BENGALURU CENTRAL UNIVERSITY

SYLLABUS FOR M.Sc. Psychology
CHOICE BASED CREDIT SYSTEM
(SEMESTER SCHEME)

2019-2020 onwards

DR. Ashok H.S.
25.10.18
Chairman BOS
Department of Psychology

PROCEEDINGS OF BOS MEETING HELD ON 25TH OCTOBER 2018.

A meeting of board of studies in psychology was held at the department of Psychology to discuss and approve UG and PG psychology syllabus to be effective from the Academic Year 2019 onwards. Members who attended the meeting deliberated on the proposed syllabus and approved the syllabus for both UG and PG Psychology.

Members present:

1. Dr. Romate John ,
   Professor of Psychology,
   Central University Gulbarga

2. Dr. Hamsa Santhosh ,
   Professor ,Mount Carmel College

3. Dr. Marina George ,
   Acharya Pathashala

4. Dr. Hosamani Marilingappa,
   Maharani's College ,Bengaluru

5. Dr. Elizabeth Jasmine,
   IIPR ,Bengaluru.

6. Dr. Vijayashree Ravi ,
   Bishop Cottons college ,Bengaluru.

7. Mr George. V ·T
   Acharya Institutes

8. Dr Geetha A
   Maharani's College ,Bengaluru

9. Dr. Ashok H.S.
   Professor, Dept. of Psychology, BUB.

MSC IN PSYCHOLOGY - COURSE MATRIX

Subjects	Paper	Instruction hrs/week	Duration of Exam (hrs)	Marks			Credits
				IA	Exam	Total	
Sem 1 Core Subject	101 - Theoretical Perspectives of Psychology 102 - Cognitive Psychology 103 - Biopsychology 104 - Quantitative research Methods	4x4	4x3	4x30	4x70	4x100	4x4
Practical /project	105 - Experimental Psychology (Practical 1) 106 -IT applications for Psychology(Practical 2)	2x8	2x6	2x30	2x70	2x100	2x4
Soft Core	107 - Psychometry	1x3	1x3	1x30	1x70	1x100	1x2
						Semester Total of Credits	**26**

Sem 2 Core Subject	201 - Theories and Models of Life-Span Development 202 – Child Psychopathology 203 – Foundations of Counselling 204 - Qualitative Research Methods	4x4	4x3	4x30	4x70	4x100	2x4
Practical/ project	205 - Child assessment and intervention. (Practical1) 206 - Project Work- Scale Development (Practical 2)	2x8	2x6	2x30	2x70	2x100	1x4
Soft Core	207 – Alternative healing techniques	1x3	1x3	1x30	1x70	1x100	1x2
						Semester Total of Credits	**26**

Sem 3 Core Subject	301 - Psychotherapy 302- Psychopathology 303 - Organizational behavior- Micro and Macro perspective	3x4	3x3	3x30	3x70	3x100	3x4
Practical/ project	304 - Clinical assessment and interventions(Practical 1) 305 - Assessment and Intervention in Organizations (Practical 2)	2x8	2x6	2x30	2x70	2x100	2x4
Open Elective	306 - Foundations and Application of psychology	1x4	1x3	1x30	1x70	1x100	1x4
						Semester Total of Credits	**24**

Sem 4 Core Subjects	401 -Psychological Interventions and Rehabilitation 402-Social and Community Psychology 403- Positive psychology 404 -a. Human Resources Management and Organizational Development b. Forensic Psychology c. School Psychology	3x4	3X4	4x30	1x70	4x100	4x4
Practical/ project	405 – Dissertation(Practical 1) 406 - Internship(Practical 2)	2x8	Report Evaluation	2x30	2x70	2x100	2x4
						Semester Total of Credits	**24**
						Program Grand Total of Credits	**100**

M.Sc Psychology

Course Description

Masters Degree in Psychology has been one of the most sought after courses in the recent years. The need for psychological assistance and guidance has been increasingly recognized by all the sections of the society and there is a dearth of qualified and trained professionals in the field. The present curriculum has been framed to bridge this gap by providing a theoretical foundation along with practical training via a wide range of specializations. The curriculum encourages a teaching pedagogy which emphasizes holistic development of the student.

The curriculum is designed to enable facilitation of a Psychology Masters' graduate to apply theory into practice as psychologists/counselors/ psychometricians/trainers/ OD consultants in different settings like, in the field of education, in schools and colleges, in hospitals and in organizations. Further, the curriculum equips the student/learner to be equipped to taking competitive examinations conducted by UGC/ICSSR/State and Central Civil Services Boards and the like.

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Evaluation Criteria

Theory papers:

All the core theory and soft core will be 100 marks paper
- Internal assessment 30 marks
- Semester end examination 70 marks

Criteria for internal assessment theory
- Internal test 10 marks
- Assignment/workshop/presentation- 10 marks
- Attendance 10 marks

Criteria for Semester end theory examination
- Five internal choice question each carrying 14 marks
- Duration 3 hours

Practical/Project Work papers:

All the practical/ Project will be for 100 marks
- Internal assessment 30 marks
- Semester end examination 70 marks

Criteria for internal assessment practical
- Internal test 10 marks
- Assignment/Record work - 10 marks
- Attendance 10 marks

Criteria for Semester end practical examination
- Two experiments/test for 70 marks
- Duration 6 hours
- Paper involving project work- report evaluation and viva voce- 70 marks.

I SEMESTER

Paper Code: PY 101

THEORETICAL PERSPECTIVES OF PSYCHOLOGY

Learning objective: Students would get a historical perspective about the development of psychology as an independent body of knowledge. This paper will lay a strong foundation in different influential theories of psychology and giving a complete understanding of classical as well as modern approaches   The emphasis is on understanding human behavior from each school's perspective in respect of human motivation, development and functioning of human personality and the application of principles of each school to the development of mankind as well as its therapeutic value.

Unit 1- Psychoanalytical perspective   (12 hours)
   a. Psychoanalysis- History and antecedents, Approaches to motivation, personality, therapy and applications.
   b. Sigmund Freud's Psychoanalytical approach, Carl Jung's Analytical Psychology Alfred Adler's Individual Psychology
   c. Neo-Freudian - Eric Erikson, Karen Horney, Harry Stack Sullivan, Erik Fromm

Unit 2 - Behaviouristic perspective   (12 hours)
   a. History and Antecedents of Early and Late Behaviourism
   b. Learning- .I.P Pavlov- Classical Conditioning , E.L Thorndike's Connectionism learning theory, B.F. Skinner's Operant Conditioning,
   c. Motivation – C.L Hull's Drive and incentive theories, Miller and Dollard's S-R theory, Julian Rotter's Social learning theory, Kenneth Spence's Discrimination theory of learning and H.F Harlow's Attachment theory of Learning
   d. Personality – O.H.Mowrer's Two factor theory.

Unit 3 - Cognitive and Social Perspectives   (12 hours)
   a. Learning: E.C.Tolman's Latent learning theory
   b. Motivation: Cognitive balance and dissonance theory (Hieder, Festinger);
   c. Personality: Dissonance (Brehm), Social learning theory (Bandura);

Unit 4 - Gestalt, Humanistic & Existential perspectives   (12 hours)
   a. Learning: Max Wetheimer, Kohler and Koffka contribution in Gestalt school of thought
   b. Motivation : Abrahm Maslow's Self Actualization theory, Clayton P Alderfer's ERG Theory   David C.McClelland's Theory of needs
   c. Personality : George Kelley's Personal construct theory, Roger's Person Centered theory Existential approaches-Viktor Frankl.

Unit 5 -Indian Perspective   (12 hours)
   a. Vedic approach- Sankhya theory, Guna theory, Kosha thoery, Karma theory, Advaitha and Upanishad perspective, Yoga as a way of life.
   b. Jainism Approach- Ahimsa, Aarigraha, concept of jiva and ajiva
   c. Buddhism approach- Concept of self and world.

References:
- Hall. C.S. Lindzey G and Campbell J.B (1998) theories of personality New York john wiley and sons (4th edition).
- Hergenhahn B.R. and Olson M. H. (1998) Theories of personality, Prentice Hall
- M.MishraG, & Verma.S. (2011) Foundations of Indian Psychology. Theories and Concepts, Pearsons
- Dasgupta.S (1992). A history of Indian philosophy. New Delhi Moti Lal Banarsi Das
- Hilgard, E. R Bower G.H, Sahakian, H (1997) Psychology of learning. Prentice hall of India, revised edition
- Lawrence .A, Pervin and Oliver P John (1997) Personality: theory and research new york, John Wiley , 7th edition
- Sahakian(1976) Introduction to psychology of learning. Chicoga: Rand Mcnally college publishing company.
- Weiner B (1985) Human Motivation, New York: Springer and Verlag

PAPER CODE: PY102
COGNITIVE PSYCHOLOGY

Learning Objective: Cognitive Psychology is one of the fields of psychology that addresses many of the specialized functions of human beings. Development in the field of science especially in computer science and neurology has brought in a paradigm shift in understanding human behaviour. This paper will orient the students to- Understand the underlying foundations of cognitive psychology, Understand mechanisms underlying sensation, attention and perception, memory, language, thinking reasoning and other higher cognitive processes.

Unit 1: Fundamentals & Current Trends in Cognitive Psychology   (12 hours)
   a. Definition, nature and domains of Cognitive Psychology; History and methods in Cognitive Psychology; Research methods in cognitive psychology.
   b. Current paradigms of cognitive psychology – Information processing approach, ecological approach; Application: Cognitive styles and cognitive mapping; Current areas of research in cognitive psychology. Artificial intelligence: Computer metaphor, pure artificial intelligence, computer simulation, the connectionist approach.

Unit 2: Basic Cognitive Processes- Sensation, Attention and Perception   (12 hours)
   a. Sensation - Introduction to psychophysics: Basic concepts and methods; Signal Detection Theory;
   b. Attention and Consciousness: Functions of attention: Types of attention, Theories of attention. Consciousness – function, modern theories of consciousness.
   c. Perception- Approaches: Gestalt, Bottom-Up .Top-Down and Pandemonium.

Unit 3: Higher Cognitive Processes: Part 1   (12 hours)
   a. Memory: Memory- types, determinants and models of memory.
   b. Language: Psycholinguistics: Origin of Language- definition and characteristics of language; Understanding spoken language: factors affecting comprehension- Reading: Perceptual process; theories of word recognition, reading and comprehension, Speaking: Selecting the content of speech, speech errors, gestures, social context of speech and Writing: Cognitive tasks involved in writing; Psycholinguistics: Theory by Chomsky; Present trends in research.

Unit 4: Higher Cognitive processes: Part 2   (12 hours)
   a. Problem Solving- Definition, problem solving cycle, types, obstacles and aids; Problem solving approaches – Algorithm, heuristics, means-end analysis, computer simulation and meta-cognitive strategies
   b. Creativity-Definition, theory, measurement, Barriers and strategies for creative thinking.
   c. Reasoning: Types of reasoning, Theories, Factors, Moral Reasoning.

d. Decision-making - Models, Factors,
e. Application: Metacognition: Metacognitive strategies.

Unit 5: Cognitive Neuroscience **(12 hours)**

a. Definition, Emergence of cognitive neuroscience; Applications of cognitive neuroscience for the future.
b. Neuroscience of Basic and Higher cognitive processes, Brain Plasticity

References:

- Matlin. M. W. (2012). Cognitive psychology.(8thed). Wiley John and Sons.
- Goldstein E. (2009). Sensation and perception (8thed).Cengage Learning.
- Solso. R. L., Maclin. H. O., Maclin. M. K. (2008). Cognitive psychology.(8thed) Pearson.
- Galotti. K. M. Cognitive psychology in and out of the laboratory. (8thed)Cengage Learning 2012 .
- Robert J. Stenberg, Cognitive psychology 6th edition WordsWorth.
- Sternberg, R.J. (2007). Cognitive Psychology. Australia: Thomson Wadsworth.
- Eysenck, M.W & Keane, M.T (2010) cognitive Psychology, Students Handbook, 6th Ed, Psychology Press, Taylor and Francis
- Kellogg, R.T.(2007). Fundamentals of Cognitive Psychology. N.D. Sage Publications.
- Solso, R. L. (2004). Cognitive Psychology (6th ed). Delhi: Pearson Education.
- Kaplan, S. & Kaplan, R. (1982). Cognition and environment. N.Y.: Praeger Publishers.
- Reed S. K. (1998). Cognition: Theory and application (3rd ed). California: Brooks/Cole Pub.Company

Paper Code: PY 103

BIOPSYCHOLOGY

Learning objective: Students would get an orientation towards the dynamics of brain behaviour complexity. Each unit would deliberate on psycho physiological correlates accounting for general phenomena, individual differences, and abnormal functions of human behaviour.

Unit 1 - Brain behaviour dynamics   (12 hours)
a. Bio psychology- Nature and Scope. Biological roots- Principles of evolution of human behaviour - Reflexes, Instincts; Environmental influences on behaviour;
b. Methods of studying the brain; Current and Controversial issues and research in evolutionary biopsychology; Emerging areas.

Unit 2 - Behaviour Genetics   (12 hours)
a. Behaviour genetics: Nature and scope, Methods of study and research techniques.
b. Chromosomal functions Hereditary determinants of behaviour.
c. Chromosomal and Genetic Abnormalities
d. Eugenics, genetic engineering .

Unit 3 – Nervous system and Endocrine system   (12 hours)
a. Neurons - Structure, types and functions of neuron. Neuronal conduction – communication between neurons, synaptic conduction, Neurotransmitters – categories and functions.
b. Nervous systems. – Structure and functions. Divisions - Central and Peripheral NS.
c. Endocrine system – functions and effects of endocrine glands.
d. Neurological and Endocrine disorders- Tumors, Seizures, Parkinson's disease, Huntington's disease, Alzheimer's disease, Multiple Sclerosis.
e. Neuropsychological assessment- types/classification, application.

Unit 4 - Biological Origins of Sleep, Emotions and Reproductive Behaviour (12 hours)
a. Sleep- Nature and functions of Sleep, Physiological mechanism of sleep and waking, Disorders of Sleep, Biological Rhythms.
b. Emotions- Hormonal and Neural basis of Emotion, Aggressive Behaviour.
c. Reproductive Behaviours- Hormonal and Neural Control of Sexual Behaviour, Parental Behavior.

Unit 5 - Psychopharmacology   (12 hours)
a. Basic principles of psychopharmacology. Classification of Psychotropic Medications - Antipsychotics, Antidepressants , Anxiolytics and sedatives , Mood stabilizers , Stimulants , Sedatives / Hypnotics , Miscellaneous drugs.
b. Adverse Effects of Psychotropic Medications - Drug-drug interactions , Side effects , Orthostatic Hypotension , Sexual dysfunction and hyperprolactinemia , Liver/Kidney dysfunction. Ethical issues in Psychopharmacology.

References:

- Neil . R. Carlson (2005) Foundations of Physiological Psychology. 6thed . Pearson.
- David.M.Buss (2005) The Handbook of Evolutionary psychology, John Wiley and Sons.
- Handbook of Biological Psychology – Sage publications.
- Pinel. J, Barnes. S., (2016) Introduction to Biopsychology. 9th ed. Pearson.
- Stahl, S.M., Essential Psychopharmacology(2014), 5th edition, Cambridge University press.
- http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3031936/   -   principles   of psychopharmocology
- http://nursece4less.com/tests/materials/n075materials.pdf - classification , effects

Paper Code: PY 104
QUANTITATIVE RESEARCH METHODS

Learning objectives: psychology being a science subject measurement and quantification is of great importance. Undertaking an empirical study, Testing the accuracy of the findings require sound knowledge about the various statistical techniques and tests. Students would get acquainted with the types of research, designs and the ways and means of analysing the data.

Unit 1 - Research Process   (12 hours)

a. Definitions of research, science and scientific methods, limitations of scientific research, Ethical issues for research.
b. Steps involved in research process (Formulation of a problem, Literature review, Development of a hypothesis, Research design, Sampling design, Research proposal, Collecting data, Data analysis, Report writing/ thesis writing).
c. Research problem-source, selection criteria, defining; Review of Literature- sources and criteria; Variables: IV, DV, control and extraneous variables.

Unit 2- Probability and Hypothesis testing   (14 hours)

a. Hypothesis- definition, characteristics, types; Hypothesis testing
b. Concept of Probability, Normal Probability Curve, Characteristics of the Curve,:
c. Probabilistic estimation and limitations (Type I & type II errors).
d. Concept of Statistics: parametric and non-parametric, descriptive, inferential, correlational, tests of significance, effect size, power of tests, tests for homogeneity of variance, regression, data reduction

Unit 3 Sampling and Data Collection   (10 hours)

a. Sampling design: Meaning, probability and non-probability sampling methods and determinants of sample size.
b. Data collection methods: Observation: naturalistic, laboratory, participant and non-participant, structured and unstructured; interview: structured and unstructured, questionnaires: close-ended and open-ended, scales.

Unit 4- Research designs   (16 hours)

a. Part A: Experimental Designs: True Experimental (Between group, within groups, factorial),
b. Part B: Quasi-experimental Designs: (Designs with control group, designs without control group, designs to measure developmental changes)
c. Part C: Non-experimental (Observational, survey, correlational) ,
d. Other ways of classifying Research Designs: Designs based on the purpose of the study- Exploratory research designs, Descriptive designs, Explanatory designs, Experimental designs; Designs classified by their intended use- Interventions designs, Evaluation designs, Action research designs;

Unit 5- Report Writing   (8 hours)

a. Introduction to Academic writing, Need for report writing, Ethical & Legal Standards in Publishing, Types of Academic Writing

b. Report Writing in APA format: The Mechanics of Style, Displaying Results, Crediting Sources; References in APA format; different types of citations- in-text and reference section. Avoiding plagiarism, Organizing information, Publication Process and guidelines

References:

- Best,J.W. & Kahn, J.V (2005). Research in education. Prentice-Hall of India.(9th ed, EEE).
- Bordens,K.S. &Abbot,B.B. (2002) Research designs and methods: A process approach. McGraw-Hill(5th ed).
- Cozby,P.C. (1997) Methods in behavioral research. Mayfield Publishing company.(6th ed).
- Creswell, J.W. (2007) Qualitative inquiry & research design. Sage publications (2nd ed)
- Compilation of articles for qualitative research.
- Heppner,P.P,   Wampold,B.E.   &Kivilighan,D.M.   (2008). Counselingresearch.Brooks- Cole.
- Kothari,C.R.   (2003)   Research   methodology: Methods   and techniques.WishwaPrakashan(2nd ed).
- McBurney, D.H. (2001) Research methods. Thomson Wadsworth (5th ed).
- Publication Manual of the American Psychological Association (6[th]ed).2013

Paper Code: PY 105

PRACTICALS 1: Experimental Psychology

This paper introduces the students to classical and contemporary experiments from Psychophysics - sensation and perception- learning, memory, and cognitive psychology.

a. Experiments on learning and memory
b. Experiments on higher cognitive functioning
c. Experiments on sensation and perception:

Any 10 Experiments to be chosen

Reference:

- Snogdrass, J.G., Berger, G. L., Haydon, M. (1985) Human Experimental Psychology. London:Oxford University Press.
- Woodworth R, Schlosberg. H experimental psychology Surjeet publication
- Margaret W. Matlin, (2009) 7 Cognitive Psychology, illustrated, Wiley Publications.
- M. Rajamanickam.(2004), Experimental Psychology With Advanced Experiments, Concept Publishing Company

Paper Code: PY 106

PRACTICALS 2:IT applications for Psychology

Section 1 - Using MS Excel to create and edit spread sheets

Rows and columns, entering data, copying and auto fill of data, formulae, creating charts, formatting cells, creating tables, views (print view) importing and exporting to MS Word and SPSS, printing spread sheets, renaming files in the file explorer, copying and moving files to other spaces in the hard drive and other drives.

Section 2 - Using statistical package SPSS

- Data entry and coding, Importing data to SPSS from MS Excel,
- Calculating Mean, Median and Mode, and, Standard Deviation, Scatter-plot,
- Pearson's Product Moment Method, Spearman's Rank order Method, Linear Regression
- t-test (independent & paired), ANOVA
- Chi-square, Mann Whitney U test, Wilcoxon test, Median test
- Interpreting the output generated by SPSS, Exporting to MS Word, MS power point, and creating PDF and html formats. Interpretation of output drawn from the statistical package.

Examination: Question paper to be made using 4 questions from the syllabus in multiple sets

References:
1. Field. A. (2015). *Discovering Statistics Using IBM SPSS Statistics.* 4th Ed. Sage Publication: New Delhi.

Paper Code: PY 107
Soft Core Theory- PSYCHOMETRY

Course Overview: The purpose of this course is to introduce the student to concepts of psychological measurement to gain a comprehensive understanding of the basic concepts of psychometry, in terms of underlying theory as well as application. On completion, the student will be able to understand the technical, ethical and legal foundations of psychological tests; learn the properties of psychometric tests, learn about the different methods of assessment and the process of test construction and gain a thorough understanding of applications of testing.

Unit I: Introduction to Testing and Measurement   (5 hours)
   a. Definition and Nature of assessment and testing, Origins of Psychological Testing
   b. Levels of measurement scales, Types of psychological tests and assessments.
   c. Uses and Limitations of Psychological Tests

Unit II: Properties of Psychometric assessments   (10 hours)
   a. Reliability, Reliability: Meaning, types, and sources of unreliability; Generalizability Theory.
   b. Validity: meaning, types, and factors affecting validity.
   c. Standardization and Norms- Meaning, types of Norms- Developmental Norms, Within-Group Norms, Relativity of Norms; Computer use in interpretation, Domain-Referenced test Interpretation.

Unit III: Test Construction- Part 1   (10 hours)
   a. Overview of the general steps in Test Construction; Theoretical basis of Test Developments- Classical Test Theory(CTT) and Item Response Theory(IRT)
   b. Item Writing- Meaning and Types of Items, General Guidelines for Item Writing and Response formats

Unit IV: Test Construction- Part 2   (10 hours)
   a. Item Analysis- Meaning and functions; Steps in Item Analysis- Item Difficulty, .Item Discrimination - techniques. Applications in Speed, Power and Ability testing, Item Response Theory and Item Characteristic Curve
   b. Item Analysis- Item Reliability and Item Validity, factor analysis and extraction of factors for test finalization;
   c. Establishing Norms and Standardization process of the test.

Unit 5 – Application of Tests   (10 hours)
   a. Applications of testing: Need for testing and its application in different settings: in clinical, organizational, educational, counselling, military and career guidance settings.
   b. Ethics and future of Psychological Testing

Recommended References:

- Anastasi, A. (1988). Psychological testing. (6thEd.). New York: McMillan.
- Singh, A.K. (1986). Tests, measurements and research methods in behavioural sciences. New Delhi: Tata McGraw Hill.
- Kaplan, R.M. and Saccuzzo, D.P. (2005). Psychological Testing: Principles, Applications and Issues. India: Wadsworth, Cengage.
- Guilford, J.P. (1954) Psychometric Methods (2nd Ed.) New York: McGraw Hill.
- Nunnally, J. (1978) Psychometrics Theory (2nd Ed.). New York: McGraw Hill.
- Hinkin, T.R. (1998). A brief tutorial on the development of measures for use in survey questionnaires. Organizational Research Methods, (1,104-121. 3).
- Krosnick, J. A. & Presser, S. (2010). Questionnaire design. In J. D. Wright & P.V. Marsden (Eds.), Handbook of Survey Research, chapter 9 (Second Edition). San Diego, CA: Elsevier.

Recommended websites:

- http://www.apa.org/science/programs/testing/test-security.aspx
- psycnet.apa.org/record/1988-18854-001
- https://thepsychologist.bps.org.uk/volume-21/edition-3/methods

M.Sc- II SEMESTER

Paper Code: PY 201

THEORIES AND MODELS OF LIFE- SPAN DEVELOPMENT

Learning Objectives:

This paper emphasizes on gaining better conceptual understanding of healthy development and better practical understanding of how to help children, adolescents, and adults address the developmental challenges they face across the life span. Particular focus placed on understanding our own developmental processes as well as the role of cultural difference and commonality in the developmental process.

Unit 1: Introduction to Life -Span Development: (14 Hours)

a. Introduction: Overview, Characteristics; Nature of development; Periods of development and conceptions of age; Significant facts about development, Issues Related to Lifespan Development
b. The Evolutionary Perspective: Natural selection and Evolutionary Psychology
c. Genetic Foundations: Genetic Process (genes, chromosomes, mitosis, meiosis, fertilization, sources of variability), Genetic Principles (dominant and recessive genes, sex-linked genes, genetic imprinting, polygenic inheritance),
d. Genetic and Chromosomal Abnormalities

Unit 2: Physical Development: (12 hours)

a. Prenatal Development: Course of Prenatal Environment and factors influencing the same
b. Development in Infancy: Patterns of growth, Height and weight gains, reflexes,
c. Development in Childhood: Patterns of growth, Height and weight gain, Major developmental milestones
d. Adolescence: Puberty, Growth spurt, Patterns of growth, Height and weight gain, Major developmental milestones
e. Adulthood: Early, Middle and Late adulthood- Physical appearance, Strength, joints and bones; Cardiovascular system; Sexuality

Unit 3: Cognitive Development (12 Hours)

a. Infancy and Childhood: Piaget, Vygotsky
b. Adolescence: Piaget, Elkind
c. Adulthood: Postformal Development
d. Aging and cognitive skills, Successful Aging

Unit 4: Socio-Emotional Development: Part 1 (10 hours)

a. Theories: Erikson, Levinson, Bronfenbrenner, Fowler

b. Attachment-Erikson's Theory, Bowlby, Ainsworth, Attachment in adolescence; Love-Sternberg's theory, Dating and Romantic Relationships, Intimacy Relations, handling breakups ;Parenting- Parental roles, Fathers as caregivers, Parenting styles and discipline, Parent-child/ Parent-adolescent relationships, Working parents, Divorce

Unit 5: Socio-Emotional Development: Part 2   (12 hours)

a. Emotion: Meaning of emotions, regulation of emotions, emotional competence, Development of emotions. Temperament: Chess and Thomas classification, Kagan's behavioural inhibition, Rothbart and Bates' classification,

b. Identity and Moral Development; Development of Identity: Marcia's theory;   Moral Development, Contexts of moral development: Kohlberg's theory

c. Death across Life Span and dealing with loss, End of Life.

References

- Santrock, John. W. (2011). Life-span Development (13th Ed), Tata – McGraw Hill, New Delhi.
- Berk, L. E. (2006).Child Development (7th Ed).Pearson Education.
- Cavanaugh, J. C (2002).Adult Development and Aging (4th Ed).Wadsworth & Thomson Learning. Hall, E. (1992). Adult Development and Aging (2nd Ed). John Wiley & Sons, Inc, New York.
- Hoyer, W. J. & Roodin, A. (2003).Adult Development and Aging (5th Ed), McGraw –Hill higher Education, Boston.
- Papalia, Diane. E., Wendkos, S. O. And Dushkin, R. F (2005).Human Development.Tata-McGraw Hill, New Delhi.
- Wenar, C. (1994). Developmental Psychopathology- From infancy through Adolescence (3rd Ed). McGraw –Hill Inc., New York

Paper Code: PY 202
CHILD PSYCHOPATHOLOGY

Learning Objective: This paper provides the student with a thorough understanding of Advancement in Child and Adolescent pathology. It provides a comprehensive and integrated approach in developmental pathway and adult outcome, emphasis on recognizing and understanding Child's perspective and providing early interventions. This paper gives a complete understanding of disorder its subtypes, Clinical Features, Epidemiology, Etiology and Diagnosis.

Unit 1: Introduction to child Psychopathology (10 hours)
   a) Models of child psychopathology.
   b) Classification systems for psychopathology-DSM 5 and ICD 10
   c) Assessment, Diagnosis and Treatment strategies
   d) Research on child Psychopathology- Research designs, Ethical issues.

Unit 2: Neuro developmental Disorders. (14 hours)
   a) **Specific developmental disorders of speech and language:** Types, Clinical Features, Epidemiology and Etiology- Specific speech articulation disorder, Expressive language disorder, Receptive language disorder.
   b) **Specific developmental disorders of scholastic skills:** Types, Epidemiology and Etiology, Clinical Features- reading, spelling disorder, arithmetical skills, Mixed disorder of scholastic skills
   c) **Specific developmental disorder of motor function:** Clinical Features.
   d) **Pervasive developmental disorders:** Types, Epidemiology and Etiology, Clinical Features - Childhood autism, Rett's syndrome, Asperger's syndrome.

Unit 3: Behavioural disorders (12 hours)
   a) **Hyperkinetic disorders:** Types, Epidemiology and Etiology of Hyperkinetic disorders, Clinical Features of Disturbance of activity and attention, Hyperkinetic conduct disorder.
   b) **Conduct disorders:** Types, Epidemiology and Etiology of Conduct disorders, Clinical Features of Conduct disorder confined to the family context, Unsocialized conduct disorder, Socialized conduct disorder, Oppositional defiant disorder
   c) **Tic disorders:** Types and Etiology of Tic disorders, Clinical Features of Transient tic disorder, Chronic motor or vocal tic disorder, Combined vocal and multiple motor tic disorder (Tourette's syndromes).

Unit 4: Emotional disorders (12 hours)
   a) **Emotional disorders with onset specific to childhood:** Epidemiology, Etiology and Clinical Features of Separation anxiety disorder of childhood, Phobic anxiety disorder of childhood, Social anxiety disorder of childhood, Sibling rivalry disorder.

b) **Disorders of social functioning with onset specific to childhood and adolescence:** Epidemiology, causes and Clinical Features of Elective mutism, Reactive attachment disorder of childhood, Disinhibited attachment disorder of childhood.

Unit 5: Other disorders of childhood and adolescence   (12 hours)

a) Nonorganic enuresis, Non organic encopresis- Epidemiology, Clinical Features, Etiology
b) Feeding disorder of infancy and childhood, Pica of infancy and childhood, Stereotyped movement disorders, Stuttering, Cluttering – Epidemiology, Clinical Features, Etiology
c) **Mental retardation/Intellectual disability:** Classification of **Intellectual disability** (Profound, Severe, moderate and mild), Clinical Features, Epidemiology, Comorbidity, Etiology, Course and Prognosis.
d) **Special Areas**: Physical abuse, Sexual abuse and Neglect of the child.

References:
- ICD 10. World Health Organization.
- Kaplan, H.I. &Sadock, M.D. (1995).*Comprehensive Textbook of Psychiatry*/VI (Vol I & II, 6th Ed) (edited), Baltimore: Williams & Wilkins.
- Achenbach, Thomas, M. (1982).Developmental Psychopathology. 3rded. New York: Wiley.John B Sons, Inc
- Heward W L (1996). Exceptional children. 5th Ed. Ohio: Prentice Hall
- Mash, E.J. & Wolfe, D.A. (2007).*Abnormal Child Psychology* (4th edition).
- Reinchmidt, Helmut & Schmidt, Martin.H. (1992).Developmental psychopathology. New York: Hogrefe& Huber Publishers
- Wenar, Charles. (1994). Developmental Psychopathology from Infancy through Adolescence. McGraw-Hill -International Ed
- Wiener J M (1999) (Ed) Textbook of Child and Adolescent Psychiatry. American Psychiatric Press.

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Paper Code: PY 203
FOUNDATIONS OF COUNSELING
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Learning objective: The professional services of a psychologist in the modern era has undergone a paradigm shift from clinical orientation to enhancing quality of life. Professional counselling approach and guidance based on objective, scientific guidelines would ensure the quality of life. This paper highlights on the principles, theories and the requirements for an effective counselling psychologist.

Unit 1: Introduction: (12 hours)
  a. Meaning, Nature, Definition and Scope of counseling; Differences between Counselling and Psychotherapy. Counselling settings,
  b. Counseling psychology-Historical Context, development in the India context, current status, research and evaluation
  c. Ethical consideration- Referrals, issues of confidentiality, Verbatim   recording and analysis,   interpretation,   termination,   reporting and other ethical considerations. ACA and RCI guidelines, Professional issues in counseling

Unit 2: Process of Counselling   (12 hours)
  a. Counseling process - stages of counseling interview (Ivey's Model),
  b. Pre Counselling considerations - assessment [standardized and non-standardized measures], setting goals, contracting, informed consent, formulation, conceptualization.

Unit 3: Models of Counselling   (12 hours)
  a. Carl Rogers, Truax and Carkhuff- Historical Development and Evaluation
  b. Eagan, and Ivey and Cormier- Historical Development and Evaluation

Unit 4: Basic skills in counseling   (12 hours)
  a. Personal and Professional characteristics of a counsellor, Multicultural Competence
  b. Micro skills- Introduction (a) Basic Communication Skills – Attending Behavior; Questioning; Observation Skills; Reflection of Content; Reflection of Feeling, Integrating Listening Skills,
  c. Macro skills- Review, Confrontation Skills, Focusing the Interview, Reflection of Meaning, Influencing Skills, Positive asset search

Unit 5: Areas of Counselling   (12 hours)
  • Counselling needs of children and adolescents, Scope - locations of needs (School, Family, Residential care, community, at risk) and Nature of issues (Emotional, behavioural, conduct, developmental, learning). Process of child therapy, Internal processes of children and therapeutic change, use of play and art with children, Child counselling skills
  • Workplace Counselling- Need and Scope, Counselling skills for the workplace; Family Counselling- Need and Scope, Models for family counselling

References:
- Gladding 2013; Counseling: A Comprehensive Profession 7th Edition
- Barki B.G. & Mukhyopadhay B 2008 Guidance and counselling A Manual 10th reprint Sterling
- Corey G 2008 Theory and practice of group counselling 7th edition Stanford :Cengage Learning.
- Ivey, Allen E. & Ivey, mary B. (2007). Intentional Interviewing & Counselling Thomson: Brooks/Cole
- ACA Code of Ethics
- De Cenzo D. A. &Robbin S. P. (1997) Personnel / Human Resource Management.McMraw Hill

Paper Code: PY 204
<u>QUALITATIVE RESEARCH METHODS</u>

Learning objective: This paper provides students with a critical understanding of qualitative research methods in Psychology. The focus of this paper is also to use qualitative methods in conjunction with quantitative methods and independently. The hands on experiences will help the students to design qualitative studies and the importance of qualitative research in Psychology.

UNIT 1. Introduction to Qualitative Research   (12 hours)

- The history and philosophy of qualitative research; Characteristics and process of qualitative research; The main steps in qualitative research;
- Reliability and Validity in Qualitative Research; Need for triangulation; Critique and Scope of Qualitative Research. Application of qualitative research methodology to research in Psychology; Mixed methods, Ethical considerations in qualitative research.

Unit 2: Paradigms of Qualitative Research   (12 hours)

- Need and importance of Paradigms.
- Different Paradigms- ethnography, Narrative analysis, phenomenology, grounded theory, case study, Interpretive phenomenological analysis(IPA), Symbolic interactionism, constructionism and Participative action research.

Unit 3: Designing and Sampling in Qualitative Research   (12 hours)

- Defining research questions; Choosing data collection method; Primary and secondary sources of data;
- Sampling- Types of sampling- Generic purposive sampling, theoretical sampling snowball sampling; Decisions regarding sample size and sources.

UNIT 4: Techniques of Qualitative Research   (12 hours)

- Participant Observation; Interview Method; Focus Group Discussion; Conversation Analysis; Discourse Analysis; Life history method; Document based methods; Protocol Analysis
- **Forms of Data**- Interviews/ observations; Recording procedures, Field issues and Storing Data;

Unit 5: Data Analysis and Report Writing   (12 hours)

- Steps in qualitative data analysis - Coding,   Within-case analysis, Cross-case analysis, Thematic Analysis; Matrix displays; Triangulation;
- Techniques of qualitative data analysis- Narrative analysis and representation, Interpretative Phenomenological analysis(IPA) and representation, Grounded theory analysis and representation, Ethnographic analysis and representation, Case study analysis and representation.
- **Writing a Qualitative Research Study:** Presentation of data based on approaches: Format of Writing Structure; Computers in qualitative data analysis – Overview of NVIVO, ATLAS; Ethical issues in Analysis;

References:

- Banister, P., Burman, E., Parker, I., Taylor, M., &Tindall, C. (1998).*Qualitative Methods in Psychology: A Research Guide.* Buckingham: Open University Press.
- Ritchie,J. & Lewis, J. (eds.). (2003). Qualitative Research Practice:A guide for social science students and researchers, New Delhi, Sage.
- Bryman, A. (2004). *Social Research Methods* (2 ed.). Oxford: Oxford University Press.
- Denzin, N. K., & Lincoln, Y. S. (1994). Introduction: Entering the field of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research.* Thousand oaks, Califf:: Sage Publications.
- David Silverman (2013). Doing Qualitative Research: A Practical Handbook. Sage Publications.

Paper Code -PY 205: PRACTICALS
CHILD ASSESSMENT AND INTERVENTION.

Objective: The aim of this paper is to give exposure to the students the applications of Screening, assessment, diagnosis and intervention for children and adolescents. In addition to the assessments and interventions students will be trained in Building rapport, Behavioral observation, intake interview, case conceptualization, Briefing, debriefing and report writing.

1. Screening and diagnostic tools in child assessment
2. Assessment of cognitive abilities in children
3. Assessment of personality in children
4. Child Intervention

Any 10 to be chosen (8 assessments from the above 3 domains and 2 interventions)

Examination: 2 tests to be administered, scored and interpreted from the list of 8 assessments

References:

- Assessment and Intervention with Children and Adolescents: Developmental and Multicultural Approaches: Ann Vernon
- Carson, R.C. Pincka, S., & Butcher, I. N. (1999) Abnormal Psychology
- Comer., R.J. (1999). Abnormal Psychology
- Test Manuals

Paper code -PY 2016: PRACTICALS
Project Work – SCALE DEVELOPMENT/ TEST DEVELOPMENT

Objective: To provide hand on training to students on the tenets of development of a psychological assessment/test

General Guidelines:

- Group Project to be supervised by batch teachers
- Overview: Scale Development-
    1. Item Development/Item Writing
    2. Initial Item Analysis
    3. Finalizing the Scale
    4. Establishing Norms

Examination: Report evaluation and Viva Voce

Reference

1. Netemeyer. R.H., Bearden. W.O. & Sharma.S. (2003). Scaling Procedures: Issues and Applications. New Delhi:Sage Publication.Inc.
2. DeVellis .R.F., (2003). Scale Development. Theory And Applications. 2nd Ed. New Delhi: Sage Publication.
3. Husain A. (2012). Psychological Testing. Noida:Dorling Kindersley Pvt.Ltd

Paper Code: 207(Soft Core)
ALTERNATIVE HEALING TECHNIQUEs

Objectives: To sensitize the learners to the possibilities and availability of alternate methods of healing, especially those that have originated in India. To Focus on indigenous and culturally accepted/practiced therapeutic methods. Students will become aware of need for and techniques of healing holistically.

Unit 1 - Introduction
10 Hours

a. Meaning of Indigenous & Indian Psychology, Concepts of healing. Indian approach to Understanding Personality.
b. Science and scientific reasoning in healing: Origin and relevance of Complementary and Alternative Medicine (CAM). Concepts, Causes, Classification, Diagnosis and Treatment of Health & Illness in Ayurveda.

Unit 2- AYUSH system of healing
14 Hours

a. AYUSH - Ayurveda, Yoga, Unani, Siddha, Homeopathy- Basic concepts, applications and role in psychological wellbeing
b. Meaning and aims of Yoga. Patanjali's Yoga Sutra, Astangayoga - stages of yoga, nadis and chakras, asanas, concept of Pranayama, Psychophysiological effects of asanas and pranayama .
c. Yoga therapy-Yoga and stress Yoga for treating different systemic disorder (eg.Digestive, circulatory etc.). Yoga for personality development and well- being

Unit 3 - Reiki and Pranic Healing
12 hours

a. Reiki: History of Reiki. Principles and functioning of Reiki, Similarities and differences between Reiki and Pranic healing. Distance healing, Reiki symbols. Application of Reiki in different conditions.
b. Pranic healing: History of Pranic Healing, Principles and functioning of Pranic Healing

Unit 4- Acupuncture and Acupressure.
12 hours

a. Acupressure- Critical points, relief points. Acupressure for treating different conditions/ailments, and for maintaining health.
b. Acupuncture- Basic principles, Acupuncture for treating different conditions/ailments, and for maintaining health.

Unit 5- Meditation NLP and Hypnosis
12 Hours

a. Basic concepts and principles, Different types of meditations; Meditation as a therapeutic method;
b. NLP: basic concepts and applications.
c. Hypnosis: Theoretical approach, Techniques used in Hypnosis, Hypnotherapy, Benefits of Hypnosis.

References:

- Baginski B J and Sharaman S (1997). Reiki. Universal life energy. New Delhi. B Jain Publishers
- Choa K S (1990). The ancient Science and out of pranic healing. Philippines. Health accessory for all.
- Furnham, A.(2005). Complementary and alternative medicine: shopping for health in post-modern times. In P. White. (Ed.). *Biopsychosocial medicine: an integrated approach to understanding illness.* Oxford: Oxford University Press
- Huss, C (1990). The Banyan Tree. Vol.III Action Research in Holistic Healing. Pune: Medical Mission sisters
- Iyengar, BKS, (2002). Yoga the path to holistic. London, Dorling Kindersley Book.
- Iyengar, BKS (2001) Light on Pranayama. New Delhi. Harper Collins Pub. India.
- Kuppuswamy B (2001). Elements of Ancient Indian Psychology. New Delhi. Konark Pub. (Reprint)
- Lele, R.D. (1986) Ayurveda and Modern Medicine. Bharatiya Vidya Bhavan, Bombay India..
- Pandit Usharbudh Arya (1981). Mantra and meditation. Himalayan International Institute of Yoga Science and Philosophy, USA.
- Sanderson, C.A. (2004). *Health psychology.* NJ: John Wiley &Sons, Inc.
- Shakti Gawain (1993). Living in the light: A guide to personal and planetary transformation. Bantam New Age Books.
- Silva Jose and Philip Miele (2001). Silva mind control method

M.Sc -III SEMESTER

Paper Code: PY 301
PSYCHOTHERAPY

LEARNING OBJECTIVE:

Learning objectives
The paper aims to provide theoretical foundation for the practice of psychotherapy. To help the trainee counsellors to choose specific techniques for a particular client

Unit 1: Introduction and Classical Approaches   (6 hours)
a. Definition of intervention and psychotherapy, Process of Psychotherapy, Goals of Psychotherapy, Principles of Psychotherapy.
b. Difference between Psychotherapy, Counselling and Guidance. Individual and group Psychotherapy- evaluation.

Unit 2: Psychoanalytic and Adlerian Therapies   (14 hours)
a. Freudian Psychoanalysis- Key Concepts, therapeutic process, techniques and procedure
b. Carl Jung-Key Concepts, therapeutic process, techniques and procedure.
c. Adlerian Therapy - Brief Psychodynamic therapy- Key Concepts, therapeutic process, techniques and procedure
d. Contemporary Trends: Object-Relations Theory, Self Psychology and Relational Psychoanalysis; Psychoanalytic Therapy From a Multicultural Perspective

Unit 3 –Humanistic and Existential, Gestalt Therapies   (14 hours)
a. Carl Rogers Person-Centred Therapy - Key Concepts, therapeutic process, techniques and procedure.
b. Gestalt Therapy- Key Concepts, therapeutic process, techniques and procedure.
c. Existential Therapy - Key Concepts, therapeutic process, techniques and procedure.
d. Humanistic and Existential, Gestalt Therapies from Multicultural perspectives.

Unit 4 – Behavioural and Cognitive Behavioural Therapies: (14 hours)
a. Behavioural Therapy- Key Concepts, therapeutic process, techniques and procedure.
b. Cognitive Behaviour Therapies(CBT) - CT- Beck, REBT – Ellis, CBM- Michenbaum- Key Concepts, therapeutic process, techniques and procedure.
c. BT and CBT from Multicultural Perspective.

Unit 5 - Postmodern Therapies   (12 hours)
a. Post Modern Approach: Theories (Steve de Shazer, Insoo Kim Berg & Micheal White and David Epston) and its Historical development;
b. Solution Focused Brief Therapy(SFBT)-Key Concepts, therapeutic process, techniques and procedure.
c. Narrative Therapy-Key Concepts, therapeutic process, techniques and procedure.
d. Post Modern therapies from Multicultural Perspective.
e. Group approaches to therapy- Nature of group therapy.

References:

- Corey, Gerald. (2009). Theory and Practice of Counseling and Psychotherapy (8th Edition). Monterey, CA:Brooks/Cole.
- Seligman (2015), Theories of Counselling and Psychotherapy, System Strategies and Skills (4th Edition), Pearson.
- Kottler, J. A. & Brown R. W. (2000). Introduction to therapeutic Counselling. Australia: Brooks/ Cole
- Krumboltz. J. D., & Thoresen, C. E. (1976). Counselling methods. New York: Holt Rinehart.
- Axelson, J. A. (1998). Counselling and development in multicultural society. Pacific Group: Brooks.
- Ellis A. & Dryden N. (1977).The practice of Rational Emotional Behavior Therapy (Rev. Ed.) New York: Springer
- Ellis A. & MacLaren C. (1998). Rational Emotional Behavior therapy: A Therapist's guide. CA: Impact
- Kazdin. A. E.(2001). Behavior Modification. Belmont: Wadsworth
- Meichenbaum.D. (1977). Cognitive Behavior Modification: An integrative approach. New York: Plenum Speigler,
- M. D., & Guevremont, D. C. (1998).Contemporary Behavior Therapy. Albany: Brooks/Cole. Walker, L. E. (Ed.)

Paper Code: PY302
PSYCHOPATHOLOGY

LEARNING OBJECTIVE: This paper aims to give a broad idea of the field of clinical psychology and to familiarize the student with the psychopathological aspects of human behavior.

Unit1: Introduction to Psychopathology and Stress-related disorders   (12 hours)
   a. Definition, historical review; Changing attitudes and concepts of mental health and illness. DSM and ICD systems of classification. DSM 5 and ICD 10.
   b. **Phobic anxiety disorders**: Types, Epidemiology, Diagnostic Criteria and Etiology-Agoraphobia, Social phobias, Specific phobias-
   c. **Other anxiety disorders**: Types, Epidemiology, Diagnostic Criteria and Etiology-Panic disorder, Generalized anxiety disorder, Mixed anxiety and depressive disorder
   d. **Obsessive - compulsive disorder-** Types, Epidemiology, Diagnostic Criteria and Etiology
   e. **Reaction to severe stress, and adjustment disorders**: Types, Epidemiology, Diagnostic Criteria and Etiology-Acute stress reaction, Post-traumatic stress disorder, Adjustment disorders.

Unit 2: Dissociative and somatoform disorders: (12 hours)
   a) **Dissociative [conversion] disorders**: Types, Epidemiology, Diagnostic Criteria and Etiology- Dissociative amnesia, Dissociative fugue, Dissociative stupor, Trance and possession disorders, Dissociative motor disorders, Dissociative convulsions, Dissociative anaesthesia and sensory loss.
   b) **Somatoform disorders**: Types, Epidemiology, Diagnostic Criteria and Etiology-Somatization disorder, Undifferentiated somatoform disorder, Hypochondriacal disorder, Somatoform autonomic dysfunction, Persistent somatoform pain disorder.

Unit 3: Mood disorders, Schizophrenia and Organic disorders   (12 hours)
   a) **Schizophrenia**: Types, Epidemiology, Diagnostic Criteria and Etiology- Paranoid schizophrenia, Hebephrenic schizophrenia, Catatonic schizophrenia, Undifferentiated schizophrenia, Post-schizophrenic depression; Schizotypal disorder, Persistent delusional disorders and Schizoaffective disorders.
   b) **Mood disorders**: Types, Epidemiology, Diagnostic Criteria and Etiology-Manic episode (Hypomania and Mania), Bipolar affective disorder, Depressive episode, Recurrent depressive disorder, and Persistent mood disorders (Cyclothymia, Dysthymia).
   c) **Organic mental disorders:** Types and criteria for Dementia and Delirium.

Unit 4: Disorders of adult personality and behavior   (12 hours)
   a. **Specific personality disorders**: Types, Epidemiology, Diagnostic Criteria and Etiology-Paranoid personality disorder, Schizoid personality disorder, Dissocial personality disorder, emotionally unstable personality disorder, Histrionic personality disorder, Anankastic personality disorder, Anxious personality disorder, Dependent personality disorder.

b. **Habit and impulse disorders**: Types, Epidemiology, Diagnostic Criteria and Etiology-Pathological gambling, Pathological fire-setting, Pathological stealing, Trichotillomania.

f. **Disorders of sexual preference**: Types, Epidemiology, Diagnostic Criteria and Etiology-Fetishism, Fetishistic Transvestism, Exhibitionism, Voyeurism, Paedophilia, Sadomasochism.

Unit 5: Disorders of Substance use, Eating, Sleep and Sexual dysfunctions   (12 hours)

a. **Psychoactive substance use disorders**: alcohol, Opioids, Cannabinoids, sedatives, cocaine, caffeine, tobacco, volatile solvents (Acute intoxication, Pathological intoxication, Harmful use, Dependence syndrome, Withdrawal state).

a) **Eating disorders**: Types, Epidemiology, Diagnostic Criteria and Etiology- Anorexia nervosa and Bulimia nervosa.

b) **Nonorganic sleep disorders**: Types, Epidemiology, Diagnostic Criteria and Etiology-Nonorganic insomnia, Nonorganic hypersomnia, Nonorganic disorder of the sleep-wake schedule, Sleepwalking, Sleep terrors, Nightmares.

c) **Sexual dysfunction**: Types, Epidemiology, Diagnostic Criteria and Etiology- Lack or loss of sexual desire, Sexual aversion and lack of sexual enjoyment, Failure of genital response, Orgasmic dysfunction, Premature ejaculation, Nonorganic vaginismus, Nonorganic dyspareunia, Excessive sexual drive.

References:
- ICD 10, WHO.
- Kaplan, H.I. &Sadock, M.D. (1995).*Comprehensive Textbook of Psychiatry*/VI (Vol I & II, 6th Ed) (edited) .Baltimore: Williams & Wilkins.
- Carson, R. C. Pincka, S., & Butcher, I N. (1999). Abnormal Psychology and Modern. Life. 11thed. New York: Addison Wesley Longman Inc
- Comer, R. J. (1999). Abnormal Psychology. New Jersey: W. H. Freeman Co.
- Comer, R. J. (2013).Abnormal Psychology. Eighth edition. Worth Publishers. New York.
- Davison, G. C. & Neale, J. M. (1998). Abnormal Psychology, 7th ed. New York: John Wiley & Sons.
- American Psychiatric Association (2000).*Diagnostic and Statistical Manual of Mental Disorders: -IV-TR*./ DSM 5 Washington, DC: APA Press.

Paper Code: PY 303
ORGANIZATIONAL BEHAVIOUR

Objective: This paper aims to expose the students on how to apply the principles of psychological process to understand and facilitate the various processes in the organizations.

Unit 1: Introduction to Organizational Behavior: (12 hours)

a. Nature and Concept of Organizational Behavior: History and Theoretical Models, Scope of OB.
b. Environmental Context of OB; Organizational Context.
c. Challenges and Opportunities for Organizational Behavior: The Creation of a Global Village Adapting to Different People; Improving Quality and Productivity; Improving People Skills.

Unit 2: Individual Processes in Organizations   (12 hours)

a. Personality & Employee Attitudes: Personality Attributes; Development of Personality and Socialization; Attitudes- Sources, Types and Functions.
b. Motivational Processes:- Theories of Motivation: Content and Process Theories; Contemporary Theories of Work Motivation; Implications of motivation at work
c. Self-Efficacy & Psychological Contract: Self Efficacy, Optimism and Resilience at Work; Psychological Contract between Employee and Organizations.

Unit 3: Group Processes in Organizations   (12 hours)

a. Communication: Definition, Process and Importance of communication in organizations
b. Group Dynamics : Nature , Stages and Purpose of Groups
c. Decision making: Nature, Models and Techniques
d. Understanding Work Teams: Benefits of Work Teams - Difference between Work Groups and Work Teams; Teams and Workforce Diversity.
e. Conflict & Conflict Management: Sources and process and management of Conflict.
f. Stress & Management of Stress: Definition and theories of Stress at Work; Management of Stress: Individual and Organizational.

Unit 4: The Organization System - 1   (12 hours)

a. Organization Structure : Definition and Types
b. Power and Politics: Definition, Distinctions between Power, Authority and Influence; Bases of Power; Organizational Politics: Definition and Nature.
c. Organizational Culture - Characteristics, Types and Functions of Culture; Creating & Maintaining Organizational Culture.

Unit 5: The Organization System - 2 (12 hours)

a. Leadership: Definition of Leadership, Leader and follower characteristics; Classic and Modern Theories of Leadership; Emerging frameworks for leaders; Implications for Organizational Effectiveness.

b. Interventions In Organizations:Individual & Group level:Implications for Organizational Effectiveness.

c. Organizational Commitment & Citizenship Behaviour: Implications for Organizational Effectiveness.

References:

- Jerald Greenberg: Behaviour in Organisations. 10th ed. PHI Learning Pvt Ltd.ND 2012
- Fred Luthans: Organisational Behaviour. 12th ed. McGraw-Hill International ed.
- Stephen P. Robbins: Organisational Behaviour: Concepts, Controversies, Applications.PHI

Paper Code: PY 304 -PRACTICALS

CLINICAL ASSESSMENT AND INTERVENTION

The aim of this paper is connecting the theoretical understanding of clinical assessment in practical application in the field of Screening, Assessment, Diagnosis and providing intervention. In addition to the following assessments students will be taught Building rapport, Behavioral observation, intake interview, case conceptualization, Briefing, debriefing and report writing.

a. Screening and Diagnostic Tools
b. Assessment of Personality
c. Assessment of Cognitive abilities
d. Intervention Strategies

Reference Books:
- Clinical Interpretation of Objective Psychological Test By Charles Golden
- Gary Groth-Marnat (2006), The Handbook of Psychological Assessment (4th Edition) John Wiley and Sons Publishers.
- Anastasti,A., Urbina, S. (1997). Psychological Testing. 7th Ed. NewDelhi: PHI Learning Private Limited.

Paper Code: PY 305 -PRACTICALS

PRACTICALS 305: ASSESSMENT AND INTERVENTION IN ORGANISATIONS.

This paper gives students hands on training in the various assessment, screening and interventions that are popularly used in the organizational set up.

Any 10 to be chosen

1. Assessment of Cognitive Abilities
2. Assessment of Personality & Motivation
3. Screening Tools
4. OB Interventions

For paper 304 and 3025
Any 10 tests to be chosen (8 assessments from the above 3 domains and 2 interventions)
Examination: 2 tests to be administered, scored and interpreted from the list of 8 assessments.

Paper Code: PY 306- OPEN ELECTIVE

304: PSYCHOLOGY FOR LIFE.

Learning objective: Psychology is one of the popular subjects having wide range of applications. However, myths and misconceptions related to individual differences are common that need to be addressed. The objective of the paper is to alleviate these and also towards application of psychological principles in understanding and enhancing self efficacy.

1. **Introduction to Psychology**: Meaning; Goals of Psychology; Branches of Psychology; Myths and Misconceptions of Psychology; Role of a Psychologist.

2. **Psychology applied to the Social World**: Interpersonal Communication- Non-verbal communication, and effective communication; The problem of prejudice and discrimination; Forming impressions about others; The impact of Social Pressure.

3. **Psychology applied to Education**: Learning: Meaning; Types of learning- Classical and Operant Conditioning, Observational Learning; Methods for improving learning. Memory: Nature of memory - Encoding, storage and retrieval; Memory storage- Sensory Memory, Short-Term memory, Working Memory, Long-Term Memory; Memory Retrieval-Retrieval Cues and Retrieval tasks; Methods for improving memory.

4. **Psychology applied to the field of Work and Health**: Facing an Interview; Choosing the right person to the right job- Aptitude, Interest, Personal Selection; Occupational Stress- Stressors and Coping; Health issues related to stress, Work-life Balance.

References:
- WeyneWeiten and Margaret A.Lloyd, "Psychology Applied to Modern Life-Adjustment in the 21st Century". 7th Edition, Thomson Wadsworth.
- Robert.S.Feldman, "Understanding Psychology", 6th edition.
- Atkinson and Atkinson, "Introduction to Psychology"
- Saundra K Ciccareelli and Glenn Meyerr. Psychology. South Asian Edition.

IV SEMESTER
Paper Code: PY 401
PSYCHOLOGICAL INTERVENTIONS AND REHABILITATION

Learning objective: The paper aims to provide theoretical foundation for the practice of psychological interventions and to help the trainee counsellors to choose specific strategies for a particular client. The paper also provides thorough understanding on the professional issues regarding the disabled, its causes, concerns, management and intervention need through scientific approach.

Unit I- Introduction   (12 hours)
a. Concept, Definition, Scope and Methods of intervention and psychotherapy and Rehabilitation. History and Current Trends of Intervention, Psychotherapy and Rehabilitation, Evolution of Non-Government Organizations
b. Process of Psychotherapy, Goals of Psychotherapy, Principles of Psychotherapy and Types of Intervention, Multi-disciplinary approach to psychotherapy and rehabilitation: Biological, medical, psychological, educational and social aspects.
c. Ethics and policy issues – Rehabilitation ethics, rights and legislation- rehabilitation policies and Acts(Persons with Disabilities Act, The National Trust Act, Mental Health Care Act, Rehabilitation Council of India Act, UNCRPD),

Unit II: Community based intervention   (12 hours)
a. Difference between therapeutic and community health models, Community Based Rehabilitation (CBR)-Analysis, Implementation of Training Programme
b. Crisis Intervention- Necessary conditions for crisis intervention, Techniques, Management and Counseling.
c. Disaster Management, Disaster Risk Reduction(DRR), Trauma Counselling
d. Geriatric and Palliative Care- Principles of care and rehabilitation

Unit III –Disabilities and Special Education   (12 hours)
a. Disabilities - Concept and definition, Incidence and prevalence, Classification of various disabilities, Types of disabilities: Visual impairment, Hearing and speech impairment, Locomotor disability,Mental retardation, Cerebral palsy, Autism , Mental illness Learning disabilities, Multiple handicaps, Orthopaedic and neuromuscular disability,Cardiac rehabilitation, Coping with cancer, HIV / AIDS
b. Etiological factors in disabilities- prenatal, natal and post-natal, chromosomal aberrations and genetic errors; Prevention of disabilities
c. Special education– aims, objectives and functions, Emerging trends in special education. Educational assessment and evaluation for persons with disabilities, Educational technology for disabled.

Unit IV- Disability Intervention and Rehabilitation.   (12 hours)

a. Psychological Approach to Rehabilitation: Role of psychologist in disability rehabilitation Understanding psychological needs of caregivers and working with families of persons with disabilities. Assessment, diagnosis, treatment and certification.

b. Therapeutic services and Restorative techniques. Designing Training Programmes for Professionals: Training Need Analysis.Supportive therapy. Neuropsychological and cognitive rehabilitation:Principles of compensation, recovery and plasticity in neurocognitive rehabilitation; Clinical and management issues in cognitive rehabilitation.

Unit V: Substance use disorders and Crime   (12 hours)

a. Substance use disorders- Definition, types, effects, causal factors, methods of treatment, prevention and rehabilitation.

b. Crime: Theories of criminal behavior; Juvenile delinquents; Psychopath; Antisocial Personality Disorder; Prevention of crime, rehabilitation of criminals, role of psychologists; psychological profiling and personality of criminals in the context of Law. Personality Modification in the criminal justice system.

References:

- Kundu.C.L., 2003. Status of Disability in India. Rehabilitation Council of India, New Delhi. 3. Lewis, V.2nd Ed.2003, Development and Disability, Blackwell Publishers, U.K.

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

- Stuss, D.T., Winocur, G., & Robertson, I.H. (2010). Cognitive Neurorehabilitation: Evidence and Application (2nd Ed.). Cambridge: Cambridge University Press.

- Wilson, B.A., Gracey, F., Evas, J.J., & Bateman, A. (2009). Neuropsychological rehabilitation. Theory, Models, Therapy, and Outcome. Cambridge: Cambridge University Press.

- Eisenberg, M. G., Glueckauf, R. L., & Zaretsky, H. H. (Eds.) (1999). Medical aspects of disability: A handbook for the rehabilitation professional (2nd ed.). NY: Springer.

- Government of India (1995). The persons with Disabilities (Equal opportunities, Protection of Rights, and Full Participation) Act, New Delhi: Ministry of Social Justice and Empowerment.

- Government of India (1999). The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, New Delhi: Ministry of Social Justice and Empowerment.

Paper Code: PY 402
SOCIAL AND COMMUNITY PSYCHOLOGY

Learning Objective: This course enables students to understand the concepts and theories of social behavior and think more about social phenomenon. The students learn about social systems and individual well-being in the community contexts. This also helps the students to learn more about Indian community behavior.

Unit 1: Introduction to Social and Community Psychology   (12 hours)
   a. Social Psychology: Introduction to social psychology; Group development, Types of group, Group influence; Group dynamics; Social perception; Attitudes
   b. Community Psychology: Introduction to community psychology; factors underlying emergence of Community psychology. Principles of Community psychology. Concept of prevention. Theory and research in Community psychology - ecology, epidemiology, general systems theory, evaluation research.

Unit 2: Socialization Process   (10 hours)
   a. Social behavior in communities: Socialization processes, Internalization of social norms and values, Role of institutions (ascriptive institutions such as Family, Caste, Class and Religion; role based institutions such as School, political parties and market mechanisms) in reinforcing societal values, Outcome of socialisation.
   b. Gender- Gendered patterns of institutions, Emerging challenges- LGBT.

Unit 3: Aggression and Violence   (12 hours)
   a. Aggression: Theories of aggression; Types of aggression; Consequences of aggression; Controlling aggression
   b. Violence: Theoretical models for understanding violence; Categories of violence; self-directed violence (Suicide); domestic violence, sexual violence, collective violence, Aggression and violence in India: Extent, Variation

Unit 4: Poverty and Unemployment   (12 hours)
   a. Poverty and deprivation: - definition, types, causes; Measuring poverty: Absolute and relative poverty, human development index; psychological implications of poverty, Social exclusion, Culture of poverty; poverty alleviation programmes
   b. Unemployment: Problem of unemployment; defining unemployment, causes and types, psychological implication of unemployment, role of psychologists in coping.

Unit 5: Social Change   (12 hours)
a. Social Change: Definition and dynamics of social change; role of social movements in bringing changes; Mob and community behavior in response to social problems

b. Law and Psychology: Socio-psychological origins of law; Access to justice through psychological interventions; Human rights

References:

- Alcock, P. (1997). Understanding Poverty (2nd Ed). Great Britan: Palgrave
- Nyla R. Branscombe, Robert A. Baron, Preeti Kapur, Social Psychology Social Psychology Fourteenth Edition
- Robert A. Baron, Nyla R. Branscombe, Social Psychology 13th Edition
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Paper Code: PY 403
POSITIVE PSYCHOLOGY

Learning Objective: The course provides knowledge on central concepts & theories used in Positive Psychology .The course enables the students to look at the strength-based part of psychology. The paper helps the students to explore what makes people happy. The overall focus of the course is to equip students to enhance subjective well-being. The course also equips students to be familiar with research that supports the concepts and application of positive psychology, especially in the Indian context.

Unit 1- Positive Psychology: An Introduction; (12 hours)
 a. Introductions, scope, areas of Positive psychology; Western and Eastern views on Positive psychology and its application; Positive Psychology in India;
 b. Research approaches to study positive psychology. Future trends in Positive psychology.

Unit 2 - Positive Emotions, Happiness and well-being: (12 hours)
 a. The role of positive emotions in Positive psychology: The Broaden and Build Theory of Positive Emotions;
 b. Defining happiness; Psychology of Well Being, Two Traditions of Subjective Well Being –the Hedonic & Eudaimonic basis of happiness, Determinants of happiness; Flow theory, Gender difference in happiness; Love and happiness; Antecedents and Consequences of Happiness. Measuring happiness, Happiness across Cultures; Happiness and well-being in Indian culture.

Unit 3 - Personal Goals & Close Relationships and Well-being: (12 hours)
 a. Personal Goals as windows to Wellbeing: Measuring Personal Goals, Goals & related motivational concepts, Goals & values ; Goals contribution to Well Being
 b. Close Meaningful Relationships; Defining Close Relationships; Friendship & Romantic Love, Varieties of Love; Triangular theory of Love
 c. Gratitude, Forgiveness and Altruism.
 d. Wellbeing: Definition, types, PERMA model

Unit 4: Religion, Spirituality, Virtues and Wellbeing   (12 hours)
 a. Religion, Spirituality and Well-being: Role of religion and spirituality to maintain subjective well-being; A special focus to Indian spirituality and well-being.
 b. Character strengths and virtues; Classification of strength; Positive psychology approaches to virtues; Virtues and work. Virtues in the Indian culture

Unit 5: Resilience, Mindfulness and Wellbeing   (12 hours)
 a. Resilience- definitions, Resilience and Subjective well-being; Sources of Resilience in children & Adults; Resiliency skills and factors; Resilience in Indian culture.
 b. Mindfulness & WellBeing ; Mindfulness Meditation , Mindfulness & Positive Psychology Research

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ELECTIVE PAPER

Paper Code: PY 404 (a)
HUMAN RESOURCE MANAGEMENT & ORGANIZATIONAL DEVELOPMENT

Learning Objectives:

This paper aims to facilitate the student's orientation to HR for effective and efficient organizational functioning in a competitive environment and to give an exposure regarding current issues, concerns, dilemmas in dealing with the human dimensions in organizations. It also focuses on understanding the role of training as a tool for Human Resource Development and Engagement and to understand the nature of Organizational Development as a tool for effectiveness in the globalized world today.

Unit-I: Managing HR: HR and organizational performance   (8 hours)

a. Responsibilities of HR department, Personnel policies and Ethics in HRM; Skills   in HRM;

b. Trends in HRM (Change in labor force, high performance work systems, changing economy, technological change in HRM).

Unit-II: Analyzing Work and Designing Jobs   (14 hours)

a. Job analysis, selection and Placement: Recruitment and hiring people, training and developing employees, Work flow in organizations, Managing performance.

b. Job designing (Efficient jobs and Ergonomics), Separating and Retaining Employees, Employee Benefit Programs.

c. Career and Competency: Career stages, organizational perspective on careers, Career matching process and Career Mentoring program; Competency: introduction, models, value addition to employees and organizations, application in HRM and competency mapping.

d. New Challenges and Directions: Collective Bargaining, Negotiation and Labor relations; HR as a competitive advantage, Reinventing HR functions, Managing people in Global Markets, Cross cultural preparations, E-HRM.

Unit III: Training and Performance Appraisal in Organizations   (12 hours)

a. Training Function in Organizations; Principles underlying training; Training Needs Assessment and Action research;

b. Developing training Modules; Training as a Learning process; Training climate and pedagogy; Training Methods and Techniques; facilities planning and training aids; Training Evaluation; Training and Development in India.

c. Performance appraisal: Need and importance, Methods.

Unit-IV: Organizational Change and Organization Development   (12 hours)

a. Organizational Change: Forces of Change - Managing Planned Change, The Change Process, Evaluating the Change, Resistance and Overcoming Resistance to Change.
b. Fundamentals of Organization Development: Nature and Concept of Organization Development - History, Foundations of Organization Development; The OD Process - Client-Consultant Relationship.
c. Organization Development Interventions: Meaning of OD Interventions, Types of Interventions;

Unit-5: Learning Organizations   (14 hours)

a. Learning Organization: Nature and Concept, Change and Implementing Change, Future of Organizational Development - The Future of OD: Leadership and Values; Knowledge about OD
b. Diffusion of OD Techniques; Integrative Practice; Rediscovering and Recording History -Possible Changes in OD Processes and Practices.
c. Future issues- building learning organizations, downsizing, mergers & acquisitions, behavioral aspects of managing across cultures.

References:

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- Johnson G. & Scholes K. (1996) Exploring Corporate Strategy, 3rd Edition, Prentice-Hall, New Delhi
- Pareek Udai, Rao(2017), Designing and Managing Human resource Systems (3rd Edition), Oxford &IBH publishing.

Paper Code: PY- 404 (b)
FORENSIC AND CRIMINAL PSYCHOLOGY

Course Description:
There are global requirements for trained professionals who understand the area of Forensic Psychology and this course aims to be a stepping stone to enter a career in Forensic Psychology. The main aim of the course in Forensic Psychology is to impart scientific knowledge of the etiology of crime, application of psychological and neuropsychological techniques in understanding criminal behaviour. The course will have lectures and practical demonstration of Forensic Neuropsychology techniques used for testing suspects and accused persons. Changing concepts of crime and crime scenarios will be discussed in detail.

Unit1: Introduction And Overview Of Forensic Psychology (12hours)
   a. Nature, definition, scope, and history of Forensic Psychology.
   b. Professional training and education in forensic psychology, Forensic psychology in India
   c. Ethical & legal issues in forensic practice

Unit 2: Crime and the Victim (12hours)
   a. Crime. Causes,Bystander Effect,Forensic mental health
   b. Victimization, Impact of crimes on victims, Factors affecting for victimization, coping with victimization
   c. Psychological explanations of specific crime types. Arson, terrorism, Homicides,Sexual Offences, Burglary, robbery, theft, white collar crimes

Unit 3: Psychology in the Courtroom, Investigation and Corrections (12hours)
   a. The role of Forensic Psychology in Civil cases, Criminal cases, Criminal Profiling,Eye Witness Testimony
   b. Types of Court and role of psychologists – criminal, juvenile, civil & family court
   c. Understanding court process and punishment, Effect of attorney, Judges, Jurors & Defenders, The Psychologists as an expert witness.

Unit 4: Roles of Correctional psychologist (12hours)
   a. Applications of theories of Personality and Social psychology in understanding criminals
   b. Personality disorders and Criminality.
   c. Rehabilitation in correctional facilities, Risk Assessment, Treatment of special population. Violent offenders, Women Prisoners, Juvenile JusticE, Vulnerable Groups

Unit 5: Assessment & Evaluation In Forensic Psychology. (12hours)
   a. Forensic methods in detection of crime –forensic methods of distortion in eye & ear witnesses, Forensic aspects of memory & recall in children, adolescents and adults. Polygraph, plethysmograph testing, Forensic assessment & treatment of sexual offenders

& their victims.

b. Psychological test: Psychological tests used in forensic psychology-types and characteristic of Psychological test. Competence to stand trial and use of psychological tests.

c. Tests used in forensic psychology- Intelligence, Personality and Interpersonal relationship, Diagnostic psychological tests as tool for forensic assessment, Projective tests, Ethical issues in psychological testing.

d. Forensic methods in detection of crime, Polygraph, Plethysmograph and BEOS

References:

- Bartol, C. R. & Bartol, A. M. (2004). Introduction to forensic psychology. New Delhi: Sage.
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Paper Code: PY 404 ©
SCHOOL PSYCHOLOGY

Objective: This paper aims to help student to understand the application psychology in the context of school setting. It aims to provide a strong foundation to deal with mental health challenges in Indian schools. It also focuses on assessing various scholastic issues among children at the school setup and plan interventions for the same.

Unit 1: Introduction: 08 hours
a) Concept and Definitions of School Psychology, Goals and Objectives of School Psychology, History of School psychology
b) Scope of School Psychology, Differentiating School Psychology from related Professions, Contemporary and future challenges of School psychology

Unit 2: School-Peers as socializing agents; School Psychology Services and Practice:
                                                                       10 hours
a) School: Basic Schooling Programme- Teacher and Learner Centered Programme: The teacher's role as a socializing agent; Factors affecting the school's ability to socialize.
b) Peers: Influence of peers on social, cognitive and psychological development; Functions of peer group; The importance of play; Role of peer group interaction- Acceptance/ neglect/ rejection of peers, peer sociotherapy, negative and positive peer influence.
c) Types of School Psychology Services: Direct, Indirect, Whole School Services, Research and Programme Evaluation (briefly).
d) Role and Functions of School Psychologists: Assessment and Intervention, Consultation, Prevention, Research and Professional Development (in general).
e) Domains of competence for the training and practice of school psychology (briefly)
f) The School Psychologist as a Problem Solver in the 21st Century- Evolution and Steps.

Unit 3: Mental health in Indian schools: 08 hours
a) School mental health in India.
b) Current status of elementary education in the country.
c) Policy Perspective and Child Mental Health in India: National Policy for Children, Integrated Child Development Services, National Policy of Education, Child Labour-Prohibition and Regulation Act, Child Mental Health and National Mental Health Policy, and Right to Education.
d) School Mental Health Programme: Identification of psychosocial problems and high risk children population; Steps for programme development and implementation in Indian context.
e) School Psychology in India: A vision for future.

Unit 4: Assessment of Issues in School Children: 12 hours
a) Choosing Targets for Assessment: Target Variable Selection through Problem Solving and Guidelines for Selecting Target Variables.
b) Assessment in Indian context:
c) Cognition: Developmental Screening Tools, Intelligence, Memory, School Readiness, Language-Reading, Written and Math.
d) Personality: Objective and Projective Tests.
e) Environment: Parents, Family and Child Rearing.

f) Other Assessment on Social Emotional and Behavioral, Social Behavior Problems, Disruptive Behavior, Internalizing Problems and Well-Being.

Unit 5: Interventions for Issues in School Children: 12 hours
a) Proactive Strategies for Promoting Learning.
b) Proactive Strategies for Promoting Social Competence and Resilience.
c) Evidence-Based Reading Instruction: Developing and Implementing Reading.
d) Evidence-Based Math Instruction: Developing and Implementing Math Programs.
e) Evidence-Based Written Language Instruction: Developing and Implementing Written Language Programs at the Core, Supplemental, and Intervention Levels.
f) Peer-Mediated Intervention Strategies.

References:
- Merrell, K. W., Ervin, R. A., & Gimpel, G. A. (2006). *School Psychology for the 21st Century*. New York: Guilford.
- Fagan, T. K. & Wise, P. S. (2007). *School Psychology: Past, Present and Future* (3rd ed.). Bethesda, MD: National Association of School Psychologists.
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Paper Code: PY 405: PRACTICALS: <u>DISSERTATION</u>

Learning Objective: The Master's Degree in Psychology ends with the Dissertation. This paper will enable a student to carry out research on a topic of their choice, analyze and comment upon the information gleaned and how it relates to the particular subject matter at hand. It will enhance ability to think critically about a topic and to knowledgeably discuss the information in-depth. Also, it gives an opportunity to expand upon a subject that is most relevant to a specialty area a student wish to pursue in future with a complete understanding of the process involved in carrying out research work.

- Every student will carry out research under under the guidance of a Supervisor/Guide
- The guides will be allotted based on the concept note submitted by the student.
- The student has to develop a research proposal in consultation with the guide and present the same for approval.
- Once approved, data collection, data analysis and report writing process will be carried out.

Paper Code :PY 406: PRACTICALS: INTERNSHIP

The objective of supervised internship is to enable the students to understand the applications of various theory and practical papers studied in the various semesters. It is aimed to give the students the confidence required to face the world of work in different applied fields of psychology.

Guidelines:

1. For internship class will be divided into batches with internship supervisor assigned.
2. Duration of internship minimum 100-150 hours.
3. The student is required to attach themselves to an organization/institution/setting providing psychological service for the duration specified by the institution
4. They need to work under the guidance of an in-house supervisor and onsite supervisor
5. Student will have to associate themselves with any 2 ongoing cases/activities- for which log sheet on daily/weekly basis. The students are expected to maintain a journal to record their learning experience, reflections, observations.
6. The journal report should also contain minimum of any 2 case/Project reports.
7. Those interning in clinical/school/rehabilitation centers need to submit reports of MSE before the treatment, symptomatology, diagnosis, conceptualization, treatment plan, MSE after treatment plan, undergoing follow up etc, carried out under the guidance of an onsite supervisor.
8. Those interning in Industry/corporate/ Assessment centers need to submit any two project report in a structured format specified by the institution, to be submitted.
9. A weekly signed log sheet from the organisation/ institution to be submitted by end of every week to the college internship supervisor.
10. At the end of the internship period a final Internship report has to be submitted to the college internship supervisor for evaluation.
11. The duly signed and attested internship report should be produced for semester end practical examination.

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