as they grow older.

• To learn how to identify specific types of psychological changes and examine the underlying dynamics.

Course outcomes:

At the conclusion of the course the successful student will be able to:

1. Describe the research methods used by developmental psychologists, particularly in psychology of aging.
2. Describe and explain physiological and health changes in adulthood and aging.
3. Describe and explain how sensory and perceptual abilities change over adulthood.
4. Describe and explain age-related changes in adult memory and cognition.
5. Describe and explain how social relationships change and endure in adulthood and aging.
6. Describe and explain age-related changes in adult social cognition.
7. Describe and explain age-related changes and consistencies in adult personalities.
8. Describe and explain mental health issues pertinent to aging.
9. Analyze the implications of aging and attitudes toward aging and older individuals.
10. Analyze how aging intersects with gender, culture, race, class, and sexuality.

Course Contents:

1. Cognitive and socio-emotional development

1.1. Cognitive development, brain development, cognitive regulation and risk taking behaviour.

1.2. Socio-emotional development; gender, self and identity; family and peer relationships; school and work.

1.3. Psychosocial adjustment during adolescence and emerging adulthood.

2. Adolescence and adulthood in Indian cultural context, cultural beliefs and development

3. Civic duty and citizenship, and positive youth development

4. Aging

4.1. The aging brain and nervous system

4.2. Social and cognitive development

4.3. Decline during aging: Intervention and training

4.4. Successful aging

4.5. Dealing with major life events (work-retirement, death of spouse, change in relationships, separation from children etc.) and psychosocial adjustment.

Readings:

Alexander, C., & Langer, E. (Eds.) (1991). *Higher stages of human development.* New York: Oxford University Press.

Arnett, J. J. (2010). *Adolescence and emerging adulthood: A cultural perspective.* Upper Saddle River, New Jersey: Prentice Hall.

Baltes, P. B., Lindenberger, U., & Staudinger, U. M. (1998). Life-span theory in developmental psychology. In R. M. Lerner (Ed.), *Theoretical models of human development* (5th ed.), Vol. 1, pp. 1029-1143. New York: Wiley.

Csikszentmihalyi, M. (1993). *The evolving self.* US: Harper Collins.

Damon, W., & Lerner, R. M. (Eds.) (2006). *Handbook of child psychology* (6th ed.). New York: Wiley.

Erikson, E. (1968). *Identity, youth and crisis.* New York: W.W. Norton & Co.

Kakar, S. (Ed.) (1979). *Identity and adulthood.* New Delhi, India: Oxford University Press.

Kegan, R. (1982). *The evolving self: Problem and process of human development.* Cambridge: Harvard University Press.

Lerner, R. M. (Ed. in-chief). (2015). *Handbook of child psychology and developmental science* (7th ed.), Vols. 1-4. Hoboken, NJ, New York: Wiley & Sons.

Levinson, D. (1986). *The seasons of a man's life.* New York: Random House.

Maslow, A. (1972). *The farther reaches of human nature.* New York: Viking.

Paper IV – Developmental Disability and Psychopathology (MPSY3019E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:
• To provide a general introduction to the field of developmental psychopathology with a focus on risk factors and vulnerabilities, constructs and processes; a set of specific aspects of psychopathology that are commonly diagnosed in childhood and/or adolescence
• To familiarize with diagnosis, developmental course (including adulthood), developmental psychopathology constructs (e.g., risk and protective factors), developmental psychopathology processes (e.g., gene by environment interactions), and intervention approaches.

Course outcomes:
After successful completion of this course student will be able to
● Understand the challenges and issues that practitioners face while dealing with different disabilities in the Indian context
● Debate debate policy and legal provisions for the disabled in our country
● Understand different intervention strategies and explore the ideology behind inclusion, in principle and practice
● Evauate issues related to the mental health of the disabled

Course Contents:
1. Introduction to developmental psychopathology
1.1. Risks, vulnerabilities and resilience
1.2. Culture as a context for developmental psychopathology
1.3. Developmental neuroscience (cognitive, affective, social)
1.4. Implications for the development of psychopathology
2. 2 . Childhood disorders
2.1. Externalizing and internalizing disorders
2.2. Child abuse and PTSD
2.3. Eating disorders
3. Developmental disabilities
3.1. Autism
3.2. Learning Disability 3.3. Attention Deficit Hyperactivity Disorder
4. Intervention and therapeutic models, and implementation
Readings:
Carr, A. (2015). *Handbook of child and adolescent clinical psychology*. London:

Francis and Taylor.

Cicchetti, D. (Ed.) (2016). *Developmental psychopathology: Risk, resilience, and intervention* (Vol. 4). New York: Wiley Pub.

Cornelissen, M., Misra G., & Varma S. (2010). *Foundations of Indian psychology: Practical applications*. New Delhi, India: Pearson.

Kapur, M. (2011). *Counselling children with psychological problems*. New Delhi, India: Pearson.

Lerner, R. M. (Ed. in-chief). (2015). *Handbook of child psychology and developmental science* (7th ed.), Vols. 1-4. Hoboken, NJ, New York: Wiley and Sons.

Sriram, S. (2015). *Counselling in India*. New Delhi, India: Springer.

DISASTER MANAGEMENT

Course Code	Course Title	Credits
MPSY3036E04	Understanding Disaster Managements	4
MPSY3037E04	Psychiatric Perspective on Disaster Trauma	4
MPSY3038E04	Post Disaster Psychosocial rehabilitation	4
MPSY3039E04	Methodological Challenges in Disaster Management	4

Paper I: Understanding Disaster Management (MPSY3036E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:
• To make students grasp the definitions, debates and controversies surrounding
the conceptualization of disaster within interdisciplinary science and social
science
• To develop an overview of the disaster management cycle and what
psychologists can contribute towards survivors with a focus on prevention and
psycho-social rehabilitation

Course outcomes:
After completion of the course student would be able to

▪ Integrate knowledge and to analyse, evaluate and manage the different public
health aspects of disaster events at a local and global levels, even when limited
information is available.

▪ Capacity to describe, analyse and evaluate the environmental, social, cultural,
economic, legal and organisational aspects influencing vulnerabilities and
capacities to face disasters.

▪ Capacity to work theoretically and practically in the processes of disaster
management (disaster risk reduction, response, and recovery) and relate their
interconnections, particularly in the field of the Public Health aspects of the
disasters.

▪ Capacity to manage the Public Health aspects of the disasters.

Course Contents:
1. Disaster: Definition, debates and controversies
1.1. Disaster Management: An applied and interdisciplinary field of science and
social science
1.2. Defining a Disaster: Mindset', symbolism', spectacle', or a consequence
of globalization'?
1.3. Defining a Disaster: Ecological and equity perspectives

1.4. Meanings of hazard, disaster, crisis, and trauma

1.5. Understanding dynamic post-disaster socio-economic and political contexts

2. Types of disaster

2.1. Typologies and definitions of natural and human-made disasters

2.2. Development-induced disaster

2.3. Socio-economic and political contexts of different types of disasters

2.4. Nature of trauma associated with different types of disasters

3. Disaster management cycle

3.1. Disaster management: A comprehensive perspective of reducing harm and healing the distress associated with disasters

3.2. Mitigation

3.3. Preparation

3.4. Response

3.5. Recovery

4. Role of psychology in disaster management

4.1. Mitigation: Information processing and attitude change

4.2. Preparation: Behavioural and attitude change towards prevention

4.3. Response: Information processing and psychological first aid

4.4. Recovery: Psycho-social rehabilitation

Readings:

Bracken, P. J. (2002). *Trauma: Culture, meaning and philosophy*. London: Whurr.

Coppola, D. P. (2007). *Introduction to international disaster management*. USA: Elsevier.

Dynes, R. H. R., & Quarantelli, E. L. (Eds.) (2006). *Handbook of disaster research*. New York: Springer.

Perry, R., & Quarantelli, E. L. (Eds.) (2005). *What is a disaster? New answers to old questions*. USA: Xlibris Corporation.

Paper II - Psychiatric Perspective on Disaster Trauma (MPSY3037E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:
• To make students understand the psychiatric perspective on the psychological impact of trauma
• To induce a critical evaluation of the psychiatric perspective towards experience-near approach to post-disaster care and rehabilitation

Course outcomes :

After completion of the course student would be able to

▪ to obtain, analyse, and communicate information on risks, relief needs and lessons learned from earlier disasters in order to formulate strategies for mitigation in future scenarios with the ability to clearly present and discuss their conclusions and the knowledge and arguments behind them.

▪ Capacity to design and perform research on the different aspects of the emergencies and disaster events while demonstrating insight into the potential and limitations of science, its role in society and people's responsibility for how it is used.

▪ Capacity to analyse and evaluate research work on the field of emergencies and disaster while demonstrating insight into the potential and limitations of science, its role in society and people's responsibility for how it is used.

Course Contents:
1. Disaster trauma from the viewpoint of psychiatry
1.1. Mental health needs of disaster survivors from the psychiatric perspective
1.2. Bio-medical and bio-psycho-social models of disaster trauma
1.3. Place of cultural and socio-political condition in psychiatric perspective on trauma
1.4. Community Psychiatry, rehabilitation and post-traumatic growth

2. The diagnostic category of posttraumatic stress disorder (PTSD)

2.1. Introduction to DSM-V criteria and symptoms of PTSD and Acute Stress Disorder

2.2. Physiological basis of PTSD symptoms

2.3. Traumatic memory and PTSD symptoms

2.4. Post-disaster depression and dissociative disorder

3. Predictors and correlates of PTSD

3.1. Premorbidity to PTSD

3.2. Socio-demographic predictors and correlates3.3. Cultural predictors and correlates

4. A critical evaluation of PTSD and psychiatric perspective

4.1. PTSD: A cross-cultural diagnostic category for intense trauma

4.2. Cultural variations in the symptoms of PTSD

4.3. Category fallacy of PTSD in cultures associated with socio-centric worldviews

4.4. Category fallacy of PTSD in the face of ethnic and political violence

4.5. Towards a comprehensive understanding of psychiatric and cultural perspectives on trauma and survivors' rehabilitation

Readings:

Bracken, P. J., Giller, J. E., & Summerfield, D. (1995). Psychological responses to war and atrocity. *Social Science and Medicine, 40,* 1073-1082.

Friedman, M. J., Keane, T. M., & Resick, P. A. (2007). *Handbook of PTSD: Science and practice.* New York: Guilford.

Ursano, R. J., Fullerton, C. S., Weisaeth, L., & Raphael, B. (2007). *Textbook of disaster psychiatry.* New York: Cambridge University Press.

Young, A. (1995). *The harmony of illusions: Inventing post-traumatic stress disorder.* Princeton, NJ: Princeton University Press.

Young, A. (2004). When traumatic memory was a problem: On the historical antecedents of PTSD. In G. Rosen (Ed.), *Posttraumatic stress disorder: Issues and controversies* (pp. 127–146). West Sussex, England: Wiley.

Paper III - Post-Disaster Psycho-Social Rehabilitation (MPSY3038E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:
• To make students understand the basics of psycho-social rehabilitation in the aftermath of natural and human-made disasters.
• To provide an exposure for the students to the theory and practice of psychiatric treatment (including psychotherapy) as well as healing though cultural beliefs and symbols, and human relationships.

Course outcomes:

- Understand the principles of rehabilitation science and apply it to the practise of disaster management
- Identify Assessment strategies useful in the area of rehabilitation
- Understand the contribution for community based approaches in rehabilitation

Course Contents:
1. What is psycho-social rehabilitation?
1.1.Psycho-social rehabilitation: Looking beyond PTSD and its treatment
1.2.Interventions to address social suffering as well as PTSD
1.3.Defining Psycho-social rehabilitation: The critical role of community and culture
1.4.Ways to integrate community and personal resources
2. Treatment and therapies addressing PTSD
2.1. Treatment addressing allostatic load caused by trauma
2.2. General and specific aspects of psychotherapy for PTSD
2.3. Types of psychotherapies and their effectiveness
2.4. Client's voice and cultural processes in psychotherapy
3. Culture, community and relationship in post-disaster healing
3.1. Defining healing: The role of culture and notions of selfhood
3.2. Healing through the culturally authorized interpretations of trauma3.3. Community solidarity and healing in ethnic and political violence
3.4. Forgiveness and resilience in post-violence healing
4. Towards a culture-sensitive psycho-social rehabilitation
4.1. Integrating psychotherapy and cultural healing
4.2. The critical role of developing community-based resources

4.3. Cultural beliefs in sustaining long-term rehabilitation of survivors
4.4. Specific needs of violence survivors: Acknowledgement of harm caused to their social or religious identity

Readings:

Bracken, P. J., Giller, J. E., & Summerfield, D. (1995). Psychological responses to war and atrocity. *Social Science and Medicine, 40,* 1073-1082.

Cassell, E. J. (2004). *The nature of suffering and the goals of medicine* (2nd ed.). New York: Oxford.

Hudgins, M. K. (2002). *Experiential treatment for PTSD: The therapeutic spiral model.* New York: Springer.

Kleinman, A. (1988). *The illness narratives: Suffering, healing and human condition.* New York: Basic Books.

Kleinman, A., Das, V., & Lock, M. (Eds.) (2000). *Social suffering.* New Delhi, India: Oxford University Press.

Priya, K. R. (2012). Trauma reactions, suffering and healing among riot-affected internally displaced children of Gujarat: A qualitative inquiry. *Qualitative Research in Psychology, 9,* 189-209.Priya, K. R. (2015). On the social constructionist approach to traumatized selves in post-disaster settings: State-induced violence in Nandigram, India. *Culture, Medicine and Psychiatry, 39,* 428-448.

Paper IV: Methodological Challenges in Disaster Management(MPSY3039E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

• To provide an understanding of research methods such as survey, co-operative inquiry, ethnography and action research suited for the purpose of promoting preparedness and rehabilitation

• To acquaint the researchers with the issues of how demanding yet humanizing research activity can be for researchers as well as the survivors

Course outcomes:

Understand the research methods such as survey, co-operative inquiry, ethnography and action research suited for the purpose of promoting
preparedness and rehabilitation

Course Contents:

1. Challenges of 'meaningful' research after a disaster

1.1. Who needs research after disasters? Policy makers', stakeholders' and survivors' perspectives

1.2. Letting ethics precede information gathering

1.3. Utilizing survey research for mitigation, preparation, response and recovery

1.4. New paradigm qualitative research to understand diversity of suffering and healing

1.5. Innovative methods to understand experiences of child and woman survivors

2. Post-disaster ethnography

2.1. Ethnography as an essential aid to quantitative and qualitative approaches to understand trauma

2.2. Entering the field by actively taking up a role in response or rehabilitation process

2.3. Generating and analysing narratives of social suffering and healing2.4. Survey research for prevalence and epidemiology of mental health problems

3. Post-disaster co-operative inquiry and action research

3.1. Co-operative inquiry: When survivors have a say in what to be studied

3.2. Co-operative inquiry for community-based healing and rehabilitation

3.3. Action research towards rebuilding physical and psycho-social resources

3.4. Research for promoting inter-community harmony in violence-affected societies

4. Ethical issues and wellbeing of researchers

4.1. Researcher as a collaborator and care-giver in post-disaster settings

4.2. Emotional demands of research on survivors and researchers

4.3. Qualitative research and its potentially humanizing impact on survivors

4.4. Role of research relationship in promoting healing and self-growth

Readings:

Bracken, P. J., Giller, J. E., & Summerfield, D. (1995). Psychological responses to war and atrocity. *Social Science and Medicine, 40,* 1073-1082.

Dickson-Swift, V., James, E., Kippen, S., & Liamputtong, P. (2009). Researching sensitive topics: Qualitative research as emotional work. *Qualitative Research, 9,* 61-79.

Hammersley, M., & Atkinson, P. (2007). *Ethnography: Principles in practice* (3rd ed.). London, UK: Routledge.

Priya, K. R. (2010). Research relationship as a facilitator of remoralization and self growth: Postearthquake suffering and healing. *Qualitative Health Research, 20,* 479-495.Priya, K. R. (2015). On the social constructionist approach to traumatized selves in post-disaster settings: State-induced violence in Nandigram, India. *Culture, Medicine and Psychiatry, 39,* 428-448

SEMESTER- IV

Course Code	Course Title	Credits
MPSY4001C04	Comprehensive Viva Voce	4
	* Elective VIII: Single Paper Specialization;to be chosen from the Elective Basket of Semester IVI	4
	*Elective IX to XII: Four Paper Specialization; to be chosen from the Elective Basket of Semester -IV/**Dissertation(MPSY4022E08)***	4X4=16
*	Course Code will be as per the assigned Code to the respective Elective Papers	
**	Dissertation is of 8 credits in semester III(equivalent to two elective paper of 4 credits) candidate who will opt dissertation as elective paper , it continues in semester IV also as elective paper of another 8 credits(Total credits of dissertation is = 8+8=16 credits)	
	Dissertation(MPSY4022E08)	8

Single Paper Elective Basket (4 credits): Semester-IV

Course Code	Course Title	Credits
MPSY4002E04	Advanced Counselling Skill-II	4
MPSY4003E04	Neuropsychology	4
MPSY4004E04	Forensic Psychology	4
MPSY4005E04	Media Psychology	4
MPSY4006E04	Rehabilitation Psychology	4
MPSY4007E04	Social psychology	4

Advanced Counseling Skills – II

(Facilitating Methods of Personal Growth)

MPSY4002E04

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions, demonstration and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation , practicals

Course Objectives:

To learn to engage with the process of conscious self-development and self-mastery.

To understand the complexities and nuances of life and find a personally meaningful view on the existential issues of life.

To practice psychological capacities that can be potentially useful in times of stress and distress and that give a deeper insight into life.

To view life as a continually changing process that requires continuous questioning of cultural hegemonies, creative renewal and psychological imagination.

To learn to facilitate the development of self and others.

Course Outcomes:

1. Students will learn to formulate original and personally meaningful questions that are critical for their own growth.

2. Students will learn to reserve judgment in the face of complexities of psychological realities and not jump to hasty conclusions.

3. Students will develop tolerance for ambiguity and look at issues in a nuanced and layered manner.

4. Students will be able to practice inner psycho-spiritual attitudes that can potentially give them a greater degree of inner stability, insight, poise and balance.

Format of the Practicum:

The aim of the practicum is to facilitate an experiential journey towards a deeper insight into self and social world. The facilitator of this practicum can create space where

students individually and as a group can experience themselves as responsible and self-determined persons who can define the agenda of self-development. Such a task may require immersion into an experience, therefore a series of twelve 4 hour long weekly workshops spread over the semester need to be followed. Other formats like short retreats followed by workshops may also be explored wherever possible. The specific workshop themes may be decided in dialogue with the students as the needs of students may differ across individuals and groups. The students at this stage can be involved in the conceptualization of the workshops and their feedback is essential in designing the course of self-development workshops.

The themes suggested in the next section in varied combinations may be used to structure workshops according to group needs.

Suggested Themes:

1. **The existential questions of life:** The students attempt to articulate the fundamental existential questions that are critical to their journey of personal growth. The students are encouraged to think originally and share experiences, anecdotes and critical life moments that have either posed a question or a dilemma or given a greater insight into issues of life.

2. **Freedom and determination:** The students engage with the question of whether they are essentially free or bound by the circumstances of life. The students explore the areas of life where they have not experienced freedom and look for its root cause. The aim of this workshop is to help students define the freedom that they wish to claim and explore the power of their personal being in creating avenues of personal growth.

3. **Exploring the relational self**: The students examine the concept of the ‗relational self‘ – including their own relation with their own self. Students explore whether they feel comfortable with their own selves and in interaction with others. They try and identify the patterns of problems and possibilities that mark their relationships. They engage experientially with concepts like forgiveness, gratitude and ‗letting go‘ in charting their future journey.

4. **Engaging with pain, grief and death**: The students engage with the personal meaning that pain, grief and death hold for them. They attempt to develop their own sensitivity to

persons in distress by sharing of anecdotes and case-studies. They reflect on the need for expressing grief and the personal strength required for facing moments of deep despair.

5. **Humour and playfulness:** The students explore the way in which creative flow of humour and playfulness can create a will to live life with light and delight. The students reflect on moments that have made deep intrinsic sense to them and have been an occasion for insight, joy, beauty and delight. They explore the value of humour in taking themselves less seriously and having a playful attitude towards life.

6. **Exploring the moral self**: In this workshop the students explore their _moral self' with the help of experiential exercises. They reflect on their personal basis of discriminating between right and wrong and their satisfaction with their own moral reasoning. The students can share anecdotes of moral dilemmas, watch films which have a bearing on contemporary complex social issues. The aim of the practicum is to bring to awareness the internal inconsistencies and fallacies that often mark our moral reasoning, the shaded nature of truth and ongoing search for a much sounder basis of inner discrimination that intrinsically satisfies us.

7. **Engaging with complexity and ambiguity:** The aim of this workshop is to encourage the student to learn the art of reserving judgment and not jumping to hasty conclusions. Students engage with the ambiguity inherent within many of life's situations and learn to engage with the need to understand the complexity of situations, avoid quick-fix solutions and tolerate ambiguity till such time that a greater clarity emerges.

8. **Hope, self-compassion and wisdom**: The students engage with the dynamics of hope and faith in difficult circumstances in life. The students share their own wisdom about what they think makes things work and ways to sustain and nourish oneself and others. They introspect on whether they show enough self-compassion by not judging themselves too harshly for mistakes in life — opening avenues for hope and growth.

9. **Exploring the power of silence**: The students learn ways of establishing peace and silence within their being through meditation that _inwardise' the consciousness. They explore the value of silence and stillness, of being in intensifying consciousness and bringing forth a greater clarity on issues that are the most fundamental to them in the

_present' moment. The students explore the value of inner stillness in giving a greater stability to the being that can potentially remain calm in the face of difficulties.

10. **Working with the body**: The students explore their body consciousness through experiential exercises. They explore the connection between body, mind and spirit and assess if their body is well balanced or abused by myriad irrational desires. They learn to express themselves emotionally and creatively through movement and rhythm of their bodies and find ways of releasing its tensions and knots.

11. **Power, hegemony and personal conflicts**: The students reflect on the entrenched cultural hegemonic power structures and patterns that create oppression and marginalization. They examine the source of their own and other's oppression in an engaged way in their own personal and social domain. Through deep contemplation they identify the patterns and attitudes that they would like to change radically within themselves and the society. The students learn the art of non-violent communication and the inner attitudes that sustain this skill.

12. **Exploring the power of the symbol: Creative visualization and imagination**: The students engage with the power that a personally created symbol has for aiding one's own personal transformation and change. The students engage with experiential exercises that develop their capacity of imagination and creative visualization in exploring and creating personal seed ideas for change. The students also explore the role of myth, folklore and narrative in revealing the collective crises that we have faced at different historical times across cultures and their power of healing these crises.

13. **Developing the aesthetic being:** The students undertake a journey to tap their aesthetic being and express themselves through poetry, movement or art. They attempt to share their deepest feeling about self and society in a language of aesthetics and see if it brings a greater depth to their experience. They also explore the value of art in healing, personal renewal and source of expression of one's being.

14. **Spirituality in everyday life**: The students explore their _spiritual self' and the meaning that it holds/does not hold for them. They explore the source of their own strength and the way it can be expressed in everyday situations of life. They attempt to

express and articulate ideas/ moments and experiences that are a source of deep intrinsic satisfaction and inner nourishment for them.

15. **Facilitating change:** The students reflect on the attitudes and skills that they may require as prospective facilitators of personal growth workshops. They engage with the skill of creating a psychological environment where others can experience the freedom of defining their own progress and express it with trust, without any fear of censure or disapproval. The students learn the art of _stepping back' and active listening, engaging with the struggle of a person with personal chaos, learning to become practitioners of the change that they wish to facilitate etc.

Faculty:

The regular faculty must be trained in the area of personal growth/counseling and possess requisite skills for dynamically and authentically facilitating the growth of students. Guest faculty can be invited in order to give specialized input into courses wherever required.

Assessment of the Practicum:

The assessment of the practicum can be done creatively with an aim to facilitate development and insight. Regular self-reflective writing, insight-notes, autobiographical diaries, creative visualizations and drawings, mind-maps, theatre etc. may be used to facilitate assessment. The criteria for assessment of the practicum can be co-evolved with students and can be used for evaluation by faculty and self-evaluation by student-teachers. The sample criteria can be conscious personal growth, open-mindedness, listening, empathy, positivity, willingness to change, non-judgmental attitude, sincerity, social sensitivity etc.

A symposia can be conducted at the end of the semester where the students share their critical insights of the self-development journey. A significant portion of the internal assessment needs to be self-assessment by students. Students need to be given responsibility for assessing their own growth and trusted for making an informed decision on the extent of progress that they have made. The aim of self-development workshops is to help students take responsibility for their decisions and learning. Self-assessment can potentially help them be self-determined individuals capable of using assessment to further their own progress rather than looking at it as a means of comparison with others. The students award a grade to themselves and substantiate it by giving a rationale.

Readings:

The following readings are only suggestive and must be considered resources for deepening thought and experience rather than as prescribed compulsory readings and must be updated regularly:

Dalal, A. S. (2000). *Living within: The yoga approach to psychological health and growth*. Pondicherry, India: Sri Aurobindo Ashram.

Frankl, V. (1992). *Man's search for meaning*. Massachusetts, Boston: Beacon Press.

Friere, P. (1985). *Pedagogy of the oppressed*. London: Continuum Pub.

Fromm, E. (2013). *To have or to be*. London: Bloomsbury Academics Pub.

Gandhi, M. K. (1993). *My experiments with truth*. Ahmedabad, India: Navjivan Press.

Halder, B. (2006). *A life less ordinary*. New Delhi, India: Penguin Books.

Kegan, R. (1982). *The evolving self: Problem and process of human development*. Cambridge: Harvard University Press.

Laing, R. D. (1965). *The divided self: An existential study of sanity and madness*. London: Penguin.

Neuropsychology

(MPSY4003E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars, practicals others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives: The major objective of this course is to cater to knowledge in the area of the brain and behavior. The emphasis of this course lies on the study of patients with neurological disorders for assessment, diagnosis, intervention and rehabilitation

Course outcomes:

After the successful course completion the student will be able to:

Knowledge and understanding

•   account for and interpret the overall brain anatomical, structural and functional subsystems and related behaviour

• labelling different brain imaging techniques, applications, strength and major limitations of such methods

Skills and ability

•   identify and describe structures of the nervous system from anatomical models,

•   discuss and explain relations between the higher central nervous functions that determine our behavioral repertoire

•   describe differences between congenital and accrued brain abnormalities and the major risks factors for early brain developmental related deviations

Evaluation ability and approach

•   demonstrate the ability to make valuations in the main area, taking into account relevant neuropsychological, biological, environmental and ethical aspects,

•   demonstrate understanding of the importance of neuropsychological knowledge on the subject of human development and changes,

•   and to demonstrate the ability to identify the need for further understandings and to develop their expertise in this subject matter.

Contents:

Unit-I Foundations of Brain Behaviour Relationship

Topography of the brain: The cerebral cortex and its lobular organization; The cerebral hemispheres & Their internal structure; Neurochemical and vascular systems in the brain

Elements of Behaviour Neurology: Neurophysiology of perception, learning and memory; Neurophysiology of emotion and motivation; Neural Mechanism of wakefulness, sleep and dream,ARAS and Arousal

Methods of Investigations: Neuropsychological assessment(Halstead Reitan , Luria Nebraska Neuropsychological Batteries), Case study

Common Disorders: Cerebral trauma, Intracranial tumors; Cerebrovascular disorders; Degenerative disorders

Unit-II-Lobular Syndromes:

Frontal Lobe Syndrome: Disturbance of attentional and memory processes, Disturbances of emotional behavior; Disturbance of psychomotor functions

Temporal Lobe Syndrome: Disturbance of hearing & Vestibular functions,Disturbance of speech; Disturbance of emotion

Parietal & Occipital Lobe syndrome: Disturbance of visual perception and memory; disturbance of reading and writing

Unit-III- Hemispheric Asymmmetry of Functions

Structural asymmetry of cerebral hemispheres; Functional asymmetry of cerebral hemispheres; Unilateral lesion studies:Sensory & Cognitive disorder; Disorders of perception, expression and experience of emotion; Movement disorder; studies on hemispherectomy and commisurotomy

Unit-IV- Neuropsychological Assessment

Assessment of cognitive functions, assessment of personality and diagnosis, therapy and rehabilitation; Assessment of head trauma patients; Preinjury factors; Cognitive and emotional factors; Impairment after closed head trauma

Unit-V Therapeutic Interventions

Relaxation techniques, Supportive psychotherapies

Readings

WhitakerH.A.(1988). Neuropsychological studies of non focal brain damage.New York; Springer-Verlag

Walsh,K.(1994).Neuropsychology: A clinical Approach New Delhi

Heilman.K.M & Valenstein.E(1983). Clinical Neuropsychology.New York Oxford University Press

Kolb.B., And Whisaw.I.Q.(1990). Fundamentals of human neuropsychology. New York: Freeman W.H.

Oltson,D.(1987). Duality and unity of the brain.London,MacMillan

Boller.F. & Grafman.J.(1988). Handbook of neuropsychology,New York Elsevier

Forensic Psychology
MPSY4004E04

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:
• Help students learn the roles of forensic psychologists, the psychologists in court, eyewitness testimony and false confession as the central issue in forensic psychology.
• Students will also learn about the methods of offender profiling in different stages.

Course outcomes:
By the end of this course students will be able to demonstrate the following:
a. Describe the major areas of interests shared by psychology and the law
b. Describe the types of forensic evaluations conducted in criminal and civil cases
c. Describe the landmark legal cases that impact forensic psychology
d. Describe the various career opportunities and the education and training needed to become a forensic psychologist

Course Contents:
1 Introduction
1.1 Defining forensic psychology
1.2 History of forensic psychology
1.3 The roles of the Forensic Psychologist: Clinical and Experimental
2 The Psychologist in Court
2.1 Expert evidence, Forensic reports
2.2 Pre-trial preparation, Forensic portfolio
2.3 Examination in chief, Cross Examination
3 Eyewitness Testimony and False Confession
3.1 The accuracy of witness evidence
3.2 Eyewitness evidence in court
3.3 Consequences and types of false confession
4 Profile Analysis
4.1 Nature of profiling work
4.2 FBI Profiling –4.2.1 Stage 1: Data assimilation stage;
4.2.2 Stage 2: Crime scene classification;
4.2.3 Stage 3: Crime scene reconstruction;
4.2.4 Stage 4: Profile generation
4.3 Statistical/Actuarial profiling

Readings:
Batchman, R., & Schutt, R. K. (2008). *Fundamentals of research in criminology and criminal justice*. London: Sage.
Wrightsman, L. S. & Fulero, S. M. (2008). *Forensic psychology* (3rd Ed.). Belmont, CA: Wadsworth Publishing Co.

Haward, L. (1981). *Forensic psychology.* London: Batsford Academic and Educational Ltd.

Howitt, D. (2002). *Forensic and criminal psychology*. New Delhi, India: Prentice Hall.

Loftus, E. F. (1996). *Eyewitness testimony: With a new preface*. Cambridge, MA: Harvard University Press.

Media psychology

MPSY4005E04

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives

- The relevance of media psychology, theories and ethical consideration of mass communication; product placement are introduces.An in depth understanding of the various research methods and the future psychology is also focused.
- To introduce the importance of media psychology
- To develop an in depth understanding of the influence of media and related psychology behind the techniques used in media

Course outcomes:

By the end of the course students will be able to

1. Define core concepts and theories of media psychology.
2. Identify different kinds of media effects.
3. Explain the psychological processes underlying media effects.
4. Analyze and synthesize relevant research
5. Write about media effects phenomena.

Course context

Unit-1: Media Psychology

Relevance of media psychology, theories of mass communication: Socio cognitive Theory, socialization theories- Uses and gratifications theory- schema theory- theories of persuasion; The role of television, radio, newspaper and internet, ethical consideration

Unit-2: Children, Adolescents and the Media

Use of different media by children- socialization of children through media- impact of media on adolescent behavior-helping children addicted to advertisements and video

games-cultural functions of media use- influence of media on the adolescents body image

Unit-3: Violence in the media

Effects of media violence in news, films and video games- characteristics of people who watch media violence-sexual violence-cognitive factors in media violence-helping children to deal with violence in media

Unit-4: Media on values and health

Role of media on religion, public health and media-Idealized media images of women

Unit-5: Research methods in media psychology

The Experimental tradition-survey methods-interviewing and Qualitative analysis,Ethnography and Observation-analysis of media texts-Discourse analysis

Unit-6: The Future of media psychology

The Internet-Attitudes and theories toward the Net-Individual aspects of internet use, social aspects of internet use-psychology in the media-psychologist in the media-the academia/media relationship-science in the media-social science in the media-guidelines and training for media performance

References:

George C Erric Schater(2005).Psychology of media and politics.Elsevier Science Academmic press,London.

Giles.P(2003).Media Psychology.Lawrence Erlbaum Associates publishers,new Jersy London

Harris.R.J.(2004).A cognitive psychology of mass Communication(4th Ed) Lawrence Erlbaum Associates publishers,new Jersy London

ValkenburgP.M.(2004) Children's Response to the screen : A media Psychological Approach.Mahwah NJ: Lawrence Erlbaum Associates.

Rehabilitation Psychology
(MPSY4006E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives

1. To understand the role of rehabilitation psychologist in the field of disability rehabilitation
2. To become aware of recent research/ trends in rehabilitation psychology

Course outcomes:

After completion of the course students will be able to

- Understand the principles of rehabilitation science and apply it to the practise of clinical psychology
- Identify Assessment strategies useful in the area of rehabilitation
- Understand the contribution fo community based approaches in rehabilitation

Course contents

Unit-I-

Rehabilitation Psychology: Definition, Historical perspective, scope and methods,

Function of Rehabilitation Psychology

Unit-II-

Psychological Approach to Rehabilitation: Assessment, Diagnosis, Treatment and

Certification

Role of Psychologist in disability rehabilitation

Understanding Psychological needs of caregivers and working with families of

persons with disabilities

Unit-III

Personality development of persons with disabilities

Life span development of person with disabilities

Personality traits and coping styles

Unit-IV

Working setting of rehabilitation psychologists

Designing training programmes for rehabilitation psychologists

Training   need analysis, implementation of training Programmes

Unit-V

Research problems in disability rehabilitation

Research designs

Recent trends in research in Rehabilitation psychology

References:

Golden C.J., 1984. Current topics in Rehabilitation Psychology:Grune & Straton, London

Nirbhay N.Singh,1998.Comprehensive Clinical   psychology: Application in Diverse Populations,Volume 9, Elsevier Science, Pergamon

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

Social Psychology

MPSY4007E04

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

The objective is to introduce students to the powerful influence of society in shaping their thinking and behavior

It also aims to enable them to apply their understanding to contemporary social issues
Course outcomes:
Students who complete the Psychology would:

1. Show knowledge of the key substantive content of the field of psychology, including memory and thinking, sensory psychology and physiology, developmental psychology, clinical and abnormal psychology, and social psychology.

2. Demonstrate that they understand the basic principles of and correctly interpret applications of the designs and methods that psychologists use to gather data related social problems.

3. Show that they can understand social attitudes and how to change the attitudes and stereotypes

Course Contents:
1 Introduction

1.1 Definition and nature of social psychology

1.2 Brief history of social Psychology

1.3 Methods of social psychology: Quantitative and qualitative methods

1.4 Application of social psychology to social issues: Environment, intergroup conflicts, health and gender issues

2 Social cognition

2.1 Social cognition and information processing: Schemas, stereotypes and cognitive strategies

2.2 Perceiving Self: Self-concept and self-esteem

2.3 Perceiving Others: Forming impression

2.4 Sources contributing to impression formation

3 Psychology of attitudes

3.1 Attitudes: Concept and characteristics

3.2 Determinants of attitude

3.3 Attribution: Inferring traits and motives of others
3.4 Attitude change (with special reference to application in the context of marketing and social marketing, health communication etc.)

4 Group and leadership

4.1 Group: Nature and function

4.2 Impact of group on performance: Social facilitation, Social loafing and social conformity

4.3 Leadership: Qualities of leaders

4.4 Types of leadership: Democratic, autocratic, laissez-faire and nurturant task leader

Readings:
Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). *Social psychology* (12th Ed.). New Delhi, India: Pearson.
Hogg, M. A., & Vaughan, G. M. (2005). *Social psychology*. Harlow: Pearson Prentice Hall.
Husain, A. (2012). *Social psychology*. New Delhi, India: Pearson.
Myers, D. G. (2008). *Social psychology*. New Delhi, India: Tata McGraw-Hill.
Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social psychology* (12th Ed.). New Delhi, India: Pearson.

Psychometric Elective Basket (4 credits) : Semester IV

Course Code	Course Title	Credits
MPSY4008 E04	Statistics	4
MPSY4009 E04	The Science of psychological Assessment	4
MPSY4010 E04	Experimental Designs	4
MPSY4011 E04	Practicum	4

Paper I – Statistics(MPSY4008E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

To understand the nature of data distribution.

To create a critical understanding of significance testing in psychology.

To learn the usefulness of different parametric and non-parametric statistical tools in analyzing psychological data.

Course outcomes:

1.This advanced statistics and methodology course provides material relevant for the preparation of a dissertation paper by the end of the programme. It includes material relating to both qualitative and quantitative research methodologies

2. To be able apply advanced knowledge in statistics to experimental and applied research.

 3. To be able to apply different forms of qualitative analysis, including the analysis of themes and discourse analysis.

Course Contents:

1. Introduction to statistics

1.1. Why you need statistics: Types of statistics and data

1.2. Describing variables

1.3. Describing variables numerically: Averages, variation and spread

1.4. Shapes of distributions of scores

1.5. Probability distribution and normal curve

1.6. Calculating summary measures of data - Location - Mean, Median, Mode - Dispersion - SIQR, MAD, sample variance, sample standard deviation

1.7. Standard deviation and z-scores: The standard unit of measurement in statistics

1.8. Relationships between two or more variables: Diagrams and tables

1.9. Correlation coefficients: Pearson correlation and Spearman's rho, point-biserial, phi, biserial, tetrachoric, phi-coefficient

1.10. Regression: Prediction with precision

2. Significance testing

2.1. Samples and populations: Generalising and inferring

2.2. Logic of hypothesis testing

2.3. Standard error: The standard error of means and Standard error of difference between means

2.4. Statistical significance for the correlation coefficient: A practical introduction to statistical inference

2.5. The t-test: Comparing two samples of correlated/related/paired scores

2.6. The t-test: Comparing two samples of unrelated/uncorrelated scores

2.7. Chi-square: Differences between samples of frequency data

2.8. Reporting significance levels

2.9. One-tailed versus two-tailed significance testing

2.10. Ranking tests: Nonparametric statistics

2.11. Criticism of Null Hypothesis Significance Testing(NHST): Fisher vs. Neyman and Eagon Pearson Debate; APA Report on Statistical Testing

2.12. Alternatives to NHST: Effect size, confidence interval, exploratory data analysis

3. Introduction to analysis of variance

3.1. The variance ratio test: The F-ratio to compare two variances

3.2. Analysis of variance (ANOVA): Introduction to the one-way unrelated or uncorrelated ANOVA

3.3. Analysis of variance for correlated scores or repeated measures

3.4. Two-way analysis of variance for unrelated/uncorrelated scores

4. Assorted advanced techniques and non-parametric statistics

4.1.Partial correlation, semi-partial correlation: Spurious correlation, third or confounding variables, suppressor variables
4.2. Multiple regression and multiple correlation

4.3. The size of effects in statistical analysis

4.4. The influence of moderator variables on relationships between two variables

4.5. Statistical power analysis: Getting the sample size right

4.6. Non-parametric statistics: Difference between parametric and non-parametric statistics; Mann-Whitney-Wilcoxon test, Kendal coefficient of concordance, Sign test, Kruskal- Walis one-way ANOVA, Friedman two-way ANOVA

Readings:

Aron, A., & Aron, E. N. (1994). *Statistics for psychology*. New Jersey, NJ: Prentice Hall.

Cohen, J. (1994). The earth is round (p < .05). *American Psychologist, 49(12)*, 997-1003. doi:10.1037/0003-066X.49.12.997

Garrett, H. E. (1966). *Statistics in psychology and education*. Bombay, India: Vakils

Feefer & Simon Pvt. Ltd.

Gigerenzer, G. (2004). Mindless statistics. *Journal of Socio-Economics, 33(5),* 587–606.

Guilford, J. P. (1965). *Fundamental statistics in psychology and education* (4th ed.). New

Delhi, India: Subject Publications.

Heiman, G. W. (2001). *Understanding research methods and statistics: An integrated introduction for psychology* (2nd ed.). Boston: Houghton Mifflin Company.

Howell, D. C. (2002). *Statistical methods for psychology* (5th ed.). Duxbury, California: Thomson Learning.

King, B. M., & Minium, E. M. (2003). *Statistical reasoning in psychology and education* (4th ed.). New Jersey, NJ: John Wiley & Sons, Inc.

Levin, J., & Fox, J. A. (2006). *Elementary statistics in social research* (10th ed.). New

Delhi, India: Pearson Education.

McCall, R. B. (2001). *Fundamental statistics for behavioral sciences* (8th ed.). Belmont, CA: Wadsworth/Thomson Learning.

Miles, J. (2001). *Research methods and statistics*. Exeter, England: Crucial.

Siegel, S. (1956). *Nonparametric statistics for the behavioral sciences*. New York: McGraw Hill.

Paper II - The Science of Psychological Assessment

(MPSY4009E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

To create critical understanding of measurement issues and techniques in psychological inquiry.

To enable students to develop skills and competencies in test construction and standardization.

To understand the various biases in psychological testing and assessment.

Course Outcomes:

The students will obtain comprehensive knowledge about the theoretical processes underlying psychometry

The students will gain thorough understanding of the core processes of psychometry;

Course Contents:

1. Perspectives on psychometric

1.1. Scientific method, realism, truth and psychology

1.2. Scientific measurement in psychometrics and measurement in the natural sciences

1.3. Measurement models: Classical test theory, Latent variable model, Representational measurement model

1.4. The theory of true scores, the statistical true score, the platonic true score, Psychological vs. Physical true score, the true psychometric: trait or function

2. Process of test construction:

2.1. Knowledge-based and person-based questionnaire

2.1.1. Objective and open-ended tests

2.1.2. Norm-referenced and criterion-referenced testing

2.1.3. The correction for guessing in objective knowledge based test

2.2. Item analysis

2.2.1. Classical item analysis statistics for knowledge-based tests

2.2.2. Classical item analysis for person-based tests

2.2.3. Item analysis in criterion-referenced testing

2.3. Item response theory (IRT)

2.4. Relation of IRT and Classical test theory

2.5. Item characteristic curve

2.6. Additive conjoint measurement and the Rasch model

2.7. Advantages and problems with IRT

2.8. Factor analysis

2.8.1. Concept of F.A

2.8.2. Exploratory and Confirmatory factor analysis

2.8.3. Figen value, factor loading

2.8.4. Kaiser criterion and other techniques for identifying the number of factors

2.8.5. Orthogonal and oblique rotation

2.8.6. Special uses of F.A. in test construction

3. Standardization of tests

3.1. Reliability: Concept and forms of error; Spearman-Brown correction, cautions in the use of reliability coefficient

3.2. Validity: Concepts and types of validity; Political validity; Confusion between validation' and _validity'

3.3. Normalisation: Algebraic normalisation, graphical normalisation

4. Bias in testing and assessment

4.1. Forms of bias

4.1.1. Item bias: Identifying item bias
4.1.2. Differential item functioning, item offensiveness

4.2. Intrinsic test bias: Statistical models of intrinsic test bias

4.3. Extrinsic test bias: Extrinsic test bias and ideology; legal aspects of extrinsic test bias; guidelines in case of test bias

Readings:

Borsboom, D. (2005). *Measuring the mind: Conceptual issues in contemporary psychometrics*. UK: Cambridge University Press.

Kalina, P. (1998). *The new psychometrics: Sciences, psychology and measurement*. London & New York: Routledge.

Michell, J. (1990). *An Introduction to the logic of psychological measurement*. Hillsdale, MI: Erlbaum.

Rust, J., & Golombok, S. (2009). *Modern psychometrics: The science of psychological assessment.* London and New York: Routledge.

Paper III - Experimental Designs(MPSY4010E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

To learn the basics of scientific research in psychology.

To understand the statistical rigours in designing research and processing data.

To learn the usefulness of different methods to analyze psychological data.

Course outcomes:

At the end of the course, attendees should be able to:

Describe some of the factors affecting reproducibility and external validity.

List the different types of formal experimental designs (e.g. completely randomised, randomised block, repeated measures, Latin square and factorial experimental designs).

Explain the concept of variability, its causes and methods of reducing it

Describe possible causes of bias and ways of alleviating it

Course Contents:

1. Conceptual foundations of experimental designs

1.1. John Stuart Mill and foundation of experimental research: Method of agreement; Method of difference; Indirect method of difference or joint method of agreement and difference; Method of residue; Method of concomitant variations

1.2. Wilhelm Wundt and the experiment in psychology: Manipulation; Arbitrariness; Reproducibility; Isolation

1.3. Invention of randomization: Contribution of R.A.Fisher

1.4. Objectives of experimental design; Introduction to basic terminology: independent variable, dependent variable, factor, level, repeated measure, replication, error variance, intervening variable, extraneous variable, measurement error

2. Validity and ANOVA

2.1. Validity of experiment and its type: Internal validity, statistical conclusion validity, construct validity of putative causes and effects, external validity; Threats to all four types of validity

2.2. Analysis of variance: Assumptions underlying ANOVA; The foundation of experimental design; One-way ANOVA; Two-way ANOVA

2.3. Designs without repeated measures: Randomized group design, randomized block design

2.4. Factorial designs: Two factor and three factor

3. Designs without repeated measures

3.1. Logic of repeated measure designs; comparisons of designs with and without repeated measures

3.2. Single factor experiment with repeated measure

3.3. Factorial designs with repeated measures

3.4. Mixed subject designs

4. Analysis of covariance and special designs

4.1. Analysis of covariance (ANCOVA): Single factor

4.2. Latin square design and Greco-Latin square design

4.3. Comparison among treatment means: Apriori and post hoc comparisons; Newman-Keuls; Duncan multiple range test; Tukey test, protected t-test

4.4. Trend analysis

Readings:
Broota, K. D. (1992). *Experimental design in behavioural research*. New Delhi, India: Wiley Eastern Limited.
Campbell, D. T., & Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research*. London: Houghton Miffin Company.
Gardiner, W. P., & Gettinby, G. (1998). *Experimental design techniques in statistical practice.* Cambridge, UK: Woodhead Publishing Limited.
Karuth, J. (Ed.) (2000). *Experimental design: A handbook and dictionary for medical and behavioural research* (vol. 14, 1st ed.). Amsterdam, Netherlands: Elsevier Science.
Sani, F., & Todman, J. (2008). *Experimental design and statistics for psychology: A first course.* Oxford: John Wiley & Sons.

Positive Psychology Elective Basket (4 credits) : Semester IV

Course Code	Course Title	Credits
MPSY4012 E04	Foundations of Positive psychology	4
MPSY4013 E04	Positive psychology in cultural and social context	4
MPSY4014E04	Positive psychology in day to day functioning	4
MPSY4015 E04	Positive psychology in clinical and community Intervention/ or Positive psychology in action	4

Paper I - Foundations of Positive Psychology

MPSY4012E04

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

To recognize what contributes and what does not contribute to happiness.

To recognize the role of positive emotions and traits in enhancing happiness.

Course outcomes:
1.To bring an experience marked by preponderance of positive emotions and informing them about emerging paradigm of Positive Psychology
2.Build relevant competencies for experiencing and sharing happiness as lived experience and its implications.
3.To inform students about the efforts to develop sustainable societies through prevention of destruction, conflict and violence.
4.To help students develop a sense of empowerment for individual to promote happiness related values

Course Contents:

1. Introduction

1.1. Psychology from a positive perspective.

1.2. Eastern and Western perspectives on Positive Psychology.

1.3. Building bridges between Humanistic and Positive Psychology.

2. Positive emotional states and processes

2.1. The principles of pleasure: Understanding positive affect, positive emotions, happiness and well-being.

2.2. Complementary roles of eudaimonia and hedonia.

2.3. Making the most of our emotional experiences: Emotion-focused coping, emotional intelligence, socio-emotional selectivity and emotional storytelling.

3. Positive personality traits and strengths

3.1. Classifications and measures of strengths and positive outcomes.

3.2. Self-efficacy, optimism and hope.

4. Positive cognitive states and processes

4.1. Wisdom and courage: Characteristics of the wise and the brave.

4.2. Mindfulness, flow, and spirituality: In search of the optimal experiences.

Readings

Baumgardner, S. R., & Crothers, M. K. (2009). *Positive psychology.* New Delhi: Pearson Education.

Clifton, D., & Anderson, E. C. (2004). *Strengths quest: Discover and develop your strengths in academics, career and beyond.* Washington DC, WA: The Gallup Organization.

David, S. A., Boniwell, I., & Ayers, A. C. (Eds.) (2013). *The Oxford handbook of happiness.* Oxford, UK: Oxford University Press.

Fave, A. D. (Ed.). (2006). *Dimensions of well-Being: Research and interventions.* Milano, Italy: Franco Angeli.

Joseph, S. (2015). *Positive psychology in practice: Promoting human flourishing in work, health, education, and everyday life* (2nd ed.). Hoboken, NJ: John Wiley & Sons.

Kumar, U., Archana, & Prakash, V. (Eds.) (2015). *Positive psychology – Applications in work, health and well-being.* Delhi & Chennai: Pearson.

Lopez, S. J., & Snyder, C. R. (2011). *The Oxford handbook of positive psychology.* New York: Oxford University Press.

Lopez, S. J., Pedroti, J. T., & Snyder, C. R. (2014). *Positive psychology - the scientific and practical applications of human strengths* (3rd ed.). New Delhi: Sage Publications (Indian Reprint).

Paper II - Positive Psychology in Cultural and Social Context

MPSY4013E04

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

To recognize what contributes and what does not contribute to happiness.

To recognize the role of positive emotions and traits in enhancing happiness.

To choose the right kind of vocation, relationship, and values in life that enhance one's well-being.

To apply the knowledge gained in clinical, health, organizational and socio-political context for enhancement of well-being.

Course outcomes:
1.To bring an experience marked by preponderance of positive emotions and informing them about emerging paradigm of Positive Psychology
2. Students would get knowledge and skill about way to achieve happiness that would ultimately help them to enhance individual as well as community well being
3.To disseminate perspectives to build culture of peace and harmony in community life

Course Contents:

1. Positive Psychology in cultural context

1.1. The role of culture in developing strengths and living well.

1.2. Stages of life and positive living.

2. Pro social behaviour

2.1. Empathy and egotism: Portals to altruism.

2.2. Gratitude and forgiveness: Attachment, love and flourishing relationships.

3. Understanding and changing human behaviour

3.1. Balanced conceptualizations of mental health and behaviour.

3.2. Preventing the bad and promoting the good.

4. Positive environments

4.1. Positive schooling and good work.

4.2. The power and practice of gratitude; positive aging.

Readings:

Baumgardner, S. R., & Crothers, M. K. (2009). *Positive psychology.* New Delhi: Pearson Education.

Clifton, D., & Anderson, E. C. (2004). *Strengths quest: Discover and develop your strengths in academics, career and beyond.* Washington DC, WA: The Gallup Organization.

David, S. A., Boniwell, I., & Ayers, A. C. (Eds.) (2013). *The Oxford handbook of happiness.* Oxford, UK: Oxford University Press.

Fave, A. D. (Ed.) (2006). *Dimensions of well-being: Research and interventions.* Milano, Italy: Franco Angeli.

Joseph, S. (2015). *Positive psychology in practice: Promoting human flourishing in work, health, education, and everyday life* (2nd ed.). Hoboken, NJ: John Wiley & Sons.

Kumar, U., Archana, & Prakash, V. (Eds.) (2015). *Positive psychology – applications in work, health and well-being.* Delhi & Chennai: Pearson.

Lopez, S. J., & Snyder, C. R. (2011). *The Oxford handbook of positive psychology.* New York: Oxford University Press.

Lopez, S. J., Pedroti, J. T., & Snyder, C. R. (2014). *Positive psychology - the scientific and practical applications of human strengths* (3rd ed.). New Delhi: Sage Publications.

Ong, A. D., & van Dulmen, M. H. M. (2007). *Oxford handbook of methods in positive psychology.* New York: Oxford University Press.

Peterson, C. (2006). *A primer in positive psychology.* New York: Oxford University Press.

Peterson, C., & Seligman, M. P. (2004). *Character strengths and virtues.* Washington DC, WA: American Psychological Association & New York: Oxford University Press.

Seligman, M. P. (2002). *Authentic happiness.* New York: Free Press.

Sheldon, K. M., Kashdan, T. B., & Steger, M. F. (Eds.) (2011). *Designing positive psychology – taking stock and moving forward.* New York: Oxford University Press.

Special Issue on Positive Psychology. (2014). *Psychological Studies, 59(2).*

Paper III - Positive Psychology in Day-to-Day Living

MPSY4014E04

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

To situate applied positive psychology in the disciplinary matrix.

To gain a perspective on the values and choices related to good life.

To understand the dynamics of pursuing happy life.

To apply the principles of positive psychology for developing good life style.

Course outcomes:
After successful completion of this course student would able to
Understand the theory and research related to positive psychology and equip students to develop and apply positive psychology for enhancement of their self and others.
Course Contents:

1. Historical and philosophical foundations

1.1. Applied positive psychology: Historical, philosophical, and epistemological perspectives.

1.2. Existential dimensions of Positive Psychology; the salutogenic paradigm.

2. Good life-values and choices

2.1. The science of values in the culture of consumption.

2.2. Values and well-being.

2.3. The paradox of choice.

3. In pursuit of happiness and well-being

3.1. Self-determination theory and healthy self-regulation.

3.2. Prospects, practices, and prescriptions for pursuit of happiness.

3.3. Positive psychology and life coaching.

4. Lifestyle practices for health and well-being

4.1. Health psychology and positive psychology.

4.2. Importance of physical activity.

4.3. Balancing time and optimal functioning.
4.4. Self-help.

Readings:
Baumgardner, S. R., & Crothers, M. K. (2009). *Positive psychology.* New Delhi: Pearson Education.
Clifton, D., & Anderson, E. C. (2004). *Strengths quest: Discover and develop your strengths in academics, career and beyond.* Washington DC, WA: The Gallup Organization.
David, S. A., Boniwell, I., & Ayers, A. C. (Eds.) (2013). *The Oxford handbook of happiness.* Oxford, UK: Oxford University Press.
Fave, A. D. (Ed.) (2006). *Dimensions of well-being: Research and interventions.* Milano, Italy: Franco Angeli.
Joseph, S. (2015). *Positive psychology in practice: Promoting human flourishing in work, health, education, and everyday life* (2nd ed.). Hoboken, NJ: John Wiley & Sons.
Lopez, S. J., & Snyder, C. R. (2011). *The Oxford handbook of positive psychology.* New York: Oxford University Press.
Lopez, S. J., Pedroti, J. T., & Snyder, C. R. (2014). *Positive psychology - the scientific and practical applications of human strengths* (3rd ed.). USA: Sage Publications.
Ong, A. D., & van Dulmen, M. H. M. (2007). *Oxford handbook of methods in positive psychology.* New York: Oxford University Press.
Peterson, C. (2006). *A primer in positive psychology.* New York: Oxford University Press.
Peterson, C., & Seligman, M. P. (2004). *Character strengths and virtues.* Washington DC, WA: American Psychological Association & New York: Oxford University Press.
Seligman, M. P. (2002). *Authentic happiness.* New York: Free Press.
Sheldon, K. M., Kashdan, T. B., & Steger, M. F. (Eds.). (2011). *Designing positive psychology – taking stock and moving forward.* New York: Oxford University Press.
Special Issue on Positive Psychology. (2014). *Psychological Studies, 59(2).*

Paper IV (a) - Positive Psychology in Clinical and Community Interventions

MPSY4015E04

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

- To familiarize students with the positive psychology perspective on illness and health.

- To familiarize with the specific techniques of intervention anchored in Positive Psychology perspective.

- To familiarize with the specific application of Positive Psychology based interventions in clinical and community work.

Course outcomes:
After completion of the course students would be able to
Know how to enhance the well being in community and in rehabilitation setup
What are the factors related to happiness and well being
How to use the theories and principles of positive psychology in the management of clinical patients

Course Contents:

1. Positive psychology in clinical and counselling work

1.1. Deconstructing the illness ideology and constructing an ideology of human strengths and potential in clinical psychology.

2. The relationship between counseling psychology and positive psychology

3. Positive Psychology in the consulting room

3.1. Clinical applications of Well-Being Therapy.

3.2. Strategies for accentuating hope.

3.3. Clinical applications of posttraumatic growth.

3.4. Strength-based assessment.

4. Positive psychology in rehabilitation

4.1. Psychological and relational resources in the experience of disability and caregiving.

4.2. Good lives and the rehabilitation of sex offenders.

5. Positive psychology in community interventions
5.1. The interface between positive psychology and social work in theory and practice.

5.2. Building recovery-oriented service systems through positive psychology.

5.3. Facilitating forgiveness using group and community interventions.

Readings:
Baumgardner, S. R., & Crothers, M. K. (2009). *Positive psychology.* New Delhi: Pearson Education.
Clifton, D., & Anderson, E. C. (2004). *Strengths quest: Discover and develop your strengths in academics, career and beyond.* Washington DC, WA: The Gallup Organization.
David, S. A., Boniwell, I., & Ayers, A. C. (Eds.) (2013). *The Oxford handbook of happiness.* Oxford, UK: Oxford University Press.
Fave, A. D. (Ed.). (2006). *Dimensions of well-being: Research and interventions.* Milano, Italy: Franco Angeli.
Joseph, S. (2015). *Positive psychology in practice: Promoting human flourishing in work, health, education, and everyday life* (2nd ed.). Hoboken, NJ: John Wiley & Sons.
Lopez, S. J., & Snyder, C. R. (2011). *The Oxford handbook of positive psychology.* New York: Oxford University Press.
Lopez, S. J., Pedroti, J. T., & Snyder, C. R. (2014). *Positive psychology - the scientific and practical applications of human strengths* (3rd ed.). New Delhi : Sage Publications.
Ong, A. D., & van Dulmen, M. H. M. (2007). *Oxford handbook of methods in positive psychology.* New York: Oxford University Press.
Peterson, C. (2006). *A primer in positive psychology.* New York: Oxford University Press.
Peterson, C., & Seligman, M. P. (2004). *Character strengths and virtues.* New York: Oxford University Press.
Seligman, M. P. (2002). *Authentic happiness.* New York: Free Press.
Sheldon, K. M., Kashdan, T. B., & Steger, M. F. (Eds.) (2011). *Designing positive psychology – taking stock and moving forward.* New York: Oxford University Press.
Special Issue on Positive Psychology. (2014). *Psychological Studies, 59(2).*

Paper IV (b) - Positive Psychology in Action

MPSY4015E04

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

- **To familiarize students about the different domains in which positive** psychology knowledge can be applied, besides its application in clinical and community settings.

- To familiarize students the ways in which positive psychology can be used with children in schools to develop their strengths.

- To familiarize students with the application of the research findings in Organizational Psychology, Public Policy and Social Planning

Course outcomes:
After completion of the course students would be able to
Know how to enhance the well being in community and in rehabilitation setup
What are the factors related to happiness and well being
How to use the theories and principles of positive psychology in the different settings

Course Contents:

1. Positive psychology in the classroom

1.1. Different approaches to teaching positive psychology.

1.2. Positively transforming classroom practice through dialogic teaching.

1.3. Teaching well-being and resilience in primary and secondary school.

1.4. Cultivating adolescents' motivation.

2. Positive psychology in organizations

2.1. Positive psychology and organizational psychology.

2.2. Applications of positive approaches in organizations.

2.3. Leadership coaching and positive psychology.

3. Positive psychology in public policy

3.1. Balancing individuality and community in public policy.

3.2. Happiness as a priority in public policy.

4. Positive psychology in social planning
4.1. Positive social planning.

4.2. Resilience theory and the practice of positive psychology from individuals to societies.

Readings:

Baumgardner, S. R., & Crothers, M. K. (2009). *Positive psychology.* New Delhi: Pearson Education.

Clifton, D., & Anderson, E. C. (2004). *Strengths quest: Discover and develop your strengths in academics, career and beyond.* Washington DC, WA: The Gallup Organization.

David, S. A., Boniwell, I., & Ayers, A. C. (Eds.) (2013). *The Oxford handbook of happiness.* Oxford, UK: Oxford University Press.

Fave, A. D. (Ed.) (2006). *Dimensions of well-being: Research and interventions.* Milano, Italy: Franco Angeli.

Joseph, S. (2015). *Positive psychology in practice: Promoting human flourishing in work, health, education, and everyday life* (2nd ed.). Hoboken, NJ: John Wiley & Sons.

Lopez, S. J., & Snyder, C. R. (2011). *The Oxford handbook of positive psychology.* New York: Oxford University Press.

Lopez, S. J., Pedroti, J. T., & Snyder, C. R. (2014). *Positive psychology - the scientific and practical applications of human strengths* (3rd ed.). New Delhi: Sage Publications.

Ong, A. D., & van Dulmen, M. H. M. (2007). *Oxford handbook of methods in positive psychology.* New York: Oxford University Press.

Peterson, C. (2006). *A primer in positive psychology.* New York: Oxford University Press.

Peterson, C., & Seligman, M. P. (2004). *Character strengths and virtues.* New York: Oxford University Press.

Seligman, M. P. (2002). *Authentic happiness.* New York: Free Press.

Sheldon, K. M., Kashdan, T. B., & Steger, M. F. (Eds.) (2011). *Designing positive psychology – taking stock and moving forward.* New York: Oxford University Press.

Special Issue on Positive Psychology. (2014). *Psychological Studies, 59(2*

M.A. SPECIALIZATION IN PSYCHOLOGY OF EDUCATION

Paper I - Educational Aims and Pedagogy(MPSY4017E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

To engage with the aims of education as conceived by leading educational thinkers

To understand the process of teaching and learning through a dialogue between major theoretical frames in educational psychology

To engage with the relational dynamics of the classroom and reflect on ways of creating a harmonious classroom ethos

To learn from the major innovations and experiments in education

Course outcomes:
After completion of the course students would be able to
Explains the meaning, scope and functions of education and psychology

Explains the history and fields of psychology

Explains the importance and necessity of educational psychology

Course Contents:

1. Aims and process of education

1.1. Eminent educational thinkers: An overview of the educational thought of Swami Vivekananda, Sri Aurobindo, J. Krishnamurti, Rabindranath Tagore, Rousseau, John Dewey, Maria Montessori, Jyotirao Phule and Mahatma Gandhi

2. Understanding learning

2.1. A dialogue between key educational psychology perspectives:

2.1.1. Learner as an active discoverer of knowledge

2.1.2. Learner as a social constructor of knowledge

2.1.3. Learner as an information processor

2.1.4. Learner as inner transformer of knowledge

3. Creating harmony in classroom

3.1. Understanding the politics of education

3.2. Learning to create a psychological climate that is free from fear, unnecessary domination by the teacher, has a culture of mutual respect and listening and creative conflict resolution

3.3. Nurturing inner lives of children

3.4. Learning the art of communicating with children: Verbal and non-verbal communication

4. Innovations in education

4.1. Learning from case studies of innovative schools and Educational Experiments: Bodh, Digantar, Mirambika, Rishi Valley School, Hoshangabad Science teaching Programme, Summerhill, Centre for learning etc.

4.2. Educational futures and sociological imagination

Readings:

Apple, M. W. (2006). Democratic schools: Lessons from a chalk face. Bhopal, India: Eklavya Pub.

Carr, D. (2005). Making sense of education: An introduction to the philosophy and theory of education and teaching. London: Routledge.

Cohen, A. (2006). Beyond discipline: From compliance to community. Association of Supervision & Curriculum Development Pub.

Dewey, J. (1997). My pedagogic creed. In D. J. Flinders and S. J. Thorton (Eds.), The curriculum studies reader. New York: Routledge.

Driscoll, M. (1994). Psychology of learning for instruction. MA, USA: Allyn and Bacon.

Friere, P. (1985). Pedagogy of the oppressed. London: Continuum pub. Gandhi, M. K. (1955). Basic education. Ahmedabad, India: Navajivan Publishing House.

Gauvain, M., & Cole, M. (1997). Readings on development of children. New York: W.H. Freeman & Co.

M.A. SPECIALIZATION IN PSYCHOLOGY OF EDUCATION

Paper II - Human Development in Social Context (MPSY4018E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

To engage with the major theoretical frameworks in study of human development

To understand the dynamics of development in the early and middle childhood, adolescence, adulthood and old age

To contextualize the developmental concerns in the social context of contemporary India

Course outcomes:
After completion of the course students would be able to
Explains the fundamentals of development

Defines various fields of development

Explains the functions of development

Course Contents:

1. Theoretical frames in human development: An overview

    1.1. Psychoanalytical (Freud, Mahler, Winnicott, Kakar)

    1.2. Individual-constructivist (Piaget, Kohlberg)

    1.3. Social-constructivist (Vygotsky, Valsiner)

    1.4. Life-cycle (Erikson) and life span (Baltes) approaches

2. Understanding early and middle childhood

    2.1. Who is a _child'? An analysis of images in media and popular culture

    2.2. Child as a miniature adult and alternate cultural images

    2.3 Childhood in India

    2.4.Understanding the concept of multiple childhoods

2.5. Physical development, cognitive development, socio-emotional development, moral-ethical development, development of self and inner lives of children

3. Adolescence: Developmental issues and social concerns

3.1. Entering adolescents' world-issues and crises: A reflective analysis. Does adolescence exist as a stage in India? A critical cultural analysis

3.2. Physical development; cognitive development: The nature of thought process and higher cognition; moral development; socio-emotional development; development of self and identity

3.3. Adolescence in India: Government policies and concerns (juvenile delinquency; citizenship rights; policy on higher education etc.)

4. Adulthood and old age: Developmental issues and social concerns

4.1. Adulthood and old age in India: Images and constructs – A reflective analysis

4.2. Physical development; cognitive development: The nature and complexity of thought, post-formal thought, higher cognition; moral development: Nature of moral thinking, higher stages of moral development; socio-emotional development: The nature of work and human relations in adulthood, lifegoals, personal satisfaction and mid-life crisis; development of self: Understanding the complexity of self and personal-integrational process, inter-generational relations; potential for inner growth and development

4.3. Adulthood and old age in India: Overview of government policy and social concerns (work and labour laws, marriage laws, laws on social security and care of elderly etc.)

Readings:

Alexander, C., & Langer, E. (Eds.) (1991). Higher stages of human development. New York: Oxford University Press.

Anandlakshmy, S. (2013). Through the lens of culture studies on childhood and education in India. In G. Misra (ed.), Psychology and Psychoanalysis (vol. XIII, Part 3) History of Science, Philosophy and Culture in Indian Civilization (pp. 191–218). New Delhi, India: Centre for Studies in Civilizations.

Aries, P. (1962). Centuries of childhood. New York: Alfred A. Knopf.

Erikson, E., & Erikson, J. (1998). The life cycle completed. New York: W. W. Norton & Co.

Gilligan, C. (1982). In a different voice. Cambridge, USA: Harvard University Press

Paper III -Inclusion, Diversity and Assessment (MPSY4019E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

To understand the theoretical perspectives and policy implications of inclusion in India

To explore and understand the dynamics of exclusion and marginalisation and creation of an inclusive ethos in classroom and school culture

To understand the concept of special needs' of children and ways of addressing learning difficulties in classroom

To understand critically the issues related with educational assessment

Course outcomes:
After completion of the course students would be able to

Perspective-taking

- Demonstrate openness to new perspectives and diverse others
- Evaluate diverse perspectives, and navigate the ambiguity and complexity that comes with multiple perspectives
- Reassess one's own personal perspective when appropriate, a process that frequently requires courage and/or humility
- Listen while withholding judgement about the new or unfamiliar

Communication

- Seek points of connection and interact substantively with those who are different from oneself
- Demonstrate communication skills that enable intercultural communication, including effective listening skills
- Interact respectfully and appropriately in a variety of cultural contexts

Course Contents:

1. Introduction

1.1. Philosophical, historical and contemporary perspectives on inclusion and diversity

1.2. Inclusion in India: Theoretical and policy perspectives

2. Inclusion in a diverse classroom

2.1. Examining the way in which processes of inclusion, exclusion and marginalization influence the learning context of the developing child

2.2. Pedagogic and curricular issues that are related with diversity and creating an inclusive atmosphere in classroom and the school

2.3. Diversity in classroom: Gender in education (including, transgender, LGBTQ issues), caste, class, disability, mental illness, social media and their intersectional analysis etc.

3. Understanding 'disability'

3.1. Range of disabilities: (locomotor, hearing, visual, specific learning disabilities and mental disability) Identification and characteristics

3.2. Addressing learning difficulties in the classroom: Pedagogic strategies for children with special needs

3.3. Creating individualized learning trajectories

3.4. Challenging prejudice and labelling in educational settings

3.5. Creating supportive and mindful education spaces based on mutual respect and listening

3.6. Community interventions

4. Educational assessment

4.1. Assessment methods: Formative and summative assessment

4.2. Comprehensive and continuous assessment; standardised and diagnostic tests - interpretation and critique

4.3. A critical reflection on the concept of 'ability', achievement', 'success' in context of individual differences, uniqueness and marketization of education

Readings:

Addlakha, R. (2015). Mining marginalities and mainstreaming differences: The disability paradigm in perspective. In B. V. Dawar & T. K. S. Ravindran (Eds.), Gendering mental health (pp. 87-107). New Delhi, India: Oxford University Press.

Ghai, A. (2014). Rethinking disability in India. New Delhi: Routledge India.

Ilaiah, K. (1996). Why I am not a Hindu: A shudra critique of Hindutva philosophy, culture and political economy. Calcutta, India: Samya Pub.

Jha, M. M. (2002). School without walls: Inclusive education for all. London: Oxford Hiennemann Educational Publishers.

Journal of Indian Education (2002). Special Issue on Education of Learners with Special Needs. New Delhi, India: NCERT.

Paper IV -Psychological Distress in Counselling and Education(MPSY4020E04)

Credits	4
Course Duration	One semester
Contact Hours	4 hours per week
Instruction Method	Lectures , Discussions and Seminars others
Evaluation Method	Written Tests, Assignment, Presentation

Course Objectives:

To understand the nature of psychological vulnerabilities and distress in educational settings

To understand the nature of the counselling process and its complexities as grounded in the dialogue between person-centred, psychodynamic approaches and transpersonal/integral theories

To understand the social and political contexts in which debates around schooling, mental health and emotional well-being are conducted

To envision positive career choices through a process of self-awareness and reflection

Course outcomes:

After completion of the course students would be able to

Explain the basics of various schools in Psychology

Develop scientific attitude and critical thinking capacity in students by providing basic knowledge about systems and processes like sensation, perception and attention

Explain the process of knowledge building in psychology and to familiarize with the methods in Psychology

Course Contents:

1. The nature of psychological vulnerability and distress in schools

1.1. The developmental nature of psychological vulnerabilities and distress that are faced by students in schools, eg., exam anxiety, learned helplessness, peer pressure, negative media influences (including social media), school pressures, substance abuse, child abuse, bullying, juvenile delinquency, issues of gender identity and sexuality, consumerism, authority relations, crisis of values etc.

2.Childhood disorders and counselling

2.1. International classification of childhood disorders: A critical overview

2.2. Understanding the process of counselling through a dialogue between psycho-dynamic, person-centered and transpersonal/integral approaches

3. **Schooling, mental health and society**

   3.1. The social and political context of education and its stresses and demands on human capacities

   3.2. 'The hurried child' as a product of commericalisation of education and psychological distress

   3.3. The role of the teacher as a 'meek dictator': Understanding distress of teachers and students with reference to powerlessness and mechanization and state-control of educational agendas

   3.4. Well-being, positive development and peace education

4. **Educational futures and career counselling**

   4.1. Empowering students to make informed choices about their careers

   4.2. Envisioning positive career choices 4.3. Self- awareness, self-reflection and life goals

Readings:

Carr, A. (2011). Positive psychology: The science of happiness and human strengths. London: Francis and Taylor.

Carr, A. (2015). Handbook of child and adolescent clinical psychology. London: Francis and Taylor.

Cornelissen, M., Misra, G., & Varma, S. (2010). Foundations of Indian psychology: Vol. 2: Practical applications. New Delhi, India: Pearson.

Elkind, D. (2001). The hurried child: Growing up too fast too soon. Cambridge, MA: Perseus Pub.

Guichard, J., & Dumora, B. (2008). A constructivist approach to ethically grounded vocational development interventions for young people. In J. A. Athanasou & R. Van Esbroeck (Eds.), International handbook of career guidance (pp. 187- 208). Netherlands: Springer.

Summer Internship(MPSY2556C04)

Credits=4

Course outcomes:

To enables the students with the practical exposure in the area of mental health and others which will turn the pathways to their personal and professional training.

To develop skills to establish therapeutic communication with the clinical and non clinical population

To be able to use psychological knowledge in to different settings

To be able to develop report writing skills

Dissertation and thesis

Credits =8 in 3ʳᵈ and 4ᵗʰ semester each (Total= 16 credits)

Course outcomes:

To familiarize them to use scientific methods and evidence to inform the assessment , understanding treatment and prevention of human problems in behaviour , affect, cognition or health

Students should acquire and demonstrate knowledge and skills necessary to plan, conduct, evaluate and disseminate research in areas relevant to psychology.

To enable the students practical exposure in their core area of interest

To develop report writing skills and formation of case presentation

To develop research orientation and enhance skills in research methodology