



**DR. HOMI BHABHA STATE UNIVERSITY**  
Mahatma Gandhi Road, Fort, Mumbai – 400 032

SYLLABUS FOR THE MASTER'S PROGRAMME

MA IN APPLIED PSYCHOLOGY

(CLINICAL & COUNSELING APPLICATIONS)

As per the New Education Policy (NEP) 2020

Syllabus to be implemented from the Academic year 2024-2025

**SUBJECT: PSYCHOLOGY**

Department of Psychology  
Elphinstone College  
156, Mahatma Gandhi Marg, Fort, Mumbai 400 032

---

Dear Students,

Welcome to the two-year Master of Arts programme in Applied Psychology (Clinical & Counseling Applications), a transformative journey into the practical application of psychological principles to enhance mental health and well-being. This syllabus has been meticulously designed by experienced professionals to provide students with advanced knowledge and skills necessary for clinical and counseling practice. The programme emphasizes the integration of theoretical understanding with practical experience, fostering the development of competent and compassionate practitioners in the field of psychology.

**Highlights of the syllabus:**

- **In-Depth Specialization:**  
The syllabus is structured to offer an in-depth exploration of applied psychology with a focus on clinical and counseling practice. Students will delve into advanced topics such as psychopathology, therapeutic interventions, psychological assessment, and ethical issues in practice. This specialized focus equips students with the expertise required to excel in clinical settings and counseling roles.
- **Experiential Learning:**  
Emphasizing the importance of hands-on experience, the syllabus incorporates extensive practical training through internships, supervised practice, and case studies. Students will have the opportunity to apply their knowledge in real-world settings, developing the skills and confidence needed to work effectively with clients. This experiential approach ensures that graduates are well-prepared for the challenges of clinical and counseling practice.
- **Evidence-Based Practice:**  
The programme places a strong emphasis on evidence-based practice, encouraging students to critically engage with current research and integrate scientific findings into their work. By grounding their practice in empirical evidence, students will learn to deliver interventions that are both effective and ethical, enhancing the quality of care they provide to clients.
- **Holistic Approach:**  
Recognizing the complexity of human behavior and mental health, the syllabus adopts a holistic approach that considers the biological, psychological, social, and cultural factors influencing individuals. This comprehensive perspective allows students to understand and address the multifaceted nature of mental health issues, promoting a more effective and empathetic approach to treatment.
- **Professional Development:**  
In addition to clinical skills, the programme also focuses on the personal and professional development of students. Through workshops, seminars, and reflective practice, students will cultivate essential qualities such as empathy, self-awareness, and

ethical integrity. These attributes are crucial for building strong therapeutic relationships and maintaining professional standards in the field.

- **Ethics and Legal Awareness:**

Understanding the ethical and legal frameworks governing psychological practice is crucial for any practitioner. The syllabus includes thorough training in ethical decision-making, confidentiality, and the legal responsibilities of psychologists. Students will learn to navigate complex ethical dilemmas with confidence and integrity, ensuring that their practice adheres to the highest professional standards.

- **Diverse Electives:**

The programme offers a wide range of elective courses, allowing students to tailor their learning experience to align with their interests and career goals. These electives cover specialized topics such as trauma counseling, geriatric care, digital mental health, palliative care, health psychology, and more. By choosing from these diverse options, students can deepen their expertise in specific areas of applied psychology, enhancing their versatility as practitioners. The electives also provide an opportunity to explore emerging trends and niche fields within psychology, enabling students to stay at the forefront of the discipline.

- **Extensive Psychometric Testing and Assessment:**

The programme places a strong emphasis on the use of psychometric testing and assessment in clinical and counseling settings. Students will receive comprehensive training in the administration, scoring, and interpretation of a wide range of psychological tests. This includes assessments of personality, intelligence, psychopathology, and other relevant areas. Mastery of these tools is essential for accurate diagnosis, treatment planning, and outcome evaluation, making graduates highly proficient in this critical aspect of psychological practice.

- **Credit-Bearing Internships:**

As a key component of the curriculum, credit-bearing internships provide students with essential hands-on experience in real-world clinical and counseling settings. These internships enable students to apply their theoretical knowledge in practice, working with clients under professional supervision. The practical experience gained through these placements is crucial for skill development and professional growth, with the credits earned contributing to the overall academic requirements of the programme.

- **Research and Dissertation:**

Students will engage in independent research, culminating in a dissertation that contributes to the field of applied psychology. This component of the programme allows students to explore a topic of their choice in depth, develop their research skills, and produce work that could potentially influence practice or policy. The research process fosters critical thinking, analytical skills, and a deep understanding of the chosen area of study.

This enhanced MA programme in Applied Psychology (Clinical & Counseling Applications) is designed to equip students with a comprehensive skill set, preparing them to be not only effective and ethical practitioners but also leaders in the field of mental health.

The department of psychology in Elphinstone College provides some unparalleled benefits to students. Some of these are:

- **Knowledgeable staff:** Teachers in the department have a rich experience in teaching and are well qualified in the subject. They have a wide exposure through research work, publishing books and papers, attending seminars and workshops, and always engage the students in meaningful activities in and outside the classroom.
- **A hub of resources:** With more than 200 books in the departmental library, students get the opportunity to get immersed in psychology, understanding, appreciating, and expressing key concepts and theories as they graduate in the discipline.
- **Versatile career opportunities:** Psychology is a versatile discipline with diverse career opportunities. Students will acquire a solid foundation that can serve as a launching pad for careers in various fields, including counseling, social work, research, human resources, marketing, and education. The broad knowledge base and transferable skills gained through this syllabus will open doors to numerous professional paths.
- **Critical thinking and problem-solving:** The syllabus fosters critical thinking skills, enabling students to analyze and evaluate information effectively. They will learn to approach problems from multiple perspectives and develop creative solutions. These skills are invaluable in any profession and are highly sought after by employers.
- **Continuous Internal Assessment (CIE):** The department offers varied platforms and opportunities to students throughout the year on which they are assessed for internal marks. These include seminars, workshops, visits, group discussions, and other such academic activities.
- **Fests & events:** The department of psychology believes in an all-round development of students who would metamorphose into exceptional graduates. We offer platforms through fests, events, and social media management, where students get to enjoy and explore their passions and creativity. Our events include Freshers' Welcome and Farewell to Suicide Prevention Day and Mental Health Day, Diwali and Christmas celebrations to quizzes and awareness campaigns.
- **Counseling Centre:** The department boasts of a collection of psychometric tests that no other department in the city and beyond would have under one roof. There are professional counsellors who hold sessions and provide assistance to inhouse students as well as students and other clients from outside.
- **Computer Assisted Testing (CAT):** The department has an independent computer laboratory where online psychometric tests are administered and scored. The department is in the process of procuring some of the most advanced and standardized psychometric tests from grants received by the university under the Prime Minister Uchcharat Shiksha Abhiyan (PM-USHA).
- **Internships:** We offer internships in the Counseling Centre where students get to administer some of the most famous and standardized psychometric tests, and further do all the scoring and analysis work. Reports are created under the guidance of counsellors. Interns get to assist the counsellor in the counseling sessions, and at a later stage also get to conduct sessions independently.

**LIST OF TESTS/INSTRUMENTS IN THE DEPARTMENT**

Sr. No.	Name of the Psychometric Test/Instrument
1	Wechsler Adult Intelligence Scale – Fourth Edition, India (WAIS-IV INDIA)
2	Wechsler Intelligence Scale for Children – Fourth Edition, India (WISC-IV INDIA)
3	Dyslexia Screening Test – Junior, India Edition (DST-J INDIA)
4	Raven’s – Educational CPM/CVS, India English Edition
5	Wide Range Achievement Test (WRAT)-5 India complete Kit
6	Minnesota Multiphasic Personality Inventory®-2 (MMPI®-2)
7	MMPI-3 Hand Scoring Kit - English
8	Beck Depression Inventory (BDI-II)
9	Beck Anxiety Inventory (BAI)
10	Beck Hopelessness Scale (BHS)
11	Beck Youth Inventory (BYI-2)
12	Beck Scale for Suicide Ideation (BSS) By Aaron Beck
13	Wechsler Individual Achievement Test (WIAT)-4
14	MCMI (II/III) (V2) Interpretive System-CD-ROM Robert J. Craig and PAR Staff
15	Culture Fair (Free) Intelligence Scales I, II, and III (Cattell and Cattell)
16	Children's Personality Questionnaire (CPQ) Porter and Cattell, Hindi/English
17	Eysenck's Personality Questionnaire-R (EPQ-R) S. B. G. Eysenck & H. J. Eysenck
18	Thematic Apperception Test- Indian Adaptation
19	Children Apperception Test- Indian Adaptation
20	Kamat Binet Test (KBT)
21	Rorschach Ink Blot Test
22	David Battery of Differential Abilities (DABT)
23	Differential Aptitude Test (DAT)
24	Bender Visual-Motor Gestalt Test for Development and Neuropsychological Functioning
25	Conners Continuous Performance Test, 3 <sup>rd</sup> edition (Conners CPT 3)
26	NEO-PI (Five Factor Model- Costa & McCrae)
27	16 PF (Personality Factors) English/Hindi version
28	Memory Drum
29	Woodcock-Johnson® WJ IV Cognitive Battery
30	Rotter’s Locus of Control Test
31	Knowledge of Result
32	Biofeedback Instrument for anxiety and stress management
33	Human Maze Apparatus
34	Muller Lyer Apparatus
35	Prenatal stage model
36	Yerke’s Multiple Choice Apparatus for Concept Formation
37	Habit Interference Board
38	Steadiness Tester Apparatus

...and many more!

**BOARD OF STUDIES (BoS) FOR PSYCHOLOGY**

<b>Sr. No.</b>	<b>Name of the Member</b>	<b>College/ Univ/ Organization/ Company</b>
1	Dr. Vilas Padhye	Professor & Head, Department of Psychology, Elphinstone College, HBSU, Mumbai
2	Bhagyashree Kulkarni	Head, Dept of Psychology, Government Institute of Forensic Science, Mumbai
3	Buddhadeep Gondane	Assistant professor, School of Human Ecology, Tata Institute of Social Sciences (TISS), Mumbai
4	Dr. Yashpal Jogdand	Associate Professor, Dept of Humanities and Social Sciences, Indian Institute of Technology (IIT), New Delhi
5	Dr. Amruta Punjabi	Head, Dept of Psychology, School of Vedic Sciences, MIT ADT Univ, Pune
6	Dr. Ravikant Pinjarkar	Assistant Professor, Department of Clinical Psychology, National Institute of Mental Health & Neurosciences (NIMHANS), Bengaluru
7	Avlok Walujkar	Compensation and Benefits Specialist, Sanoma Learning Madrid, Spain
8	Kamlika Das	Student Representative

**CREDIT STRUCTURE AS PER GOVERNMENT OF  
MAHARASHTRA GUIDELINES**

**FOR**

**FACULTY OF HUMANITIES**

**DEPARTMENT OF PSYCHOLOGY (PG)**

**(With effective from Academic Session 2024-25)**

**PG SEMESTER I**

Course	Course Code	Course Name	Teaching Scheme					Examination Scheme							
			Credits	Lecture per Week	Practical per Week	Total Lectures	Duration in Hours	Theory				Practical			
								Max. Marks (Theory)	Max. Marks (Internals)	Total Marks	Minimum Passing Marks (Theory)	Minimum Passing Marks (Internals)	Maximum Marks	Total Marks	Minimum Passing Marks
DC	MAPSDC101T	Advanced Cognitive Psychology	4	4	0	4	4	60	40	100	24	16	-	-	-
DC	MAPSDC102T	Psychopathology-I (Psychopathology of Children and Adolescents)	4	4	0	4	4	60	40	100	24	16	-	-	-
DC	MAPSDC103T	Biopsychology	4	4	0	4	4	60	40	100	24	16	-	-	-
LB	MAPSLB101P	Designing Experiments in Psychology	2	0	4	4	4	0	0	0	0	0	50	50	20
DE	MAPSDE101T	Personality Theories – I (Psychodynamic, Behavioural & Cognitive)	2	2	0	2	2	30	20	50	12	8	-	-	-
	MAPSDE102T	Crisis and Trauma Counseling													
DE	MAPSDE103T	Culture & Psychology	2	2	0	2	2	30	20	50	12	8	-	-	-
	MAPSDE104T	Geriatric Care													
RM	MAPSRM101T	Research Methodology	4	4	0	4	4	60	40	100	24	16	-	-	-
		TOTAL	22	20	4	24	24	300	200	500	120	80	50	50	20

**PG SEMESTER II**

Course	Course Code	Course Name	Teaching Scheme					Examination Scheme								
			Credits	Lecture per Week	Practical per Week	Total Lectures	Duration in Hours	Theory					Practical			
								Max. Marks (Theory)	Max. Marks (Internals)	Total Marks	Minimum Passing Marks (Theory)	Minimum Passing Marks (Internals)	Maximum Marks	Total Marks	Minimum Passing Marks	
DC	MAPSDC201T	Psychological Assessment-I (General)	4	4	0	4	4	60	40	100	24	16	-	-	-	
DC	MAPSDC202T	Psychopathology-II (Psychopathology of Adults and Geriatric)	4	4	0	4	4	60	40	100	24	16	-	-	-	
DC	MAPSDC203T	Statistics & Data Analysis	4	4	0	4	4	60	40	100	24	16	-	-	-	
LB	MAPSLB201P	Applied Psychometric Testing (General Setting)	2	0	4	4	4	0	0	0	0	0	50	50	20	
DE	MAPSDE201T	Personality Theories-II (Humanistic & other Approaches)	2	2	0	2	2	30	20	50	12	8	-	-	-	
	MAPSDE202T	School Psychology														
DE	MAPSDE203T	Digital Mental Health	2	2	0	2	2	30	20	50	12	8	-	-	-	
	MAPSDE204T	Palliative Care														
PR	MAPSOJ201P/ MAPSFP201P	OJT/Internship/Field Practicum	4	4	0	4	4	60	40	100	24	16	-	-	-	
		TOTAL	22	20	4	24	24	300	200	500	120	80	50	50	20	

### PG SEMESTER III

Course	Course Code	Course Name	Teaching Scheme					Examination Scheme							
			Credits	Lecture per Week	Practical per Week	Total Lectures	Duration in Hours	Theory				Practical			
								Max. Marks (Theory)	Max. Marks (Internals)	Total Marks	Minimum Passing Marks (Theory)	Minimum Passing Marks (Internals)	Maximum Marks	Total Marks	Minimum Passing Marks
DC	MAPSDC301T	Counseling Skills-I	4	4	0	4	4	60	40	100	24	16	-	-	-
DC	MAPSDC302T	Psychotherapy-I	4	4	0	4	4	60	40	100	24	16	-	-	-
DC	MAPSDC303T	Psychological Assessment-II (Clinical Setting)	4	4	0	4	4	60	40	100	24	16	-	-	-
LB	MAPSLB301P	Applied Psychometric Testing (Specific Settings)	2	0	4	4	4	0	0	0	0	0	50	50	20
DE	MAPSDE301T	Health Psychology	2	2	0	2	2	30	20	50	12	8	-	-	-
	MAPSDE302T	Organizational Behaviour													
DE	MAPSDE303T	Sports Psychology	2	2	0	2	2	30	20	50	12	8	-	-	-
	MAPSDE304T	Rehabilitation Psychology													
RP	MAPSRP301P	Research Project	4	8	0	8	8	100	0	100	40	0	-	-	-
		TOTAL	22	24	4	28	28	340	160	500	136	64	50	50	20

### PG SEMESTER IV

Course	Course Code	Course Name	Teaching Scheme					Examination Scheme								
			Credits	Lecture per Week	Practical per Week	Total Lectures	Duration in Hours	Theory					Practical			
								Max. Marks (Theory)	Max. Marks (Internals)	Total Marks	Minimum Passing Marks (Theory)	Minimum Passing Marks (Internals)	Maximum Marks	Total Marks	Minimum Passing Marks	
DC	MAPSDC401T	Counseling Skills-II	4	4	0	4	4	60	40	100	24	16	-	-	-	
DC	MAPSDC402T	Psychotherapy-II	4	4	0	4	4	60	40	100	24	16	-	-	-	
DC	MAPSDC403T	Positive Psychology	4	4	0	4	4	60	40	100	24	16	-	-	-	
DE	MAPSDE401P	Clinical Assessment Skills	2	0	4	4	4	0	0	0	0	0	50	50	20	
	MAPSDE402P	Organizational Assessment Skills														
DE	MAPSDE403P	Applied Counseling Skills	2	0	4	4	4	0	0	0	0	0	50	50	20	
	MAPSDE404P	Health and Community Management Skills														
RP	MAPSRP401P	Research Project	6	12	0	12	12	150	0	150	60	0	-	-	-	
		TOTAL	22	24	8	32	32	330	120	450	132	48	100	100	40	

**Note:**

1. The UGC Regulations, 2021 permit up to 40% of the total courses being offered in a particular programme in a semester through the Online Learning Courses offered through the SWAYAM platform and/or other State Level Common Platforms which can be developed in due course with the participation of different Universities/ HEIs.
2. OJT/FP: Student has to earned the requisite 04 credits of on-the-job training (OJT) / Field Project (FP) during summer break, after completion of the second semester of the first year in the respective Major Subject.

**Abbreviations:**

DC: Discipline Core, DE: Discipline Elective, LB: Lab Work, RM: Research Methodology,  
PR: Practicum/OJT (On-the-Job-Training)/Internship, RP: Research Project

## PROGRAMME OBJECTIVES

1. **Advanced Knowledge:** To provide students with an in-depth understanding of psychological theories, principles, and practices related to clinical and counseling psychology.
2. **Clinical Skills Development:** To equip students with essential clinical skills, including assessment, diagnosis, and intervention techniques for various psychological disorders.
3. **Counseling Proficiency:** To enhance students' counseling abilities, focusing on effective communication, empathy, and ethical decision-making.
4. **Research Competency:** To develop students' research skills, enabling them to conduct independent studies, analyze data, and contribute to the field of psychology.
5. **Professional Practice:** To prepare students for professional practice in diverse settings such as hospitals, mental health clinics, schools, and private practice.
6. **Ethical Awareness:** To instill a strong sense of professional ethics and responsibility, ensuring adherence to ethical standards in clinical and counseling practice.
7. **Lifelong Learning:** To foster a commitment to continuous professional development and lifelong learning in the rapidly evolving field of psychology.

## PROGRAMME OUTCOMES

1. **Theoretical Mastery:** Graduates will demonstrate comprehensive knowledge of major psychological theories and their application to clinical and counseling practice.
2. **Clinical Assessment Skills:** Graduates will be proficient in conducting psychological assessments, diagnosing mental health conditions, and developing appropriate treatment plans.
3. **Effective Counseling:** Graduates will exhibit advanced counseling skills, including building therapeutic relationships, employing various counseling techniques, and facilitating client growth.
4. **Research Skills:** Graduates will be capable of designing and conducting psychological research, utilizing appropriate methodologies, and critically evaluating research findings.
5. **Professional Practice Readiness:** Graduates will be prepared to work effectively in clinical and counseling settings, demonstrating professionalism, cultural competence, and ethical integrity.
6. **Ethical Practice:** Graduates will adhere to ethical guidelines and standards in their professional practice, showing a strong commitment to ethical decision-making and client welfare.
7. **Lifelong Learning and Development:** Graduates will engage in ongoing professional development, staying updated with current trends, research, and best practices in the field of psychology.

### **GENERAL GUIDELINES FOR CREDITS**

- One credit equals 25 marks.
- For one credit, there will be 15 contact hours (lectures) for theory courses.
- For one credit, there will be 30 contact hours (lectures) for practical courses.
- So, for a 4-credit theory course, there will be four lectures of one hour each per week.
- For a 2-credit theory course, there will be two lectures of one hour each per week.
- For a 4-credit practical course, there will be eight lectures of one hour each per week.
- For a 2-credit practical course, there will be four lectures of one hour each per week.
- The ratio of external and internal marks for theory courses will be 60:40.
- There will be no internal marks for practical courses.
- Credits for internal and external courses/exams will have to be accrued separately. This implies the following:
  - There is a separate passing in internal and external exams.
  - Rules for ATKT include passing in both internal and external exams.
  - A student failing in internal exam will be considered failed and will have to pass the course separately in the next/ATKT examination.
  - A student failing in external exam will be considered failed and will have to pass the course separately in the next/ATKT examination.
- Specific guidelines and changes (if any) will be notified to students.

SYLLABUS FOR  
MA APPLIED PSYCHOLOGY  
(CLINICAL & COUNSELING APPLICATIONS)

SEMESTER - I

## **Advanced Cognitive Psychology**

(4 lectures per week)

### **Course Objectives:**

- **Understanding Cognitive Psychology and Neuroscience:** To provide students with a comprehensive understanding of the foundational concepts, theoretical frameworks (such as information processing, connectionism, and parallel distributed processing), research methods, and neuroimaging techniques in cognitive psychology and cognitive neuroscience.
- **Exploring Cognitive Processes Across the Lifespan:** To explore the development and changes in cognitive processes across the lifespan, including the structure and functions of brain lobes, cerebral lateralization, and executive functions, highlighting how these aspects influence cognition at different life stages.
- **Examining Attention, Perception, and Memory:** To examine theories and principles related to attention, perception, and memory, including selective attention, signal detection theory, and the cognitive neuroscience of these processes. Students will understand the mechanisms of sensory, short-term, and long-term memory, as well as metacognition.
- **Analyzing Language, Problem Solving, and Creativity:** To analyze the processes involved in language comprehension, production, and representation, as well as the development and acquisition of language. Students will explore problem-solving strategies, factors influencing creativity, and characteristics of creative individuals through various stages, theories, and tests.
- **Understanding Reasoning, Decision Making, and Emotions:** To provide an in-depth understanding of the cognitive processes involved in inductive and deductive reasoning, decision-making theories, heuristics, and fallacies. Students will learn about the neuroscience of reasoning, decision-making, and emotions, and how these processes are influenced by cognitive and neural mechanisms.

### **Course Outcomes:**

1. **Knowledge and Understanding:**
  - **Identify and Explain Key Concepts:** Students will be able to identify and explain the key concepts, theoretical frameworks, and research methods used in cognitive psychology and cognitive neuroscience, including information processing, connectionism, and neuroimaging techniques.
2. **Application:**
  - **Apply Theories to Real-Life Scenarios:** Students will be able to apply theories of attention, perception, and memory to real-life scenarios, demonstrating their

understanding of sensory, short-term, and long-term memory processes, as well as metacognition.

**3. Analysis:**

- **Analyze Cognitive Processes:** Students will analyze the cognitive processes involved in language comprehension, problem-solving, and creativity. They will break down complex tasks into their constituent cognitive components and understand how these processes interact.

**4. Synthesis:**

- **Integrate Knowledge Across Cognitive Domains:** Students will integrate knowledge across different cognitive domains, such as reasoning, decision-making, and emotions, to develop a comprehensive understanding of how these cognitive processes influence each other.

**5. Evaluation:**

- **Critically Evaluate Research Methods and Theories:** Students will critically evaluate the research methods and theories used in cognitive psychology, including experimental designs and neuroimaging techniques, assessing their strengths and limitations in studying cognitive processes.

**Course Content:**

**Unit 1: Introduction to Cognitive Psychology and Cognitive Neuroscience**

- 1.1 Introduction, theoretical frameworks (information processing, connectionism, parallel distributed processing), research methods and neuroimaging techniques in Cognitive Psychology
- 1.2 Cognition across the lifespan
- 1.3 Structure and functions of the lobes
- 1.4 Cerebral lateralization and executive functions

**Unit 2: Attention, Perception, and Memory**

- 2.1 Theories of attention and selective attention, Signal Detection Theory, ROC curve, Cognitive Neuroscience of attention, attentional failure
- 2.2 Principles and theories of perception, human perceptual systems, recognition and social perception
- 2.3 Sensory, short-term and working memory

- 2.4 Encoding, storage, and retrieval processes of the long-term memory, metacognition

### **Unit 3: Language, Problem Solving and Creativity**

- 3.1 Language processing: comprehension, production, and representation
- 3.2 Language development and acquisition: theories and empirical findings
- 3.3 Understanding problems, strategies and factors influencing problem solving
- 3.4 Stages, theories and tests of creativity, characteristics of creative people

### **Unit 4: Reasoning, Decision Making and Emotions**

- 4.1 Inductive and Deductive reasoning
- 4.2 Theories, heuristics and fallacies of decision making, naturalistic and group decision making
- 4.3 Neuroscience of reasoning and decision making
- 4.4 Theories of emotion, relationship between emotions and cognition, neuroscience of emotions

### **Internal Marks**

Internal marks will be based on continuous internal evaluation (CIE) throughout the year. This will include performance of the student on any of class tests, library hours, workshops, seminars, projects, presentations, visits, and other such activities carried out throughout the year. Teachers of the department will maintain a record of all activities.

### **Reference books:**

1. Matlin M, (2012). *Cognition* (8th ed). John Wiley & Sons Inc.
2. Solso, R, MacLin, O, & MacLin M. (2014). *Cognitive Psychology* (8th ed). Pearson.
3. Sternberg, R. J., & Sternberg, K. (2016). *Cognitive Psychology* (7th ed.). Cengage Learning.

### **Recommended reading:**

1. Anderson, J. (2015). *Cognitive psychology and its implications* (8e). Worth Publishers.
2. Eysenck, M., & Keane, M. (2015). *Cognitive Psychology: A Student's Handbook* (7th ed.). Psychology Press.
3. Gazzaniga, M., Ivry, R., & Mangun, G. (2019). *Cognitive neuroscience- the biology of the mind*, (5e). W. W. Norton & Co.

4. Gilhooly, K.; Lyddy, F. & Pollick F. (2014). *Cognitive Psychology*. McGraw Hill Education
5. Goldstein, E. B. (2021). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience* (5th ed.). Cengage Learning.
6. Groome, D. and Eysenck, M. (2016). *An introduction to applied cognitive psychology* (2e). Routledge.
7. Kellog, R. (2012). *Fundamentals of Cognitive Psychology* (2e). Sage
8. Ward, J. (2020). *The Student's Guide to Cognitive Neuroscience* (4th ed.). Psychology Press.
9. Weisberg, R. and Laretta, R. (2013). *Cognition – from memory to creativity*. John Wiley & Sons.

## **Psychopathology of Children and Adolescents**

(4 lectures per week)

### **Course Objectives:**

- **Comprehensive Understanding of Child and Adolescent Psychopathology:** To provide students with a thorough understanding of the foundations of child and adolescent psychopathology, including historical context, significance, epidemiological considerations, key concepts, and general theories. Students will gain insights into the developmental psychopathology perspective and the factors complicating the study of psychopathology in these age groups.
- **Knowledge of Neurodevelopmental Disorders:** To equip students with detailed knowledge about neurodevelopmental disorders such as Autism Spectrum Disorder (ASD), Attention-Deficit/Hyperactivity Disorder (ADHD), Intellectual Disabilities, and Learning Disorders. This includes understanding their historical context, diagnostic criteria, theories, epidemiology, etiology, differential diagnosis, and prognosis.
- **Insight into Mood and Eating Disorders:** To develop students' expertise in identifying and understanding mood disorders and eating disorders in children and adolescents. This includes depressive disorders, bipolar disorders, and various eating disorders such as Anorexia Nervosa, Bulimia Nervosa, and Binge-Eating Disorder. Students will learn about their clinical features, diagnostic criteria, theories, epidemiology, etiology, and prognosis.
- **Understanding Behavioral and Substance-Related Disorders:** To provide a comprehensive overview of behavioral disorders, disruptive and impulse-control disorders, substance-related disorders, and non-substance addictive disorders. This includes conditions such as Conduct Disorder (CD), Oppositional Defiant Disorder (ODD), Intermittent Explosive Disorder, and gambling disorder. Students will study their clinical features, epidemiology, subtypes, and etiological factors.
- **Proficiency in Assessment and Diagnosis:** To enhance students' skills in the clinical assessment, diagnosis, and treatment planning for various psychological disorders in children and adolescents. This includes understanding the diagnostic classification systems (DSM-5, ICD-11), approaches to clinical case formulation, and the importance of caution in the forensic use of diagnostic tools.

### **Course Outcomes:**

1. **Knowledge and Understanding:**
  - **Identify and Describe Key Concepts:** Students will be able to identify and describe key concepts, historical context, and significant theories related to child and adolescent psychopathology, including developmental psychopathology perspectives.

**2. Application:**

- **Apply Diagnostic Criteria and Theories:** Students will be able to apply diagnostic criteria and theoretical frameworks to real-life cases of neurodevelopmental disorders, mood disorders, and eating disorders, demonstrating an understanding of their clinical features and etiological factors.

**3. Analysis:**

- **Analyze Behavioral and Substance-Related Disorders:** Students will analyze behavioral and substance-related disorders in children and adolescents, differentiating between various subtypes and identifying key epidemiological and etiological factors.

**4. Synthesis:**

- **Integrate Knowledge Across Disorders:** Students will integrate knowledge across different types of psychopathologies, synthesizing information from neurodevelopmental, mood, and behavioral disorders to develop comprehensive case formulations and treatment plans.

**5. Evaluation:**

- **Critically Evaluate Assessment and Diagnostic Tools:** Students will critically evaluate the effectiveness and limitations of various assessment and diagnostic tools, including DSM-5 and ICD-11, in the context of child and adolescent psychopathology. They will demonstrate an understanding of ethical considerations in the forensic use of these tools.

**Course Content:**

**Unit 1: Foundations of Child and Adolescent Psychopathology**

- 1.1 Child and Adolescent psychopathology- Definition; Historical context; Significance; Epidemiological considerations; Key concepts; Basic issues and factors complicating the study; General theories; Influences; Developmental psychopathology perspective
- 1.2 General theories; Influences; Developmental psychopathology perspective
- 1.3 Normal and abnormal behaviour; Types of child psychopathology; Approaches to conceptualising; Approaches to classification and diagnosis; Diagnostic classification systems (DSM-5, ICD-11); Issues in classification
- 1.4 Assessment and diagnosis- Approach to clinical case formulation; clinical assessment; treatment planning; caution for forensic use of diagnostic tools

## **Unit 2: Neurodevelopmental disorders**

- 2.1 Autism Spectrum Disorder (ASD)- Historical context and definition; Types; Situational and contextual factors; Diagnostic criteria; Definitional and diagnostic issues; Theories; Epidemiology; Etiology; Differential diagnosis and comorbidity; Prognosis
- 2.2 Attention-Deficit/Hyperactivity Disorder (ADHD)- Historical context and definition; Types; Situational and contextual factors; Diagnostic criteria; Definitional and diagnostic issues; Theories; Epidemiology; Etiology; Differential diagnosis and comorbidity; Prognosis
- 2.3 Intellectual Disabilities- Historical context and definition; Types; Situational and contextual factors; Diagnostic criteria; Definitional and diagnostic issues; Theories; Epidemiology; Etiology; Differential diagnosis and comorbidity; Prognosis
- 2.4 Learning disorders- Historical context and definition; Types; Situational and contextual factors; Diagnostic criteria; Definitional and diagnostic issues; Theories; Epidemiology; Etiology; Differential diagnosis and comorbidity; Prognosis

## **Unit 3: Mood Disorders and Eating disorders**

- 3.1 Depressive disorders- Historical context and definition; Types; Situational and contextual factors; Diagnostic criteria; Definitional and diagnostic issues; Theories; Epidemiology; Etiology; Differential diagnosis and comorbidity; Prognosis
- 3.2 Bipolar disorders- Historical context and definition; Types; Situational and contextual factors; Diagnostic criteria; Definitional and diagnostic issues; Theories; Epidemiology; Etiology; Differential diagnosis and comorbidity; Prognosis
- 3.3 Suicidal and Non-suicidal Self-injurious thoughts and behaviours- Historical context and definition; Types; Situational and contextual factors; Diagnostic criteria; Definitional and diagnostic issues; Theories; Epidemiology; Etiology; Differential diagnosis and comorbidity; Prognosis
- 3.4 Eating Disorders- Clinical Features, epidemiology, subtypes, etiology of Anorexia Nervosa, Bulimia Nervosa, Binge-Eating Disorder, Avoidant/Restrictive Food Intake Disorder, Pica, Rumination Disorder

**Unit 4: Behavioral Disorders, Substance-related, and Other disorders (12 hours)**

- 4.1 Conduct disorders- Conduct Disorder (CD), Oppositional Defiant Disorder (ODD), Intermittent Explosive Disorder: Clinical Features, epidemiology, subtypes, etiology
- 4.2 Disruptive and impulse-control disorders- Pyromania, Kleptomania, others: Clinical Features, epidemiology, subtypes, etiology
- 4.3 Substance-related disorders- Alcohol-related, Caffeine-related, Cannabis-related: Clinical Features, epidemiology, subtypes, etiology
- 4.4 Non-substance addictive disorders- Gambling disorder and others: Clinical Features, epidemiology, subtypes, etiology

**Internal Marks**

Internal marks will be based on continuous internal evaluation (CIE) throughout the year. This will include performance of the student on any of class tests, library hours, workshops, seminars, projects, presentations, visits, and other such activities carried out throughout the year. Teachers of the department will maintain a record of all activities.

**Reference books:**

1. American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed., text rev.).
2. Butcher, J.N; Hooley, J.M; Mineka, S; & Dwivedi, C.B. (2020). *Abnormal Psychology*. (16<sup>th</sup> ed.). Pearson
3. Mash, E. J., & Barkley, R. A. (Eds.). (2014). *Child psychopathology* (3rd ed.). The Guilford Press.

**Recommended reading:**

1. Barlow, D., Durand, V., & Hofman, S. (2018). *Abnormal psychology – an integrative approach*, (8e). Cengage Learning.
2. Gelder, M., Gath, D., Mayou, R., & Cowen, P. (2006). *The Oxford textbook of psychiatry* (4th ed.). Oxford University Press.
3. Kearney, C. & Trull, T. (2016). *Abnormal psychology and life*, (3e). Cengage Learning.
4. Kolb, B. & Wishaw, I. (2015). *Fundamentals of human neuropsychology*, (7e). Worth Publishers.
5. Kring, A., Johnson, S., Davison, G, & Neale, J. (2014). *Abnormal psychology*, (12e). Wiley.
6. Maddux, J. & Winstead, B. (2012). *Psychopathology – foundations for a contemporary understanding*, (3e). Routledge.

7. Malhotra, S., & Malhotra, A. (2020). *Psychiatry for students and practitioners* (2nd ed.). Jaypee Brothers Medical Publishers.
8. Plante, T. (2005). *Contemporary clinical psychology*, (2e). John Wiley & Sons.
9. Sadock, B. J., Sadock, V. A., & Ruiz, P. (2014). *Kaplan and Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry* (11th ed.). Wolters Kluwer.
10. Sharma, N. (2016). *Child and adolescent mental health* (1st ed.). Sage Publications India.
11. Trull, T. & Prinstein, M. (2013). *Clinical psychology*, (8e). Wadsworth Cengage Learning.
12. World Health Organization. (2019). *International classification of diseases for mortality and morbidity statistics* (11th ed.).

**Biopsychology**  
(4 lectures per week)

**Course Objectives:**

- **Understanding the Fundamentals of Biopsychology:** To provide students with a comprehensive understanding of the basic concepts of biopsychology, including its definition, origin, and the role of genes and evolutionary psychology. Students will also learn about the various methods used to investigate the brain.
- **Exploring the Nervous System:** To equip students with detailed knowledge about the structure and functions of the nervous system, including the divisions of the nervous system, the anatomy of the central nervous system (CNS), the structure of neurons, and the blood-brain barrier.
- **Neural Communication and Brain Function:** To develop students' understanding of how neurons send and receive signals, including the processes of neural impulse, synaptic transmission, and the role of neurotransmitters. Students will also explore brain lateralization, language, and the split-brain phenomenon.
- **Sensory and Motor Systems:** To provide students with in-depth knowledge of the sensory and motor systems, including the visual, auditory, somatosensory, olfactory, and gustatory systems. Students will learn about the neural basis of sensory processing, brain mechanisms of movement, motor pathways, reflexes, and movement disorders.
- **Neuroplasticity, Cognition, Emotion, and Motivation:** To enhance students' understanding of the development and plasticity of the nervous system, learning and memory mechanisms, and the brain's role in emotions and stress. Students will also study the neurobiological underpinnings of motivation, including hunger, thirst, sex, sleep, and circadian rhythms, as well as the biopsychology of various mental health disorders and substance addiction.

**Course Outcomes:**

1. **Knowledge and Understanding:**
  - **Identify and Describe Key Concepts:** Students will be able to identify and describe the fundamental concepts of biopsychology, including the role of genes, evolutionary psychology, and methods of investigating the brain.
2. **Application:**
  - **Apply Knowledge of Nervous System Structure and Function:** Students will be able to apply their understanding of the nervous system's structure and functions to explain processes such as neural impulse conduction, synaptic transmission, and neurotransmitter functions.

3. **Analysis:**

- **Analyze Sensory and Motor Systems:** Students will analyze the sensory and motor systems, breaking down the processes involved in visual and auditory perception, sensory processing, and motor control. They will identify how damage to these systems affects functioning.

4. **Synthesis:**

- **Integrate Knowledge of Neuroplasticity and Cognitive Functions:** Students will integrate knowledge of neuroplasticity, brain development, learning, memory, and emotion to understand how these processes interact and influence behavior and mental health.

5. **Evaluation:**

- **Critically Evaluate Biopsychological Theories and Disorders:** Students will critically evaluate various biopsychological theories and the underlying mechanisms of mental health disorders such as schizophrenia, depressive disorders, and substance addiction. They will assess the effectiveness of different approaches to understanding and treating these conditions.

**Course Content:**

**Unit 1: Fundamentals of biopsychology**

- 1.1 What is Biopsychology? Human evolution and Genetics - definition, origin, disciplines of biopsychology, role of genes and evolutionary psychology, methods of investigating the brain.
- 1.2 Structures and functions of the nervous system - divisions of the nervous system and their functions, anatomy of the CNS, cells of the nervous system, structure of neurons, the blood-brain barrier.
- 1.3 Neurons: Sending and receiving signals-neural impulse (resting potential, action potential, conduction of impulse), synaptic transmission of signals among neurons, neurotransmitters and functions.
- 1.4 Brain lateralization, language, and the split brain - cerebral lateralization of function, difference between left and right hemispheres, language localisation, Wernicke-Geschwind model.

## **Unit 2: Sensory and Motor Systems**

- 2.1 The visual system - visual perception and pathway, neural basis of visual processing, understanding colour, motion and depth.
- 2.2 The auditory system - sound perception and auditory processing pathways, effects of damage to the auditory system.
- 2.3 The systems for touch, smell, taste and attention - somatosensory, olfactory and gustatory systems, selective attention.
- 2.4 The sensorimotor system - brain mechanisms of movement, motor pathways, reflexes, movement disorders.

## **Unit 3: Neuroplasticity, Cognition and Emotion**

- 3.1 Development of the nervous system - five phases of neurodevelopment, postnatal cerebral development and effects of experience.
- 3.2 Brain damage and brain plasticity - causes of damage, neurological diseases, recovery, neuroplasticity.
- 3.3 Learning and memory - role of hippocampus and brain areas in memory, synaptic mechanisms of learning and memory, amnesia and types.
- 3.4 Emotion, stress and health - emotions and ANS, brain mechanisms of emotions, fear, defence and aggression, stress response and its effects.

## **Unit 4: Motivation**

- 4.1 Hunger, thirst, sex and the role of hormones - internal regulation: homeostasis, hunger and thirst, neuroendocrine system, sexual development of brain and behaviour, sexual orientation and gender identity.
- 4.2 Sleep, dreaming and circadian rhythms - sleep stages and brain mechanisms, circadian sleep - wake cycles, effects of sleep-deprivation, dreams.
- 4.3 Biopsychology of disorders: schizophrenia, depressive, bipolar and anxiety disorders.
- 4.4 Substance addiction, reward circuits - principles of drug action, role of learning in drug tolerance, approaches to addiction; social media addiction and the role of dopamine.

### **Internal Marks**

Internal marks will be based on continuous internal evaluation (CIE) throughout the year. This will include performance of the student on any of class tests, library hours, workshops, seminars, projects, presentations, visits, and other such activities carried out throughout the year. Teachers of the department will maintain a record of all activities.

### **Reference books:**

1. Kalat, J. W. (2021). *Biological psychology* (14th ed.). Cengage Learning.
2. Pinel, J. P. J., & Barnes, S. (2023). *Biopsychology* (11th ed.). Pearson Education.

### **Recommended reading:**

1. Arvind, O. (2019). *Bio psychology* (1st ed.). Utsaah Psychological Services Pvt. Ltd.
2. Breedlove, S. M., Watson, N. V., & Rosenzweig, M. R. (2020). *Biological psychology: An introduction to behavioral, cognitive, and clinical neuroscience* (8th ed.). Sinauer Associates.
3. Carlson, N. (2013). *Physiology of behavior* (11th ed.). Pearson.
4. Clifford, S., & Higgs, S. (2019). *Biological psychology* (2nd ed.). SAGE Publications Ltd.
5. Corr, P. J. (2006). *Understanding biological psychology* (1st ed.). Wiley-Blackwell.
6. Garrett, B., & Hough, G. (2021). *Brain & behavior: An introduction to biological psychology* (6th ed.). Sage Publications.
7. Getz, G. (2014). *Applied biological psychology*. Springer Publishing Co.
8. Hall, C. N. (2023). *Introduction to biological psychology*. University of Sussex Library.
9. Kolb, B., & Whishaw, I. Q. (2020). *An introduction to brain and behavior* (6th ed.). Worth Publishers.
10. Kolb, B., & Whishaw, I. (2015). *Fundamentals of human neuropsychology* (7th ed.). Worth Publishers.
11. Lyons, M., & Brewer, G. (2014). *Biological psychology* (1st ed.). Learning Matters Ltd.
12. Panksepp, J., & Biven, L. (2019). *The archaeology of mind: Neuroevolutionary origins of human emotions*. W.W. Norton & Company.
13. Siegel, A., & Sapru, H. N. (2019). *Essential neuroscience* (4th ed.). Wolters Kluwer.
14. Toates, F. (2021). *Biological psychology* (4th ed.). Pearson.

## **Research Methodology**

(4 lectures per week)

### **Course Objectives:**

- **Understanding Basic Research Concepts and Ethical Standards:** To provide students with a comprehensive understanding of basic research concepts, including research problems, hypotheses, variables, and operational definitions. Students will also learn about the ethical standards of research and the various applications of research in different fields.
- **Mastering Sampling Techniques and Data Collection Methods:** To equip students with knowledge of various sampling techniques, including probability and non-probability sampling. Students will also learn different data collection methods such as observation, mail surveys, personal interviews, telephonic interviews, and internet surveys, along with their appropriate applications.
- **Designing and Implementing Experimental and Quasi-Experimental Research:** To develop students' skills in designing and implementing experimental and quasi-experimental research. This includes understanding between-group designs, factorial designs, within-group designs, and the conceptual distinctions between these designs, as well as the application of quasi-experimental designs in program evaluation research.
- **Applying Scaling Techniques in Research:** To introduce students to various scaling techniques, including psychophysical scaling, Thurstone-type scales, and Likert-type scales. Students will learn the purposes of scaling and how to apply these techniques effectively in research.
- **Writing and Reporting Research Findings:** To enhance students' ability to write and report research findings effectively. This includes understanding the structure of a research report, guidelines for effective writing, and communicating research results in APA style. Students will also develop skills in oral presentations and preparing research proposals.

### **Course Outcomes:**

1. **Knowledge and Understanding:**
  - **Identify and Describe Basic Research Concepts:** Students will be able to identify and describe fundamental research concepts such as research problems, hypotheses, variables, and operational definitions, as well as understand the ethical standards of research.
2. **Application:**
  - **Apply Sampling Techniques and Data Collection Methods:** Students will be able to apply various sampling techniques (probability and non-probability) and

data collection methods (observation, surveys, interviews) to real-life research scenarios.

**3. Analysis:**

- **Analyze Experimental and Quasi-Experimental Designs:** Students will analyze different experimental and quasi-experimental designs, including between-group, within-group, factorial, and quasi-experimental designs, understanding their appropriate use and differences.

**4. Synthesis:**

- **Integrate Scaling Techniques in Research:** Students will integrate knowledge of various scaling techniques (psychophysical, Thurstone-type, Likert-type) into their research, synthesizing information to create reliable and valid measurement tools.

**5. Evaluation:**

- **Critically Evaluate Research Reports and Present Findings:** Students will critically evaluate research reports, understanding the structure and guidelines for effective writing. They will also present research findings orally and in written form following APA style.

**Course Content:**

**Unit 1: Overview of Research Process and Survey Research**

- 1.1 Basic research concepts (research problem, hypotheses, variables, and operational definitions), ethical standards of research, and applications of research
- 1.2 Sampling techniques - Probability sampling and non-probability sampling.
- 1.3 Data collection methods: Observation, mail surveys (questionnaires), personal interviews, telephonic interviews, and internet surveys
- 1.4 Survey research designs: Cross-sectional, successive independent samples, longitudinal

**Unit 2: Experimental Designs**

- 2.1 Between group designs - Randomized group designs, block designs, two-group designs, more than two-group designs
- 2.2 Factorial designs: Simple factorial designs, factorial designs with covariate, randomized block factorial designs

- 2.3 Within group designs: Repeated measures designs, repeated measures design with covariates
- 2.4 Conceptual distinction between group designs, repeated measures designs, and mixed designs

### **Unit 3: Quasi-Experimental Designs and Scaling**

- 3.1 Characteristics and types of quasi-experimental designs: Single-group designs, pretest-posttest designs
- 3.2 Non-equivalent control group designs, discontinuity promotion designs, time series designs, cohort designs
- 3.3 Application of quasi-experimental designs in program evaluation research
- 3.4 Scaling: Purpose, psychophysical scaling, Thurstone-type scales (differential), and Likert-type scales (summated)

### **Unit 4: Writing and Reporting Research**

- 4.1 Structure of a research report: Title page, Abstract, Introduction, Method, Results, Discussion, References, Appendices, Footnotes
- 4.2 Guidelines for effective writing
- 4.3 Communicating the results of research in APA style
- 4.4 Oral presentations and research proposals

### **Internal Marks**

Internal marks will be based on continuous internal evaluation (CIE) throughout the year. This will include performance of the student on any of class tests, library hours, workshops, seminars, projects, presentations, visits, and other such activities carried out throughout the year. Teachers of the department will maintain a record of all activities.

### **Reference books:**

- 1. Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2015). *Research methods in psychology* (10th ed.). McGraw Hill.
- 2. Goodwin K. A. & Goodwin C. (2017). *Research in psychology: Methods and design* (8th ed.). John Wiley & Sons, Inc.

### **Recommended reading:**

1. Coolican H. (2024). *Research methods and statistics in psychology* (8th ed.). Psychology Press.
2. Howitt, D. and Crammer, D. (2011). *Introduction to research methods in psychology* (3rd ed.). Pearson Education.
3. Morling B. (2018). *Research methods in psychology* (3rd ed.). W. W. Norton & Company.
4. Tabachnick B. G. & Fidell L. S. (2019). *Using Multivariate Statistics* (7th ed.) Pearson.

## **Theories of Personality-I (Psychodynamic, Behavioural & Cognitive)**

(2 lectures per week)

### **Course Objectives:**

- **Understanding Psychodynamic Theories:** To provide students with a comprehensive understanding of major psychodynamic theories of personality, including Freud's Psychoanalysis, Jung's Analytical Psychology, Adler's Individual Psychology, Horney's Neurotic-Needs theory, and Erikson's Psychosocial theory. Students will learn about the structure and stages of personality development, anxiety and defenses, and methods of assessment for each theory.
- **Exploring Cognitive and Behavioral Theories:** To equip students with knowledge of key cognitive and behavioral theories of personality, including Skinner and Pavlov's Behaviorism, Bandura's Modeling theory, Beck's Cognitive Theory, Ellis' Rational Emotive Behavior Theory, and Kelly's Personal Construct Theory. Students will understand the learning principles, cognitive distortions, self-efficacy, and the impact of reinforcement and conditioning on personality.
- **Analyzing Methods of Assessment:** To develop students' skills in analyzing various methods of personality assessment used in different theories, including projective tests, observational techniques, and self-report inventories. Students will critically evaluate the strengths and limitations of these assessment methods.
- **Critical Evaluation of Theories:** To enhance students' ability to critically evaluate the major theories of personality, considering their historical context, theoretical foundations, empirical support, and practical applications. Students will assess the contributions and limitations of each theory to the understanding of human personality.
- **Applying Theories to Real-Life Scenarios:** To provide students with opportunities to apply the concepts and principles of personality theories to real-life scenarios and case studies. Students will explore how different theories explain various aspects of personality development, psychological disorders, and therapeutic interventions

### **Course Outcomes:**

1. **Knowledge and Understanding:**
  - **Identify and Describe Key Personality Theories:** Students will be able to identify and describe key concepts and structures of major personality theories, including psychodynamic, cognitive, and behavioral approaches.
2. **Application:**
  - **Apply Personality Theories to Case Studies:** Students will be able to apply the principles of various personality theories to analyze and interpret real-life scenarios and case studies, demonstrating how these theories explain personality development and behavior.

**3. Analysis:**

- **Analyze Methods of Personality Assessment:** Students will analyze different methods of personality assessment used across various theories, identifying their strengths and limitations. They will also compare and contrast these methods.

**4. Synthesis:**

- **Integrate Multiple Theories:** Students will integrate concepts from multiple personality theories to form a comprehensive understanding of personality development. They will synthesize information to explain complex personality traits and behaviors.

**5. Evaluation:**

- **Critically Evaluate Theoretical Frameworks:** Students will critically evaluate the theoretical frameworks of major personality theories, assessing their historical context, empirical support, practical applications, and limitations. They will develop informed opinions on the relevance and effectiveness of each theory.

**Course Content:**

**Unit 1: Psychodynamic Theories**

- 1.1 Introduction to personality theories; Sigmund Freud's Psychoanalysis- structure and stages of personality development, anxiety and defenses, methods of assessment, critical overview
- 1.2 Carl Jung's Analytical Psychology- structure and development of personality, psychic energy, methods of assessment, critical overview
- 1.3 Alfred Adler's Individual Psychology- fundamentals of Adlerian theory, neurosis, methods of assessment, critical overview
- 1.4 Karen Horney's Neurotic-Needs theory- basic anxiety, neurotic needs and feminine psychology, critical overview
- 1.5 Erik Erikson's Psychosocial theory- stages of personality development and methods of assessment, critical overview

**Unit 2: Behavioural and Cognitive Theories**

- 2.1 B.F. Skinner and Ivan Pavlov's Behaviourism- learning principles, schedules of reinforcement, successive approximation, superstitions, applications of classical and operant conditioning

- 2.2 Albert Bandura's Modelling theory- basics of principles of observational learning, questions about human nature, applications to therapy, self-reinforcement and self-efficacy, critical overview
- 2.3 Aron Beck's Cognitive Theory of Personality: causation and psychological disorders, automatic thoughts, cognitive model of the development of schemas, and cognitive distortions, critical overview
- 2.4 Albert Ellis' Rational Emotive Behaviour Theory of Personality: philosophical viewpoints, basic factors to the theory, the A-B-C theory, critical overview of George Kelly's Personal Construct Theory: ways of anticipating life events, view of human nature, assessment methods, cognitive complexity and personality change, critical overview

### **Internal Marks**

Internal marks will be based on continuous internal evaluation (CIE) throughout the year. This will include performance of the student on any of class tests, library hours, workshops, seminars, projects, presentations, visits, and other such activities carried out throughout the year. Teachers of the department will maintain a record of all activities.

### **Reference books:**

1. Cloninger, S. (2008). *Theories of Personality* (5th ed). Pearson Education Pvt. Ltd. India, 2008.
2. Schultz, D., & Schultz, S. (2020). *Theories of personality* (11th ed.). Wadsworth Publishing.

### **Recommended reading:**

1. Corey. M. S & Corey G. (2015). *Becoming a Helper*. Cengage Learning
2. Ewen, R. B. (2014). *An introduction to theories of personality* (7th Edition). Psychology Press.
3. Fiest, G. J., & Fiest, J. (2021). *Theories of Personality* (10th Edition). Mc Graw Hill.
4. Friedman H, Schustack M. (2011). *Personality Classic Theories and Modern Research*, (5th Ed), Pearson Education Pvt. Ltd. India.
5. Hall C. S., Lindzey. G & Campbell J. B. (1997). *Theory of Personality*, (4th Ed)., John Wiley & Sons.

6. Mischel, W., Shoda, Y., & Ayduk, O. (2007). Introduction to personality: Toward an integrative science of the person. John Wiley & Sons.

**Crisis and Trauma Counseling**

(2 lectures per week)

**Course Objectives:**

- **Understanding Trauma and Its Effects:** To provide students with a comprehensive understanding of trauma, including its definition, types, and the physiological and psychological responses to trauma such as the alarm system, freeze response, and post-traumatic stress symptoms. Students will also learn about dissociation and various dissociative disorders
- **Exploring Attachment and Therapeutic Relationships:** To equip students with knowledge of attachment function and styles, traumatic bonding, and the fear of attachment and dependency. Students will learn the importance of building and maintaining therapeutic relationships, understanding counselor qualities, and overcoming barriers in trauma therapy
- **Safe Trauma Therapy and Treatment Modalities:** To develop students' skills in safe trauma therapy, including the range of treatment modalities and assessment techniques. Students will learn about the challenges faced in trauma therapy, including professional, process-related, and session-related challenges, as well as issues related to dissociation and counseling.
- **Managing Complex Trauma Symptoms:** To provide students with practical skills to manage complex trauma symptoms. This includes creating a safe environment, managing sensations, feelings, and grounding skills, handling flashbacks, nightmares, panic attacks, dissociation, and addressing negative thoughts and beliefs. Students will also learn techniques for managing fragmented memories, shame, guilt, self-blame, and self-harm
- **Facilitating Post-Traumatic Growth and Recovery:** To enhance students' understanding of post-traumatic growth and the factors that contribute to recovery. Students will learn strategies for restoring reality and trust in self, preventing relapse, maintaining self-care, and promoting sustained post-traumatic growth. They will also explore ways to manage relationships, sexuality, loss, and mourning in the context of trauma recovery.

**Course Outcomes:**

1. **Knowledge and Understanding:**
  - **Identify and Describe Key Concepts of Trauma:** Students will be able to identify and describe the key concepts related to trauma, including its types, physiological and psychological responses, and dissociative disorders.

2. **Application:**

- **Apply Attachment Theories and Therapeutic Techniques:** Students will be able to apply theories of attachment and therapeutic techniques to build and maintain effective therapeutic relationships with trauma survivors, addressing barriers and challenges in therapy.

3. **Analysis:**

- **Analyze Trauma Therapy Challenges and Treatment Modalities:** Students will analyze the challenges faced in trauma therapy, including professional, process-related, and session-related issues, and evaluate different treatment modalities and assessment techniques for safe trauma therapy.

4. **Synthesis:**

- **Integrate Skills for Managing Trauma Symptoms:** Students will integrate various skills for managing complex trauma symptoms, such as creating a safe environment, grounding techniques, and handling flashbacks and negative thoughts, to develop comprehensive treatment plans for trauma survivors.

5. **Evaluation:**

- **Critically Post-Traumatic Growth Strategies:** Students will critically evaluate strategies for facilitating post-traumatic growth, including relapse prevention, self-care maintenance, and managing relationships and loss, to support sustained recovery and growth in trauma survivors.

**Course Content:**

**Unit I: Understanding and Working with Complex Trauma**

- 1.1 Trauma - definition and types, alarm system and freeze response, post-traumatic stress symptoms
- 1.2 Dissociation - types of dissociation, range of dissociative disorders
- 1.3 Fear of attachment and dependency, traumatic loneliness
- 1.4 Therapeutic relationship and recovery, building therapeutic relationship and its role, counsellor qualities, barriers, and challenges - in profession, process, session, and counselling.

**Unit II: Skills to Manage Complex Trauma Symptoms and Post-Traumatic Growth**

- 2.1 Managing sensations, feelings and grounding skills, flashbacks, nightmares, panic attacks and dissociation, negative thoughts and beliefs
- 2.2 Managing sensations, feelings and grounding skills, flashbacks, nightmares, panic attacks and dissociation, negative thoughts and beliefs
- 2.3 Managing fragmented memories, shame, guilt, self-blame, self-harm

- 2.4 Managing relationships, sexuality, loss and mourning
- 2.5 Post-traumatic growth- restoring reality and trust in self, relapse prevention and self-care

### **Internal Marks**

Internal marks will be based on continuous internal evaluation (CIE) throughout the year. This will include performance of the student on any of class tests, library hours, workshops, seminars, projects, presentations, visits, and other such activities carried out throughout the year. Teachers of the department will maintain a record of all activities.

### **Reference books:**

1. Sanderson, C. (2013). *Counselling Skills for Working with Trauma: Healing From Child Sexual Abuse, Sexual Violence and Domestic Abuse*. United Kingdom: Jessica Kingsley Publishers.
2. Dattilio, F. R., & Freeman, A. (2007). *Cognitive-Behavioral Strategies in Crisis Intervention*. Guilford Publications.

### **Recommended reading:**

1. Kirmayer, L. J., Lemelson, R., & Barad, M. (Eds.). (2007). *Understanding trauma: Integrating biological, clinical, and cultural perspectives*. Cambridge University Press.
2. Moskowitz, A., Dorahy, M. J., & Schäfer, I. (Eds.). (2019). *Psychosis, trauma, and dissociation: Evolving perspectives on severe psychopathology*. John Wiley & Sons.
3. Perry, B. D., & Szalavitz, M. (2017). *The boy who was raised as a dog: And other stories from a child psychiatrist's notebook - What traumatized children can teach us about loss, love, and healing*. Hachette UK.
4. Schwartz, R. (2021). *No bad parts: Healing trauma and restoring wholeness with the internal family systems model*. Sounds True.
5. Siegel, D. J., & Solomon, M. F. (Eds.). (2003). *Healing trauma: Attachment, mind, body and brain (Norton Series on Interpersonal Neurobiology)*. WW Norton & Company.
6. Van der Kolk, B. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York.

**Culture & Psychology**  
(2 lectures per week)

**Course Objectives:**

- **Understanding the Role of Culture in Psychology:** To provide students with a comprehensive understanding of the definition and components of culture, and its significance in psychology. Students will explore the differences between cross-cultural psychology and cultural psychology, and examine the impact of globalization on psychological processes.
- **Exploring the Development of Psychology in India:** To equip students with knowledge about the development of psychology in the Indian context, including the influence of Indian philosophy and spirituality. Students will learn about indigenous psychological concepts such as yoga, meditation, and mindfulness, and their application in modern psychology.
- **Analyzing Socio-Cultural Factors and Mental Health in India:** To develop students' ability to analyze the influence of socio-cultural factors on mental health in India. Students will examine case studies of Indian psychological experiences and practices to understand how culture shapes mental health outcomes.
- **Examining Cultural Influences on Cognitive and Emotional Processes:** To enhance students' understanding of how culture influences cognitive processes such as perception, thinking, reasoning, memory, and learning. Students will also explore cultural variations in the expression, experience, and regulation of emotions, and their impact on mental health.
- **Developing Cultural Competence in Psychological Practice:** To provide students with the skills to develop culturally sensitive interventions and therapies. Students will learn to address cultural biases in psychological research and practice, and understand the importance of cultural competence in providing effective psychological services.

**Course Outcomes:**

1. **Knowledge and Understanding:**
  - **Identify and Describe Key Concepts of Trauma:** Students will be able to identify and describe the key concepts related to trauma, including its types, physiological and psychological responses, and dissociative disorders.
2. **Application:**
  - **Apply Attachment Theories and Therapeutic Techniques:** Students will be able to apply theories of attachment and therapeutic techniques to build and maintain effective therapeutic relationships with trauma survivors, addressing barriers and challenges in therapy.

**3. Analysis:**

- **Analyze Trauma Therapy Challenges and Treatment Modalities:** Students will analyze the challenges faced in trauma therapy, including professional, process-related, and session-related issues, and evaluate different treatment modalities and assessment techniques for safe trauma therapy.

**4. Synthesis:**

- **Integrate Skills for Managing Trauma Symptoms:** Students will integrate various skills for managing complex trauma symptoms, such as creating a safe environment, grounding techniques, and handling flashbacks and negative thoughts, to develop comprehensive treatment plans for trauma survivors.

**5. Evaluation:**

- **Critically Post-Traumatic Growth Strategies:** Students will critically evaluate strategies for facilitating post-traumatic growth, including relapse prevention, self-care maintenance, and managing relationships and loss, to support sustained recovery and growth in trauma survivors.

**Course Content:**

**Unit 1: Culture and Psychology: Introduction, Applications and the Indian Context**

- 1.1 Definition of culture and its components, importance of culture in psychology,
- 1.2 Cross-cultural psychology vs. cultural psychology, Methods and approaches in cultural psychology, Individualism vs. collectivism, impact of globalisation on psychological processes
- 1.3 Development of Psychology in India: role of Indian philosophy and spirituality, indigenous psychological concepts - yoga, meditation, and mindfulness
- 1.4 Influence of socio-cultural factors on mental health in India, case studies of Indian psychological experiences and practices

**Unit 2: Cultural Influences on Cognition, Emotion, Identity and therapy**

- 2.1 Cultural variations in perception, thinking, and reasoning, influence of culture on memory and learning
- 2.2 Emotion and culture: expression, experience, and regulation of emotions, Cultural differences in emotional experiences and mental health

- 2.3 Concepts of self and identity in different cultures, Role of culture in the development of self-concept, Cross-cultural perspectives on personality and identity
- 2.4 Cultural competence in psychological practice: Developing culturally sensitive interventions and therapies, addressing cultural biases in psychological research and practice

### **Internal Marks**

Internal marks will be based on continuous internal evaluation (CIE) throughout the year. This will include performance of the student on any of class tests, library hours, workshops, seminars, projects, presentations, visits, and other such activities carried out throughout the year. Teachers of the department will maintain a record of all activities.

### **Reference books:**

1. Kruglanski A & Larson K S (2013). *Cross-Cultural Psychology: Why culture matters*. IAP
2. Verma, M. C. (2010). *Foundations of Indian Psychology, Volume 1: Theories and Concepts* (Vol. 1). Pearson Education India.

### **Recommended reading:**

1. Berry, J. W., Poortinga, Y. H., Segall, M. H., & Dasen, P. R. (2011). *Cross-cultural psychology: Research and applications* (3rd ed.). Cambridge University Press.
2. Chakkarath, P., & Jensen, L. A. (2018). *Cultural psychology of development* (2nd ed.). Routledge.
3. Keith, K. D. (Ed.). (2019). *Cross-cultural psychology: Contemporary themes and perspectives* (2nd ed.). Wiley Blackwell.
4. Laungani, P. D. (2007). *Understanding cross-cultural psychology: Eastern and Western perspectives*. SAGE Publications.
5. Misra, G., & Gergen, K. J. (Eds.). (1993). *Psychological studies of human development: Applications and trends in India*. Sage Publications.
6. Nisbett, R. E. (2003). *The geography of thought: How Asians and Westerners think differently...and why*. Free Press.
7. Sinha, J. B. P. (2014). *Psycho-social analysis of the Indian mind set*. Springer.

**Geriatric Care**  
(2 lectures per week)

**Course Objectives:**

- **Understanding Theories and Aspects of Ageing:** To provide students with a comprehensive understanding of the biological, psychological, and sociocultural theories of ageing. Students will explore the physiological, social, psychological, and cognitive aspects of ageing, as well as the management of chronic conditions and diseases prevalent in the elderly population.
- **Conducting Comprehensive Geriatric Assessments:** To equip students with the skills to perform comprehensive geriatric assessments, including multidisciplinary care planning and management. Students will learn how to evaluate the physical, psychological, and social needs of elderly individuals to create effective care plans.
- **Implementing Therapeutic and Social Support Interventions:** To develop students' abilities to implement individual and group therapy techniques, and social support interventions. Students will understand the roles of family, friends, and the community in supporting the mental health of the elderly, and address caregiver issues and concerns.
- **Promoting Physical Activity and Rehabilitation:** To emphasize the importance of physical activity and exercise in ageing, and to teach students about rehabilitation techniques and services. Students will learn about medication management in the elderly and how to support physical well-being through appropriate interventions.
- **Understanding End-of-Life Care and Successful Ageing:** To enhance students' understanding of the process of death and dying, end-of-life care, and bereavement. Students will explore the concept of successful ageing and learn how to support elderly individuals in achieving a sense of well-being and quality of life in their later years.

**Course Outcomes:**

1. **Knowledge and Understanding:**
  - **Identify and Describe Theories and Aspects of Ageing:** Students will be able to identify and describe the biological, psychological, and sociocultural theories of ageing, as well as the physiological, social, psychological, and cognitive aspects of ageing.
2. **Application:**
  - **Apply Geriatric Assessment Techniques:** Students will be able to apply comprehensive geriatric assessment techniques, including multidisciplinary care planning and management, to evaluate and address the needs of elderly individuals.

**3. Analysis:**

- **Analyze Therapeutic and Social Support Interventions:** Students will analyze the effectiveness of individual and group therapy techniques, social support interventions, and the roles of family, friends, and the community in supporting the mental health of the elderly. They will also address caregiver issues and concerns.

**4. Synthesis:**

- **Integrate Physical Activity and Rehabilitation Techniques:** Students will integrate knowledge of physical activity, exercise, and rehabilitation techniques to develop comprehensive care plans that promote physical well-being and manage medications in the elderly.

**5. Evaluation:**

- **Critically Evaluate End-of-Life Care and Successful Ageing Concepts:** Students will critically evaluate the processes of death and dying, end-of-life care, and bereavement. They will assess the concept of successful ageing and the factors that contribute to a sense of well-being and quality of life in the elderly.

**Course Content:**

**Unit I: Understanding the Elderly**

- 1.1 Introduction to geriatric care, biological, psychological and sociocultural theories of ageing
- 1.2 Physiological and social aspects of ageing
- 1.3 Psychological and cognitive aspects of ageing
- 1.4 Chronic conditions and disease management

**Unit II: Looking into the Well-Being of the Elderly**

- 2.1 Comprehensive Geriatric Assessment, multidisciplinary care planning and management
- 2.2 Individual and group therapy techniques, social support interventions, role of family, friends, and community in mental health, caregiver issues and concerns
- 2.3 Importance of physical activity and exercise in ageing, rehabilitation techniques and services, medication management in the elderly

- 2.4 The process of death and dying, end of life care and bereavement; the concept of successful ageing

**Internal Marks**

Internal marks will be based on continuous internal evaluation (CIE) throughout the year. This will include performance of the student on any of class tests, library hours, workshops, seminars, projects, presentations, visits, and other such activities carried out throughout the year. Teachers of the department will maintain a record of all activities.

**Reference books:**

1. Whitbourne, S.K., & Whitbourne, S.B. (2011). *Adult Development and Aging: Biopsychosocial Perspectives* (4 th ed.). Hoboken, NJ: John Wiley and Sons.

**Recommended reading:**

1. American Psychological Association (1998). *What Practitioners should know about working with older adults.*
2. Chakraborti, R. D. (2004). *The Greying of India: Population ageing in the context of India.* New Delhi: Sage Publications
3. Cohen, L. (1998). *No Aging in India: Alzheimers, The Bad Family, and Other Modern Things.* New Delhi: Sage Publications.
4. Gallagher-Thompson, D., Steffen, A. & Thompson, L. (Ed.). (2008). *Handbook of Behavioural and Cognitive Therapies with Older Adults.* Springer Publications.
5. Kapoor, A. & Kapoor, S. (Ed.). (2004). *India Elderly: Multidisciplinary Dimension.* Mittal Publications
6. Orbach, A. (2003). *Counselling Older Clients.* New Delhi: Sage Publications.
7. Scottish Inter-Collegiate Guidelines Network (2006). *Management of Patients with dementia: A National Clinical Guide.*
8. Teitel, R. (2001). *The HandHolder Handbook: A Guide for Caregivers of People with Alzheimers or other Dementias.* London: Rutgers University Press.

## Designing Experiments in Psychology

(4 lectures per week)

### Course Objectives:

- **Understanding Famous Experiments in Psychology:** To provide students with a thorough understanding of famous experiments in experimental and cognitive psychology. Students will learn to identify and analyze the variables, controls, research design, results, applications, and limitations of these experiments through classroom discussions and presentations
- **Developing Experimental Design Skills:** To equip students with the skills to design their own experiments. This includes generating a hypothetical problem, formulating hypotheses, selecting appropriate research designs, and identifying controls, materials, sampling methods, procedures, and observation techniques. Students will also learn to present their experimental designs and discuss potential outcomes, applications, and limitations
- **Applying Theoretical Knowledge in Practical Experiments:** To enable students to apply theoretical knowledge by conducting four experiments on topics covered in theory during the semester. Students will document their experiments in a record book, ensuring detailed and accurate reporting for practical examinations
- **Enhancing Presentation and Communication Skills:** To develop students' presentation and communication skills through group-based activities and individual presentations. Students will learn to effectively communicate their experimental designs, findings, and analyses to their peers and instructors
- **Utilizing Software for Experiment Design:** To introduce students to various software tools for designing experiments. Students will learn how to use these tools to create, manage, and analyze experimental designs, enhancing their technical skills and preparing them for advanced research tasks.

### Course Outcomes:

1. **Knowledge and Understanding:**
  - **Identify and Describe Key Components of Famous Experiments:** Students will be able to identify and describe the variables, controls, research designs, results, applications, and limitations of famous experiments in experimental and cognitive psychology.
2. **Application:**
  - **Apply Experimental Design Techniques:** Students will be able to apply techniques for designing experiments, including generating hypotheses, selecting research designs, and identifying controls and variables. They will create detailed

experimental plans, including materials, sampling methods, procedures, and observation techniques.

**3. Analysis:**

- **Analyze Experimental Data and Outcomes:** Students will analyze hypothetical data from their designed experiments, discussing possible outcomes, applications, and limitations. They will critically evaluate the effectiveness and validity of their experimental designs.

**4. Synthesis:**

- **Integrate theoretical Knowledge into Practical Experiments:** Students will integrate theoretical knowledge from their coursework into the design and execution of practical experiments. They will document their experiments comprehensively in a record book and prepare for practical examinations.

**5. Evaluation:**

- **Critically Evaluate and Present Experimental Designs:** Students will critically evaluate their own and peers' experimental designs, discussing strengths and weaknesses. They will develop and deliver effective presentations of their experimental plans and findings, demonstrating clear communication and analytical skills.

**Course Content:**

- A. Famous experiments in experimental and cognitive psychology: Discuss the experiment in the classroom and identify the variables, controls, research design, results, applications, and limitations. Each student (or small groups of 2-3 students) will make a presentation.
- B. Design an experiment: A group-based activity for designing an experiment with one IV and one DV. Students will generate a hypothetical problem for which they will also present a research design with controls, hypotheses, material, sampling, procedure, observation tables, hypothetical readings, and discuss possible outcomes, applications, and limitations.
- C. Any four experiments on topics covered in theory in the semester. Students will write the experiments as per protocol in a record book and carry the attested copy for the practical examination.
- D. Designing experiments and analysing results with the help of different software like PEBL 2.0 and Jamovi.

**Reference books:**

1. Field, A. & Hole, G (2003). *How to Design and Report Experiments*. SAGE Publications Ltd.
2. Snodgrass, J, Levy-Berger, L, & Haydon, M. (1985). *Human experimental psychology*. Oxford University Press.

**Recommended reading:**

1. Martin, D. (2000). *Doing Psychology Experiments*. Wadsworth Pub.
2. Titchner, E (1901/2023). *Experimental Psychology: A Manual of Laboratory Practice*. Legare Street Press
3. Matlin, M. (2008). *Cognition*, 7e. John Wiley & Sons Inc.
4. Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2015). *Research methods in psychology* (10th ed.). McGraw Hill.

## SEMESTER II

## **Psychological Assessment**

(4 lectures per week)

### **Course Objectives:**

- **Understanding the Foundations of Psychological Assessment:** To provide students with a comprehensive understanding of the definition, scope, and historical development of psychological assessment. Students will explore the theoretical foundations, the role of the clinician, the phases in the assessment process, and the principles of measurement theory and psychometrics.
- **Mastering Psychometric Principles:** To equip students with knowledge of key psychometric principles, including the types and estimation methods of reliability (e.g., Cronbach's alpha, test-retest reliability) and validity (e.g., content, criterion, construct validity). Students will learn about test construction, evaluation, standardization, and norms in psychological testing.
- **Exploring Different Types of Psychological Tests:** To develop students' understanding of various psychological tests, including intelligence tests (e.g., WAIS-IV, Raven's Coloured Progressive Matrices), personality tests (e.g., MMPI-3, NEO-PI-R), neuropsychological tests (e.g., Bender-Gestalt, Trail Making Test), and projective tests (e.g., Rorschach Inkblot Test, Thematic Apperception Test, Children Apperception Test, DAP, HTP, SCT).
- **Applying Ethical Principles in Psychological Assessment:** To emphasize the importance of ethical principles in psychological assessment, including confidentiality, informed consent, and competence. Students will learn about treatment planning, clinical decision-making, and the guidelines and format for writing psychological reports.
- **Incorporating Cultural Considerations in Assessment:** To enhance students' ability to consider cultural factors in psychological assessment. Students will learn about adapting tests for different cultural contexts and interpreting results accurately while taking into account cultural differences.

### **Course Outcomes:**

#### **6. Knowledge and Understanding:**

- **Identify and Describe Key Concepts in Psychological Assessment:** Students will be able to identify and describe the definition, scope, historical development, and theoretical foundations of psychological assessment.

#### **7. Application:**

- **Apply Psychometric Principles in Test Evaluation:** Students will be able to apply psychometric principles such as reliability and validity to evaluate psychological tests. They will demonstrate the ability to estimate reliability using

methods like Cronbach's alpha and test-retest reliability, and validate tests using various types of validity.

**8. Analysis:**

- **Analyze Different Types of Psychological Tests:** Students will analyze various psychological tests, including intelligence, personality, neuropsychological, and projective tests. They will understand the construction, standardization, and application of these tests in different contexts.

**9. Synthesis:**

- **Integrate Ethical and Cultural Considerations in Assessment:** Students will integrate ethical principles and cultural considerations into the assessment process. They will develop comprehensive psychological reports that reflect ethical practices and cultural sensitivity, adapting tests and interpreting results accurately.

**10. Evaluation:**

- **Critically Evaluate Psychological Assessment Methods:** Students will critically evaluate various methods and tools used in psychological assessment, considering their reliability, validity, and applicability. They will assess the strengths and limitations of different tests and approaches, and make informed decisions in clinical settings.

**Course Content:**

**Unit 1: Introduction to Psychological Assessment**

- 1.1 Definition and scope of psychological assessment
- 1.2 Historical development and theoretical foundations
- 1.3 Role of Clinician; Phases in Assessment
- 1.4 Principles of measurement theory and psychometrics

**Unit 2: Psychometric Principles**

- 1.1 Reliability: Types, estimation methods (e.g., Cronbach's alpha, test-retest reliability)
- 1.2 Validity: Types (e.g., content, criterion, construct validity), methods of validation
- 1.3 Test construction; Evaluation of Tests
- 1.4 Standardization and norms in psychological testing

**Unit 3: Types of Psychological Tests**

- 3.1 Intelligence Tests: WAIS-IV, Raven's Coloured Progressive Matrices
- 3.2 Personality Tests: MMPI-3, NEO-PI-R
- 3.3 Neuropsychological Tests: Bender-Gestalt, Trail Making Test
- 3.4 Projective Tests: Rorschach Inkblot Test, Thematic Apperception Test, Children Apperception Test, DAP, HTP, SCT

#### **Unit 4: Ethical and Cultural Considerations in Psychological Assessment**

- 4.1 Ethical principles in assessment: confidentiality, informed consent, competence
- 4.2 Treatment planning and clinical decision making
- 4.3 Guidelines and format of Psychological Report
- 4.4 Cultural considerations in testing: adapting tests, interpreting results

#### **Internal Marks**

Internal marks will be based on continuous internal evaluation (CIE) throughout the year. This will include performance of the student on any of class tests, library hours, workshops, seminars, projects, presentations, visits, and other such activities carried out throughout the year. Teachers of the department will maintain a record of all activities.

#### **Reference books:**

- Goldstein, G., & Hersen, M. (Eds.). (2000). Handbook of psychological assessment. Pergamon.
- Gregory, R. J. (2004). Psychological testing: History, principles, and applications. Pearson Education India.
- Groth-Marnat, G. (2009). Handbook of psychological assessment. John Wiley & Sons.
- Hersen, M. (2004). Comprehensive handbook of psychological assessment. John Wiley & Sons.

#### **Recommended reading:**

1. Anastasi, A., & Urbina, S. (1997). Psychological testing (7th ed.). Prentice Hall.
2. Goldfinger, K., & Pomerantz, A. M. (2013). Psychological assessment and report writing (2nd ed.). SAGE Publications.
3. Kaplan, R. M., & Saccuzzo, D. P. (2017). Psychological testing: Principles, applications, and issues (9th ed.). Cengage Learning.
4. Mangal, S. K. (2019). Testing and assessment in psychology. Sage Publications India.
5. Whitbourne, S. K., & Halgin, R. P. (2012). Essentials of psychological assessment. Wiley.

## **Psychopathology of Adults and Geriatric**

(4 lectures per week)

### **Course Objectives:**

- **Understanding Diagnostic Classification Systems:** To provide students with a comprehensive understanding of the diagnostic classification systems used in psychopathology, such as DSM-5 and ICD-11. Students will learn about approaches to classification, dimensional versus categorical classification, and the impact of culture on diagnosis.
- **Mastering Differential Diagnosis and Assessment Techniques:** To equip students with the skills necessary for conducting structured and semi-structured interviews for differential diagnosis. Students will explore issues in classification and learn how to apply these techniques effectively in diverse clinical settings.
- **Exploring Major and Mild Neurocognitive Disorders:** To develop students' understanding of major and mild neurocognitive disorders, including delirium, dementia, and amnesic disorders. Students will learn about the clinical features, types, epidemiology, and etiology of these disorders, and how they differ between adults and the elderly.
- **Analyzing Anxiety, Obsessive-Compulsive, Trauma, and Stress-Related Disorders:** To provide students with in-depth knowledge of anxiety disorders, obsessive-compulsive and related disorders, and trauma and stress-related disorders. Students will explore the clinical features, subtypes, epidemiology, and etiology of these disorders, gaining insights into their development and treatment.
- **Understanding Dissociative, Somatic, Schizophrenia Spectrum, and Other Disorders:** To enhance students' understanding of dissociative disorders, somatic symptom disorders, schizophrenia spectrum, and other psychotic disorders. Students will learn about the clinical features, subtypes, epidemiology, and etiology of these disorders, and how they manifest in different populations.

### **Course Outcomes:**

1. **Knowledge and Understanding:**
  - **Identify and Describe Diagnostic Classification Systems:** Students will be able to identify and describe the key concepts and approaches of diagnostic classification systems like DSM-5 and ICD-11, including the impact of cultural factors on diagnosis.
2. **Application:**
  - **Apply Differential Diagnosis Techniques:** Students will be able to apply structured and semi-structured interview techniques for differential diagnosis of various psychological disorders. They will demonstrate the ability to assess and classify disorders accurately in clinical settings.

**3. Analysis:**

- **Analyze Clinical Features and Etiology of Neurocognitive Disorders:** Students will analyze the clinical features, types, epidemiology, and etiology of major and mild neurocognitive disorders, differentiating between delirium, dementia, and amnesic disorders in adults and the elderly.

**4. Synthesis:**

- **Integrate Knowledge of Anxiety, OCD, Trauma, and Stress-Related Disorders:** Students will integrate their understanding of the clinical features, subtypes, epidemiology, and etiology of anxiety disorders, obsessive-compulsive disorders, and trauma and stress-related disorders. They will synthesize this information to develop comprehensive treatment plans.

**5. Evaluation:**

- **Critically Evaluate Disorders and Treatment Approaches:** Students will critically evaluate the diagnostic criteria, clinical features, and treatment approaches for dissociative disorders, somatic symptom disorders, schizophrenia spectrum disorders, and other psychotic disorders. They will assess the strengths and limitations of different approaches and propose improvements.

**Course Content:**

**Unit 1: Foundations and Neurocognitive Disorders**

- 1.1 Diagnostic classification systems (DSM-5, ICD-11)- Approaches to classification, dimensional versus categorical classification
- 1.2 Structured and semi-structured interviews for differential diagnosis, issues in classification, impact of culture
- 1.3 Major Neurocognitive Disorders: Clinical Features, types, epidemiology, etiology of delirium, dementia, amnesic and other cognitive disorders
- 1.4 Mild Neurocognitive Disorders (Mild Cognitive Impairment): Clinical Features, types, epidemiology, etiology of delirium, dementia, amnesic and other cognitive disorders

**Unit 2: Anxiety disorders, Obsessive-compulsive disorders, Trauma and Stress-Related Disorders**

- 2.1 Anxiety disorders- Separation Anxiety Disorder, Specific Phobias, Social Anxiety Disorder, Panic Disorder, Generalised Anxiety Disorder (GAD): Clinical Features, epidemiology, etiology, subtypes
- 2.2 Obsessive-compulsive and related disorders- Obsessive-compulsive disorder (OCD), Body Dysmorphic Disorder, Trichotillomania (Hair-Pulling) Disorder, Excoriation (Skin-Picking) Disorder: Clinical Features, epidemiology, etiology, subtypes
- 2.3 Trauma-Related Disorders- Clinical Features, epidemiology, subtypes, etiology of Post Traumatic Stress Disorder (PTSD), Acute Stress Disorder.

- 2.4 Stressor-Related Disorders: Clinical Features, subtypes, epidemiology, etiology of adjustment disorders

**Unit 3: Dissociative disorders, Somatic Symptom disorders, Schizophrenia Spectrum and other psychotic disorders**

- 3.1 Dissociative disorders- Clinical Features, subtypes, epidemiology, etiology of Dissociative Identity Disorder, Dissociative Amnesia, Depersonalization/Derealization Disorder
- 3.2 Somatic Symptom disorders- Clinical Features, subtypes, epidemiology, etiology of Somatic Symptom disorder, Illness Anxiety Disorder, Conversion Disorder
- 3.3 Schizophrenia Spectrum Disorders- Clinical Features, subtypes, epidemiology, etiology of Schizophrenia, Delusional Disorder, Schizophreniform Disorder, Schizoaffective disorder
- 3.4 Other Psychotic Disorders- Clinical Features, subtypes, epidemiology, etiology of Substance/Medicine-induced Psychotic Disorder, Catatonia associated disorders

**Unit 4: Personality Disorders, Sleep Disorders, Sexual dysfunctions and Gender dysphoria**

- 4.1 Personality Disorders- Clinical Features, subtypes, epidemiology, etiology of Cluster A, Cluster B, Cluster C Disorders
- 4.2 Sleep Disorders- Clinical Features, subtypes, epidemiology, etiology of Insomnia Disorder, Hypersomnolence Disorder, Narcolepsy, Breathing-related sleep disorders, Parasomnias
- 4.3 Sexual dysfunctions- Clinical Features, subtypes, epidemiology, etiology of Delayed ejaculation, Erectile disorder, Female organic disorder
- 4.4 Gender dysphoria- Clinical Features, subtypes, epidemiology, etiology of Gender dysphoria

**Internal Marks**

Internal marks will be based on continuous internal evaluation (CIE) throughout the year. This will include performance of the student on any of class tests, library hours, workshops, seminars, projects, presentations, visits, and other such activities carried out throughout the year. Teachers of the department will maintain a record of all activities.

**Reference books:**

1. American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed., text rev.).
2. Butcher, J.N; Hooley, J.M; Mineka, S; & Dwivedi, C.B. (2020). Abnormal Psychology. (16th ed.). Pearson
3. Hersen, M., Turner, S. M., & Beidel, D. C. (2007). Adult psychopathology and diagnosis (5th ed.). Wiley.

**Recommended reading:**

1. Blazer, D. G., & Steffens, D. C. (2012). The American Psychiatric Publishing textbook of geriatric psychiatry (5th ed.). American Psychiatric Publishing.
2. Cummings, J. L., & Mega, M. S. (2003). Neuropsychiatry and behavioral neuroscience (2nd ed.). Oxford University Press.
3. Gelder, M., Gath, D., Mayou, R., & Cowen, P. (2006). The Oxford textbook of psychiatry (4th ed.). Oxford University Press.
4. Jeste, D. V., Palmer, B. W., Appelbaum, P. S., Golshan, S., Glorioso, D., Dunn, L. B., & Kraemer, H. C. (2007). A new brief instrument for assessing decisional capacity for clinical research. *Archives of General Psychiatry*, 64(8), 966-974.
5. Kapur, M., & Singh, A. (2017). Psychological perspectives on human development. Sage Publications India.
6. Malhotra, S., & Malhotra, A. (2020). Psychiatry for students and practitioners (2nd ed.). Jaypee Brothers Medical Publishers.
7. Oltmanns, T. F., & Emery, R. E. (2018). Abnormal psychology (9th ed.). Pearson.
8. Sadock, B. J., Sadock, V. A., & Ruiz, P. (2014). Kaplan and Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry (11th ed.). Wolters Kluwer.
9. Sadock, B. J., Sadock, V. A., & Ruiz, P. (2017). Kaplan and Sadock's comprehensive textbook of psychiatry (10th ed.). Wolters Kluwer.
10. World Health Organization. (2019). International classification of diseases for mortality and morbidity statistics (11th ed.).

## **Statistics & Data Analysis**

(4 lectures per week)

### **Course Objectives:**

- **Understanding Descriptive Statistics:** To provide students with a comprehensive understanding of descriptive statistical measures, including measures of central tendency (mean, median, mode) and measures of deviation (range, variance, standard deviation). Students will learn the applications and limitations of these measures and how to represent data graphically using tools like MS Excel and SPSS.
- **Mastering Correlation and Regression Techniques:** To equip students with knowledge of various correlation and regression techniques, including variance, covariance, product-moment correlation, rank-order correlation, partial correlation, biserial correlation, and simple and multiple regression. Students will learn the applications and limitations of these techniques and how to use SPSS for data analysis.
- **Exploring the Normal Probability Curve:** To develop students' understanding of the normal probability curve and related concepts such as probability, skewness, kurtosis, and derived scores (z score, T score, DIQ, percentile ranks, sten scores, stanines). Students will learn to determine the normality of a distribution using SPSS.
- **Applying Inferential Statistical Methods:** To provide students with the skills to apply inferential statistical methods, including t-tests, ANOVA (repeated measures and randomized), ANCOVA, and factor analysis. Students will learn to use SPSS and R for conducting these analyses and interpreting the results.
- **Enhancing Data Analysis and Interpretation Skills:** To enhance students' ability to analyze and interpret data using various statistical methods. Students will develop proficiency in using statistical software (SPSS and R) for data analysis, understand the significance of their results, and communicate their findings effectively.

### **Course Outcomes:**

1. **Knowledge and Understanding:**
  - **Identify and Describe Descriptive Statistical Measures:** Students will be able to identify and describe measures of central tendency (mean, median, mode) and measures of deviation (range, variance, standard deviation), and understand their applications and limitations.
2. **Application:**
  - **Apply Graphical Representation Techniques:** Students will be able to apply various graphical representation techniques such as frequency polygons, histograms, bar graphs, pie charts, ogives, error bars, and boxplots to visualize data. They will use tools like MS Excel and SPSS for these tasks.

### 3. Analysis:

- **Analyze Correlation and Regression Data:** Students will analyze data using different correlation methods (product-moment, rank-order, partial, biserial) and regression techniques (simple and multiple regression). They will interpret the output tables generated by SPSS.

### 4. Synthesis:

- **Integrate Knowledge of Normal Probability Curve and Derived Scores:** Students will integrate their understanding of the normal probability curve, skewness, kurtosis, and derived scores (z score, T score, DIQ, percentile ranks, sten scores, stanines) to assess the normality of a distribution using SPSS.

### 5. Evaluation:

- **Critically Evaluate Inferential Statistical Methods:** Students will critically evaluate inferential statistical methods, including t-tests, ANOVA, ANCOVA, and factor analysis. They will use SPSS and R to perform these analyses, interpreting the results and assessing the appropriateness and limitations of different statistical tests.

## Course Content:

### Unit 1: Descriptive statistics

- 1.1 Central tendencies- mean, median, mode; mean as linear model, applications and limitations of central tendencies
- 1.2 Deviation- range, semi-interquartile range, variance, standard deviation; applications and limitations
- 1.3 Graphical representation- frequency polygon, histogram, bar graph, pie chart, ogive, error bar, boxplot
- 1.4 Descriptive statistics using MS Excel and SPSS (internal component)

### Unit 2: Correlation and regression

- 2.1 Variance and covariance, product-moment correlation, rank-order correlation
- 2.2 Partial correlation, biserial and point biserial correlation, applications and limitations of correlations
- 2.3 Simple and multiple regression, applications and limitations
- 2.4 Correlation and regression using SPSS, interpretation of output tables (internal component)

### Unit 3: Normal probability curve

- 3.1 Concept of probability, the normal probability curve, area under the curve
- 3.2 Skewness and kurtosis
- 3.3 The z score and its derivatives- T score, DIQ, percentile ranks, sten scores, stanines etc

### 3.4 Determining normality of a distribution using SPSS (internal component)

#### **Unit 4: Inferential statistics**

- 4.1 The t distribution, independent and paired-samples/dependent t test
- 4.2 Analysis of variance- repeated measures and randomized ANOVA, univariate and multivariate ANOVA
- 4.3 Analysis of covariance, factor analysis
- 4.4 Inferential statistics using SPSS and R (internal component)

#### **Internal Marks**

Internal marks will be based on continuous internal evaluation (CIE) throughout the year. This will include performance of the student on any of class tests, library hours, workshops, seminars, projects, presentations, visits, and other such activities carried out throughout the year. Teachers of the department will maintain a record of all activities.

#### **Reference books:**

1. Gravetter, F. J. & Wallnau, L. B. (2012). *Statistics for the Behavioral Sciences*, 9<sup>th</sup> Ed. Wadsworth Publishing.
2. Heiman, G. W. (1992). *Basic statistics for the behavioral sciences*. Boston, MA: Houghton Mifflin.
3. Pagano, R. R. (2007). *Understanding statistics in the behavioral sciences*. Wadsworth, Cengage Learning

#### **Recommended reading:**

1. Aron & Aron (2008). *Statistics for Psychology 5/e*. Pearson: New Delhi. - Singapore: John-Wiley.
2. Computing. R Foundation for Statistical Computing: Vienna, Austria. (<http://www.Rproject.org>)
3. Gourch, R. L. (1983). *Factor Analysis*. NJ: Lorrence Erlbaum.
4. Guilford, J. P., & Fructore, B. (1978). *Fundamental statistics for psychology and education*. N.Y.: McGraw-Hill.
5. Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Multivariate data analysis*. (5<sup>th</sup> Ed.). N.J.: Prentice-Hall Inc.
6. Howell, D. (2009) *Statistical Methods for Psychology*, 7th Edition, Wadsworth.
7. Loehlin, J. (1998). *Latent Variable Models: an introduction to factor, path, and structural analysis*. Hillsdale, N.J.: LEA.
8. Marcoulides, A. G. & Schumacker, E. R. (2001). *New developments and techniques in structural equation modeling*. Hillsdale, New Jersey: Lawrence Erlbaum.
9. Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical reasoning in psychology and education*. Singapore: John-Wiley.

10. R Development Core Team. (2011). R: A Language and Environment for Statistical
11. Sheskin, D. (2011). Handbook of Parametric and Nonparametric Statistical Procedures, Fifth Edition. Chapman and Hall/CRC.
12. Tabachnick, B. G. & Fidell, L. S. (2001). Using multivariate statistics (4th Edi.). Boston: Allyn and Bacon.
13. Wilcox, R. R. (2011). Modern Statistics for the Social and Behavioral Sciences: A Practical

## **Theories of Personality-II (Humanistic & Other Approaches)**

(2 lectures per week)

### **Course Objectives:**

- **Understanding Humanistic Theories of Personality:** To provide students with a comprehensive understanding of key humanistic theories of personality, including Maslow's Needs-Hierarchy Theory, Rogers' Self-actualization Theory, Seligman's Learned Helplessness and Explanatory Styles, existentialism, and Gestalt Theory. Students will explore the principles, development of personality, assessment methods, applications, implications, and critical overviews of these theories.
- **Exploring Trait and Factor Analytic Theories:** To equip students with knowledge of major trait and factor analytic theories of personality, including Allport's Personological Trait Theory, Cattell's classification of personality traits, Eysenck's model of personality, and the Five-Factor Model. Students will understand the nature of personality, personality traits, functional autonomy, and the methods of assessment used in these theories.
- **Analyzing Cognitive Approaches to Personality:** To develop students' understanding of cognitive approaches to personality, such as Rotter's Locus of Control and Dollard and Miller's Psychoanalytic Learning Theory. Students will explore the fundamental concepts, assessment methods, development of personality, and critical learning periods within these cognitive frameworks.
- **Integrating Humanistic and Cognitive Perspectives:** To enhance students' ability to integrate humanistic and cognitive perspectives on personality development. Students will examine how these approaches address the human condition, anxiety, potential, and individual differences, and will apply these perspectives to understand personality development across the lifespan.
- **Critically Evaluating Theories of Personality:** To develop students' critical thinking skills by evaluating the strengths, limitations, and applications of various humanistic and cognitive theories of personality. Students will engage in discussions and reflections on the theoretical foundations, empirical support, and practical implications of these theories in real-world contexts.

### **Course Outcomes:**

1. **Knowledge and Understanding:**
  - **Identify and Describe Key Humanistic Theories of Personality:** Students will be able to identify and describe the principles, stages of personality development, assessment methods, and applications of major humanistic theories, including Maslow's Needs-Hierarchy Theory, Rogers' Self-actualization Theory, Seligman's Learned Helplessness, existentialism, and Gestalt Theory.

**2. Application:**

- **Apply Trait and Factor Analytic Theories to Case Studies:** Students will be able to apply concepts from trait and factor analytic theories, such as Allport's Personological Trait Theory, Cattell's classification of personality traits, Eysenck's model of personality, and the Five-Factor Model, to analyze case studies and real-life scenarios.

**3. Analysis:**

- **Analyze Cognitive Approaches to Personality Development:** Students will analyze cognitive approaches to personality, such as Rotter's Locus of Control and Dollard and Miller's Psychoanalytic Learning Theory, by examining their fundamental concepts, assessment methods, and implications for personality development.

**4. Synthesis:**

- **Integrate Humanistic and Cognitive Perspectives:** Students will integrate humanistic and cognitive perspectives to develop a comprehensive understanding of personality development, addressing how these approaches explain the human condition, anxiety, potential, and individual differences.

**5. Evaluation:**

- **Critically Evaluate Theories of Personality:** Students will critically evaluate the strengths, limitations, and applications of various humanistic and cognitive theories of personality, reflecting on their theoretical foundations, empirical support, and practical implications. They will engage in discussions and debates to deepen their understanding.

**Course Content:**

**Unit 1: Humanistic Theories**

- 1.1 Abraham Maslow's Needs-Hierarchy Theory: personality development (hierarchy of needs), study of self-actualizers, assessment methods, application, implications and critical overview of Maslow's Theory, Self Determination Theory
- 1.2 Carl Rogers' Self-actualization theory: the actualising tendency and concept of self, development of personality (positive regard, conditions of worth, incongruence), Applications and critical overview of Rogerian Theory
- 1.3 Martin Seligman's Learned Helplessness and Explanatory styles: learned helplessness in children and elderly, impact on health, different explanatory styles, research-based evidence
- 1.4 Existentialism: What is existentialism? Ultimate concerns of the human condition, anxiety, *dasein*, potentials of the human condition, applications and critical overview

- 1.5 Gestalt Theory: Principle of gestalt, wholeness, integration. & balance, view of humankind, awareness, applications and critical overview

## **Unit 2: Trait, Factor Analytic, and Other Theories**

- 2.1 Gordon Allport's Personological Trait Theory: Nature of personality, personality traits, Functional Autonomy, personality development, assessment methods, research and reflections of the theory
- 2.2 Factor Analytic Trait Theories: Cattell's classification of personality traits, view on nature v/s nurture debate, stages of personality development, and assessment methods; Eyesenk's model of personality and the Five-Factor Model
- 2.3 Julian Rotter's Locus of Control: predicting specific and general behaviours, internal v/s external control, development of LoC, assessment method, individual differences in LoC
- 2.4 Dollard and Miller's Psychoanalytic Learning theory: Fundamental concepts, view on learning, critical learning periods, conflict, frustration and aggression, reflections of the theory
- 2.5 Henry Murray's Personology: Principles of the theory, division of personality, needs, personality development in childhood, assessment methods, research and reflections of the theory

## **Internal Marks**

Internal marks will be based on continuous internal evaluation (CIE) throughout the year. This will include performance of the student on any of class tests, library hours, workshops, seminars, projects, presentations, visits, and other such activities carried out throughout the year. Teachers of the department will maintain a record of all activities.

## **Reference books:**

1. Cloninger, S. (2008). *Theories of Personality* (5th Edn). Pearson Education Pvt. Ltd. India, 2008.
2. Schultz, D., & Schultz, S. (2020). *Theories of personality* (11th ed.). Wadsworth Publishing.
3. Seligman, L. (2006). *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills*. United Kingdom: Pearson Prentice Hall.

## **Recommended reading:**

1. Corey. M. S & Corey G. (2015). *Becoming a Helper*. Cengage Learning
2. Ewen, R. B. (2014). *An introduction to theories of personality* (7th Edition). Psychology Press.
3. Fiest, G. J., & Fiest, J. (2021). *Theories of Personality* (10th Edition). Mc Graw Hill.

4. Friedman H, Schustack M. (2011). *Personality Classic Theories and Modern Research*, 5th Edn, Pearson Education Pvt. Ltd. India, 2011.
5. Hall C. S., Lindzey. G & Campbell J. B. *Theory of Personality*, 4th Edn., John Wiley & Sons.
6. Sharf, R. S. (2004). *Theories of psychotherapy and counseling: Concepts and cases*.

## **School Psychology**

(2 lectures per week)

### **Course Objectives:**

- To introduce students to the foundational concepts, scope, and historical development of school psychology with a focus on the Indian context.
- To understand the role, characteristics, and competencies required of school psychologists, including their contribution to inclusive education and learning disability support.
- To familiarize students with the ethical, legal, and policy frameworks (such as the Mental Healthcare Act, RPWD Act, and POCSO Act) that guide school psychological practices.
- To develop awareness of essential life skills, mental health promotion strategies, and the significance of early intervention in school settings.
- To equip students with basic counselling techniques and emphasize the importance of self-care and professional development for school psychologists.

### **Course Outcomes:**

#### **1. Knowledge and Understanding:**

- Students will be able to identify and describe the meaning, nature, and scope of school psychology, the competencies of school psychologists, and the relevance of Indian legislation such as the Mental Healthcare Act (2017) and the Rights of Persons with Disabilities Act (2016).

#### **2. Application:**

- Students will be able to apply professional ethics, basic counselling skills, and life skills education to promote mental health and support inclusive practices in school environments.

#### **3. Analysis:**

- Students will be able to analyze the psychological and educational needs of students and assess the role of school psychologists in addressing learning disabilities, crisis situations, and developmental challenges.

#### **4. Synthesis:**

- Students will be able to integrate knowledge from counselling, assessment, policy frameworks, and inclusive education to create holistic support plans for diverse student populations.

#### **5. Evaluation:**

- Students will be able to critically evaluate the impact of school psychological services on student mental health, academic performance, and overall school climate in the Indian context.

### **Course Content:**

#### **Unit 1: Introduction to School Psychology**

- 1.1 Meaning, nature, scope of school psychology
- 1.2 Characteristics and role of school psychologist, school psychology competencies
- 1.3 Historical perspectives and developments
- 1.4 Prospects of school psychology in India
- 1.5 Promoting mental health and well-being - Indian Mental Healthcare Act (2017) and Rights of Persons with Disabilities Act (2016)

#### **Unit 2: Assessment, innervation, and support**

- 2.1 Professional ethics and competencies, role of school psychologists in inclusive education and learning disabilities, POCSO Act
- 2.2 Essential life skills for children: self-awareness, empathy, problem-solving, decision making, critical thinking, creative thinking, effective communication, interpersonal relationship skills and coping with stress and emotions.
- 2.3 Basic counselling skills and self-care for school psychologists
- 2.4 School psychology in India: future directions

### **Internal Marks**

Internal marks will be based on continuous internal evaluation (CIE) throughout the year. This will include performance of the student on any of class tests, library hours, workshops, seminars, projects, presentations, visits, and other such activities carried out throughout the year. Teachers of the department will maintain a record of all activities.

### **Reference books:**

1. Ramalingam, P. (2021). School Psychology in Indian Context (2nd ed.). ISBN: 9789391690007

### **Recommended reading:**

1. Brigman, G., Villares, E., Mullis, F., Webb, L. D., & White, J. F. (2021). School counselor consultation: Skills for working effectively with parents, teachers, and other school personnel. John Wiley & Sons.
2. Coleman, H. L., & Yeh, C. (2011). Handbook of school counseling. Routledge.
3. Amis, K., (2011) Becoming a Counselor A student Companion

4. Cohen, R. J., Schneider, W. J., Tobin, R., Swerdlik, M., & Sturman, E. (2021). Psychological Testing and Assessment. McGraw Hill.
5. Geldard, K., Geldard, D. & Rebecca (2017) Counselling children A practical introduction – 5th edition
6. Gibson, M. (2022). Introduction to Counselling and Guidance (7th ed.). PEARSON INDIA.
7. Klerk, M., & Sarah ( 2018) Connecting the dots between education, interests and careers. Guide for School Practitioners
8. Nugent, F. A., & Jones, K. D. (2004, July 31). Introduction To The Profession Of Counseling (4th ed.). Pearson College Div.
9. Schmidt, J. J. (2003). Counseling in schools – Essential services and comprehensive programs, (4th ed). Boston: Allyn & Bacon.
10. Simon, D. J., & Swerdlik, M. E. (2022, September 6). Supervision in School Psychology (Consultation, Supervision, and Professional Learning in School Psychology Series) (2nd ed.). Routledge.

## **Digital Mental Health**

(2 lectures per week)

### **Course Objectives:**

- **Understanding the Evolution and Current State of Digital Mental Health:** To provide students with a comprehensive understanding of the history, evolution, and current state of digital mental health, including the development of digital clinics, regulation of mobile apps, and the benefits and challenges associated with working with IT systems in mental health care.
- **Exploring Digital Mental Health Tools and Applications:** To equip students with knowledge of various digital mental health tools and their applications in treating different mental health conditions. Students will learn about technology-enabled care, digital therapies, and the necessary skills to become proficient digital clinicians.
- **Evaluating Effectiveness and Ethical Considerations:** To develop students' ability to evaluate the effectiveness and outcomes of digital mental health interventions. Students will also learn about ethical and privacy considerations, including informed consent and confidentiality in the digital context, and how to promote digital well-being.
- **Leveraging Advanced Technologies in Mental Health:** To enhance students' understanding of how advanced technologies such as machine learning, big data, and artificial intelligence can be used in psychometric assessment and identifying trajectories of severe mental disorders and suicide risk. Students will explore the practical challenges and opportunities of integrating these technologies into mental health practices.
- **Addressing Digital Literacy and Emerging Issues:** To emphasize the importance of digital literacy in the context of mental health care. Students will explore the practical challenges of using advanced technologies, address issues such as gaming disorder and problematic use of social media, and learn how to integrate digital tools into mainstream mental health practices.

### **Course Outcomes:**

1. **Knowledge and Understanding:**
  - **Identify and Describe the Evolution and Tools of Digital Mental Health:** Students will be able to identify and describe the history, evolution, and current state of digital mental health, including digital clinics, mobile app regulation, and the benefits and challenges of IT systems in mental health care.
2. **Application:**
  - **Apply Digital Mental Health Tools and Techniques:** Students will be able to apply various digital mental health tools and techniques to different mental health

conditions. They will demonstrate the ability to implement technology-enabled care and digital therapies effectively.

**3. Analysis:**

- **Analyze the Effectiveness and Ethical Considerations of Digital Interventions:** Students will analyze the effectiveness and outcomes of digital mental health interventions, considering ethical and privacy issues such as informed consent, confidentiality, and digital well-being.

**4. Synthesis:**

- **Integrate Advanced Technologies into Mental Health Practices:** Students will integrate advanced technologies such as machine learning, big data, and artificial intelligence into mainstream mental health practices. They will explore how these technologies can be used for psychometric assessment and identifying mental health risk trajectories.

**5. Evaluation:**

- **Critically Evaluate the Use of Digital Tools and Address Practical Challenges:** Students will critically evaluate the use of digital tools in mental health, addressing practical challenges such as digital literacy and issues related to gaming disorder and problematic use of social media. They will assess the integration of digital tools into conventional mental health practices.

**Course Content:**

**Unit 1: Introduction to Digital Mental Health**

- 1.1 History; Evolution; Digital Clinic; Regulation of Mobile Apps; Benefits and Challenges of working with IT systems
- 1.2 Overview of Mental Health tools; Applications in various mental health conditions; Technology-enabled care; Digital therapies
- 1.3 Skills necessary to become digital clinicians
- 1.4 Effectiveness and outcome evaluation of digital interventions
- 1.5 Ethical and privacy considerations- Informed consent and confidentiality in Digital context; Digital well-being

**Unit 2: Advanced Technologies and Innovation in Digital Mental Health**

- 2.1 Use of Machine learning, Big Data, artificial intelligence in psychometric Assessment
- 2.2 Use of Machine learning, Big Data, artificial intelligence to identify trajectories of severe mental disorders, suicide risk
- 2.3 Practical Challenges in using advanced technologies; lack of digital literacy
- 2.4 Gaming disorder and problematic use of social media
- 2.5 Integration of digital tools into mainstream mental health practices

### **Internal Marks**

Internal marks will be based on continuous internal evaluation (CIE) throughout the year. This will include performance of the student on any of class tests, library hours, workshops, seminars, projects, presentations, visits, and other such activities carried out throughout the year. Teachers of the department will maintain a record of all activities.

### **Reference books:**

1. Waller, R., Moghraby, O. S., & Lovell, M. (Eds.). (2023). *Digital Mental Health: From Theory to Practice*. Cambridge University Press.
2. Passos, I. C., Rabelo-da-Ponte, F. D., & Kapczinski, F. (Eds.). (2023). *Digital Mental Health: A Practitioner's Guide*. Springer.

## **Palliative Care**

(2 lectures per week)

### **Course Objectives:**

- **Understanding the Principles and Development of Palliative Care:** To provide students with a comprehensive understanding of the principles and development of palliative care. Students will learn about the role of psychology in palliative care and the importance of a multidisciplinary team approach.
- **Exploring the Psychological Impact of Terminal Illnesses:** To equip students with knowledge of the psychological impact of terminal illnesses on patients and their families. Students will explore common psychological issues such as anxiety, depression, grief, and existential distress, and understand the theories of grief and loss, coping mechanisms, and psychological resilience.
- **Mastering Psychological Assessment and Interventions:** To develop students' skills in psychological assessment and interventions in palliative care settings. Students will learn about individual and family counseling, cognitive-behavioral therapy, mindfulness, relaxation techniques, and effective communication strategies with patients and families.
- **Addressing Ethical and Cultural Considerations:** To enhance students' understanding of the ethical issues in palliative care, including autonomy, informed consent, and decision-making. Students will learn about cultural and spiritual considerations, end-of-life planning, advance directives, and the role of bereavement support and aftercare.
- **Improving Quality of Life through Psychosocial Interventions:** To emphasize the importance of psychosocial interventions in enhancing the quality of life for palliative care patients. Students will learn about the role of support groups, community resources, and techniques for delivering bad news, supporting children and adolescents, and providing comprehensive psychosocial support to patients and their families.

### **Course Outcomes:**

1. **Knowledge and Understanding:**
  - **Identify and Describe Principles and Psychological Aspects of Palliative Care:** Students will be able to identify and describe the principles and development of palliative care, as well as the role of psychology and the multidisciplinary team approach.
2. **Application:**
  - **Apply Psychological Interventions in Palliative Care:** Students will be able to apply psychological assessment techniques and interventions, such as individual and family counseling, cognitive-behavioral therapy, mindfulness, and relaxation techniques, to support patients and families in palliative care settings.

### 3. Analysis:

- **Analyze Psychological Impact and Coping Mechanisms:** Students will analyze the psychological impact of terminal illnesses on patients and families, exploring common issues such as anxiety, depression, grief, and existential distress. They will also analyze theories of grief and loss, coping mechanisms, and psychological resilience.

### 4. Synthesis:

- **Integrate Ethical and Cultural Considerations into Palliative Care:** Students will integrate ethical issues, such as autonomy, informed consent, and decision-making, as well as cultural and spiritual considerations, into their approach to palliative care. They will develop comprehensive care plans that respect patients' and families' values and beliefs.

### 5. Evaluation:

- **Critically Evaluate the Effectiveness of Psychosocial Interventions:** Students will critically evaluate the effectiveness of various psychosocial interventions in enhancing the quality of life for palliative care patients. They will assess communication strategies, support groups, community resources, and bereavement support in providing comprehensive care.

## Course Content:

### **Unit 1: Introduction to Palliative Care and its Psychological Aspects**

- 1.1 Principles and development of palliative care
- 1.2 Role of psychology in palliative care and the multidisciplinary team approach
- 1.3 Psychological impact of terminal illnesses on patients and families, common psychological issues (anxiety, depression, grief, and existential distress)
- 1.4 Theories of grief and loss (Kubler-Ross, Worden's tasks of mourning), coping mechanisms and psychological resilience
- 1.5 Psychological assessment in palliative care

### **Unit 2: Psycho-social Interventions and ethical considerations**

- 2.1 Individual and family counseling, Cognitive-Behavioral Therapy, mindfulness, and relaxation techniques
- 2.2 Effective communication strategies with patients and families, delivering bad news (techniques and psychological considerations)
- 2.3 Supporting children and adolescents, role of support groups and community resources
- 2.4 End-of-life planning and advance directives, role of bereavement support and aftercare, Enhancing quality of life through psychosocial interventions.
- 2.5 Ethical issues in palliative care (autonomy, informed consent, and decision-making), cultural and spiritual considerations in palliative care

### **Internal Marks**

Internal marks will be based on continuous internal evaluation (CIE) throughout the year. This will include performance of the student on any of class tests, library hours, workshops, seminars, projects, presentations, visits, and other such activities carried out throughout the year. Teachers of the department will maintain a record of all activities.

### **Reference books:**

1. Breitbart, W. S., & Alici, Y. (Eds.). (2014). *Psychological Aspects of Palliative Care*. Oxford University Press.
2. Matzo, M. L., & Sherman, D. W. (2019). *Palliative Care Nursing: Quality Care to the End of Life* (5th ed.). Springer Publishing.

### **Recommended reading:**

1. Chaturvedi, S. K., & Chandra, P. S. (2012). *Palliative Care: An Integrated Approach*. Elsevier.
2. Ferrell, B. R., & Coyle, N. (Eds.). (2015). *Oxford Textbook of Palliative Nursing* (4th ed.). Oxford University Press.
3. Field, M. J., & Cassel, C. K. (Eds.). (1997). *Approaching Death: Improving Care at the End of Life*. National Academies Press.

## **Applied Psychometric Testing (General Setting)**

(2 lectures per week)

### **Course Objectives:**

- **Understanding the Fundamentals of Psychological Assessment:** To provide students with a comprehensive understanding of the principles and practices of psychological testing and assessment. This includes ethical considerations, informed consent, confidentiality, and the importance of standardization in test administration.
- **Developing Skills in Test Selection and Application:** To equip students with the ability to choose appropriate psychological tests based on the purpose of the assessment, assessment goals, and test-taker variables. Students will learn to consider cultural and language factors, norms, reliability, validity, and practical considerations such as test length, administration requirements, cost, and accessibility.
- **Administering and Scoring Various Psychological Tests:** To develop students' skills in administering and scoring a variety of psychological tests. This includes conducting at least two tests from each of the following categories: intelligence (e.g., WISC, WAIS, KBIT, Culture Fair Intelligence Scale), personality assessment (e.g., 16 PF, NEO-PI), aptitude assessment (e.g., DBDA, DAT), and psychological distress (e.g., BDI, BAI, BHS, BYI, BSS).
- **Interpreting and Reporting Assessment Results:** To enhance students' ability to interpret the results of psychological assessments accurately and effectively. Students will prepare detailed reports of test administration, scoring, and interpretation, demonstrating their ability to analyze and synthesize assessment data.
- **Communicating Assessment Findings:** To provide students with the skills necessary to communicate assessment findings to test-takers and relevant stakeholders, such as parents or teachers. Students will learn to present their findings in a clear, ethical, and supportive manner, facilitating understanding and appropriate action based on the assessment results.

### **Course Outcomes:**

1. **Knowledge and Understanding:**
  - **Identify and Describe Key Concepts in Psychological Assessment:** Students will be able to identify and describe the principles of psychological testing and assessment, including ethical considerations, informed consent, confidentiality, and the importance of standardization in test administration.
2. **Application:**
  - **Apply Test Selection Criteria to Various Contexts:** Students will be able to apply criteria for selecting appropriate psychological tests based on the purpose of the assessment, assessment goals, and test-taker variables. They will consider

cultural and language factors, norms, reliability, validity, and practical considerations.

**3. Analysis:**

- **Administer and Score a Range of Psychological Tests:** Students will be able to analyze and conduct the administration and scoring of various psychological tests, including intelligence tests, personality assessments, aptitude assessments, and psychological distress measures.

**4. Synthesis:**

- **Integrate and Interpret Assessment Data:** Students will be able to integrate and interpret data from multiple psychological assessments, preparing comprehensive reports that detail test administration, scoring, and interpretation.

**5. Evaluation:**

- **Critically Evaluate and Communicate Assessment Findings:** Students will be able to critically evaluate assessment findings and effectively communicate these results to test-takers and stakeholders, such as parents or teachers, in a clear, ethical, and supportive manner.

**Course Content:**

- Overview of psychological testing and assessment, ethical considerations in psychological assessment, informed consent and confidentiality, importance of standardization in test administration
- Choosing the right test- purpose, assessment goals; test-taker variables, cultural considerations, language; norms; reliability and validity; practical considerations- length, administration requirements, cost, and accessibility.
- Any two tests from each group below to be conducted (eight tests in all):
  1. Intelligence (WISC, WAIS, KBIT, Culture Fair Intelligence Scale, etc.)
  2. Personality assessment (16 PF, NEO-PI etc)
  3. Aptitude & Interest assessment (DBDA, DAT, SDS, etc)
  4. Psychological distress (BDI, BAI, BHS, BYI, BSS, etc)
- The students will prepare reports of test administration, scoring, and interpretation. A session for communicating findings to test-takers will also be conducted.

**Reference books:**

1. Anastasi, A., & Urbina, S., (2002). Psychological testing. New Delhi: Pearson Education Asia
2. Cohen, R.J., & Swerdlik, M.E. (2005). Psychological testing and assessment: An introduction to tests and measurement (6th Ed.). New York: McGraw-Hill.

### 3. Manuals of respective tests

#### **Recommended reading:**

1. Coaley, K. (2014). *An introduction to psychological assessment and psychometrics*.
2. Groth-Marnat, G. (2009). *Handbook of psychological assessment*. John Wiley & Sons.
3. Whiston, S. C. (2009). *Principles and applications of assessment in counseling*. Thomson Brooks/Cole, 2.

**OJT/Internship/Field Practicum**

Summer internship is mandatory. Rules and regulations as per university guidelines.

## SEMESTER III

**Counseling Skills**  
(4 lectures per week)

**Course Objectives:**

- To introduce students to the foundational concepts, goals, and structured stages of the counselling process to build a theoretical and practical base for further counselling skill development
- To develop students' understanding of the interpersonal dynamics and self-awareness required to establish a strong, ethical, and supportive counselling relationship.
- To enhance students' ability to apply micro-skills and observational techniques essential for attending to clients' verbal and non-verbal communication in a culturally sensitive manner.
- To train students in active listening techniques to improve communication accuracy, deepen client understanding, and ethically engage with clients' narratives.

**Course Outcomes:**

1. **Remembering**
  - Students will be able to recall and define the fundamental principles, goals, and stages of the counselling process, including the characteristics of effective counsellors.
2. **Understanding**
  - Describe and differentiate the stages and goals of the counselling process, and explain how core principles shape effective therapeutic engagement.
3. **Applying**
  - Evaluate the role of counsellor and client factors in building a therapeutic alliance, and demonstrate awareness of personal values, biases, and interpersonal style.
4. **Analyzing**
  - Demonstrate competence in using clarification, paraphrasing, reflection, and summarization skills while identifying and managing common listening barriers.
5. **Evaluating**
  - Evaluate the role of counsellor and client factors in building a therapeutic alliance, and demonstrate awareness of personal values, biases, and interpersonal style.
6. **Creating**

- Students will be able to integrate clarification, paraphrasing, reflection, and summarization to construct a coherent and supportive dialogue with clients that enhances therapeutic progress.

### **Course Content:**

#### **Unit I: Introduction to the Counselling Process: Principles, Goals, and Stages**

- 1.1 Fundamental Principles of Effective Counselling: Fundamental Precepts of Effective Counselling and Characteristics of Effective Counsellors
- 1.2 Understanding Counselling as a Process: Definition of Counselling, Outcome Goals of Counselling and Process Goals in Counselling
- 1.3 Stages of the Counselling Process: Three stages - Initial Disclosure, In-Depth Exploration and Commitment to Action. Three stages: Relating, Understanding, and Changing

#### **Unit II–Building Counselling Relationship:**

- 2.1 Client and therapist factors in the counselling process
- 2.2 Fostering Communication and Developing a Strong Therapeutic Alliance
- 2.3 Key core conditions for developing counselling relationship
- 2.4 Counsellor action that impede counselling relationship
- 2.5 Self-development, self-awareness and interpersonal awareness, the counsellor's values and the therapeutic process.

#### **Unit III: Attending Skills and Client Observation**

- 3.1 The micro-skills model: Advantages, limitations & context of micro-skills models
- 3.2 Attending behaviors – eye contact, body posture & orientation & verbal following.
- 3.3 Observation skills: The role of careful observations, nonverbal, para-verbal, and verbal behaviors
- 3.4 Silence in counseling & psychotherapy process
- 3.5 Multicultural nuances in attending and observation.

#### **Unit IV: Listening Responses: Clarification, Paraphrasing, Reflection and Summarization**

- 4.1 Three steps of listening, Importance of client stories
- 4.2 Clarification response (listening for accuracy): Definition, purposes and steps

- 4.3 Paraphrasing and Reflection (listening for Understanding): Definition, purposes and steps
- 4.4 Summarization (listening for pattern and themes): Definition, purposes and steps
- 4.5 Barriers to listening.
- 4.6 Ethics in counselling

## **References**

1. American Counseling Association. (2014). ACA Code of Ethics.
2. Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy* (10th ed.). Cengage Learning.
3. Cormier, S., Nurius, P. S., & Osborn, C. J. (2009). *Interviewing and Change Strategies for Helpers: Fundamental Skills and Cognitive Behavioral Interventions* (6th ed.). Brooks/Cole.
4. Gladding, S. T. (2018). *Counseling: A comprehensive profession* (8th ed.)
5. Hackney, H. L., & Cormier, L. S. (1996). *The professional counselor: A process guide to helping* (3rd ed.). Allyn & Bacon  
<https://archive.org/details/professionalcoun0000corm/page/n111/mode/2up?view=theater>.
6. Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2013). *Intentional Interviewing and Counseling* (8th ed.). Cengage Learning.
7. MacCluskie, K. C. (2010). *Acquiring Counseling Skills: Integrating Theory, Multiculturalism, and Self-Awareness*. Pearson.
8. Nelson-Jones, R. (2014). *Practical counselling and helping skills: Text and activities for the lifeskills counselling model* (5th ed.). SAGE Publications.
9. Welfel, E. R., & Patterson, L. E. (2013). *The counselling process: A metatheoretical integrative approach* (6th ed.). Cengage Learning.

**Psychotherapy-I**  
(4 lectures per week)

**Course Objectives:**

- To introduce students to the foundational concepts, goals, and historical evolution of psychotherapy, including a comparison with counseling and guidance.
- To familiarize students with the theoretical frameworks, core concepts, and techniques of major psychotherapeutic approaches such as psychodynamic, humanistic, behavioural, and cognitive-behavioural therapies.
- To help students understand the stages and process of psychotherapy, including client-therapist dynamics and process issues like resistance, transference, and countertransference.
- To enable students to critically examine and differentiate between various schools of psychotherapy in terms of their procedures, techniques, and application contexts.
- To prepare students for practical application of psychotherapeutic principles by integrating theory with clinical case illustrations and introductory intervention planning.

**Course Outcomes:**

7. **Remembering**
  - Recall the definitions, goals, historical developments, and key concepts of major psychotherapeutic approaches including psychodynamic, humanistic, behavioral, and cognitive-behavioral therapies.
2. **Understanding**
  - Understand the distinctions between psychotherapy, counseling, and guidance, and explain the stages and processes involved in psychotherapy, including factors like transference, resistance, and therapist-client dynamics.
3. **Applying**
  - Apply theoretical frameworks to identify appropriate techniques used in psychodynamic, humanistic, and cognitive-behavioral therapies in relation to specific client cases or issues.
4. **Analyzing**

- Analyze the core principles, similarities, and differences across various therapeutic schools, including Freudian psychoanalysis, client-centered therapy, Gestalt, CBT, and REBT.

#### **5. Evaluating**

- Evaluate the effectiveness of different psychotherapeutic techniques based on client characteristics, therapist variables, and contextual factors influencing therapeutic outcomes.

#### **6. Creating**

- Formulate basic therapeutic intervention plans using selected techniques from psychodynamic, humanistic, or CBT approaches for hypothetical client scenarios.

### **Course Content:**

#### **Unit I: Introduction**

##### **1.1 Definition, goals, historical development, schools of psychotherapy**

##### **1.2 Process of Psychotherapy – Goals, principles, Stages, factors affecting therapy process (Therapist characteristics, client’s characteristics, others factors).**

##### **1.3 Difference between Psychotherapy, counselling, and Guidance**

#### **Unit II: Psychodynamic Therapies -**

##### **2.1 Freudian Psychoanalytic - Basic theory & concepts, techniques, and procedure.**

##### **2.2 Brief Psychodynamic - Basic theory & concepts, techniques, and procedure.**

##### **2.3 Therapy, Object Relations, Self-Psychology and Interpersonal Approaches - Basic theory & concepts, techniques, and procedure.**

#### **Unit III: Humanistic Therapies**

##### **3.1 Client Centered - Basic theory & concepts, techniques, and procedure.**

##### **3.2 Existential - Basic theory & concepts, techniques, and procedure.**

##### **3.3 Gestalt – Basic theory & concepts, techniques, and procedure.**

#### **Unit IV: Behavioral and Cognitive-Behavioral Therapies**

##### **4.1 BT - Basic theory & concepts, techniques and procedure.**

##### **4.2 CT (Beck) - Basic theory & concepts, techniques and procedure.**

##### **4.3 REBT (Ellis) - Basic theory & concepts, techniques and procedure.**

#### 4.4 SIT (Michenbaum) – Basic theory & concepts, techniques and procedure.

##### **References:**

1. Corsini, R. J., & Wedding, D. (2018). *Current Psychotherapies* (11th Edition).
2. Prochaska, J. O., & Norcross, J. C. (2018). *Systems of Psychotherapy: A Transtheoretical Analysis* (9th Edition)
3. Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy* (10th Edition)
4. Wolberg, L. R. (1995). *The Techniques of Psychotherapy* (4th Edition).
5. Gerald Corey & Marianne Schneider Corey (2014). *Issues and Ethics in the Helping Professions*
6. McWilliams, N. (2004). *Psychoanalytic Psychotherapy: A Practitioner's Guide*
7. Uday Jain. *Textbook of Psychotherapy: Psychodynamic, Behavioural, Cognitive and Humanistic Approaches*.

## **Psychological Assessment-II (Clinical Setting)**

(4 lectures per week)

### **Course Objectives:**

- To develop advanced knowledge of psychological assessment techniques, including neuropsychological screening, structured clinical interviews, and behavioral assessments used in diverse settings.
- To train students in case formulation and psychodiagnostic interpretation, integrating multiple sources of assessment data to inform diagnosis, treatment planning, and reporting.
- To introduce specialized applications of assessment in forensic, clinical, educational, and organizational psychology, including tools for competency evaluations, disability assessment, and career guidance.
- To enhance practical skills through case analysis and role-play, focusing on communication of findings, cultural competence, and ethical practice in psychological assessment.
- To encourage the application of evidence-based assessment tools and techniques, while promoting sensitivity to multicultural contexts and adherence to professional ethical standards.

### **Course Outcomes:**

1. **Remembering:**
  - Recall key concepts, tools, and procedures used in advanced psychological assessment across clinical, educational, forensic, and organizational settings.
2. **Understanding**
  - Explain the principles behind diagnostic interviews, behavioral assessments, and neuropsychological screening, as well as their role in clinical decision-making.
3. **Applying**
  - Apply structured assessment techniques and brief psychometric instruments to real or simulated cases for diagnosis, treatment planning, and monitoring outcomes.
4. **Analyzing**
  - Analyze complex assessment data to develop integrated case formulations and generate individualized intervention plans.

**5. Evaluating**

- Critically evaluate the ethical considerations, cultural relevance, and appropriateness of selected assessment tools and their interpretation.

**6. Creating**

- Create comprehensive assessment reports and recommendations tailored to clients across diverse populations, demonstrating cultural sensitivity and professional competence.

**Course Content:**

**Unit 1: Advanced Assessment Techniques**

- 1.1 Screening for Neuropsychological Impairment
- 1.2 Advanced interview techniques: structured clinical interviews, diagnostic interviews
- 1.3 Behavioral assessment methods: direct observation, behavior rating scales
- 1.4 Case formulation and integrating assessment findings

**Unit 2: Psychodiagnostic Formulation**

- 2.1 Diagnostic issues in assessment: case conceptualization and clinical formulation
- 2.2 Using assessment data to inform treatment planning and interventions
- 2.3 Report writing: organizing assessment results, communicating findings effectively
- 2.4 Brief instruments for treatment planning, monitoring and outcome assessment

**Unit 3: Specialized Assessment Areas**

- 3.1 Assessment in forensic psychology: competency evaluations, risk assessments
- 3.2 Assessment in clinical setting: clinical interview and case history taking, diagnostic assessment, personality assessment, cognitive assessment, neuropsychological assessment, disability assessment (children and adults)
- 3.3 Assessment in educational and school setting: Educational achievement tests, assessment of learning disabilities, tests of specific cognitive abilities, career and vocational assessment
- 3.4 Assessment in organizational psychology: selection, performance appraisal

**Unit 4: Case Studies and Practical Applications**

- 4.1 Case presentations: analyzing assessment data, formulating recommendations
- 4.2 Role-play exercises: conducting mock assessments, providing feedback
- 4.3 Role of training and internships in grooming mental health professionals
- 4.4 Ethics in applied assessment: ethical dilemmas in practice, professional guidelines

## **References**

1. Hersen, M., & Rosqvist, J. (Eds.). (2008). Handbook of psychological assessment, case conceptualization, and treatment, Volume 1: Adults. Wiley.
2. Segal, D. L., Hersen, M., & Van Hasselt, V. B. (Eds.). (2010). Diagnostic interviewing (4th ed.). Springer.
3. Goldfinger, K., & Pomerantz, A. M. (2013). Psychological assessment and report writing (2nd ed.). SAGE Publications.
4. Sattler, J. M. (2014). Foundations of behavioral, social, and clinical assessment of children (6th ed.). Jerome M. Sattler, Publisher, Inc.
5. Kumar, U. (2013). Theories of Personality (1st ed.). Pearson India.
6. Eells, T. D. (Ed.). (2007). Handbook of psychotherapy case formulation (2nd ed.). The Guilford Press.
7. Ingram, B. L. (2012). Clinical case formulations: Matching the integrative treatment plan to the client (2nd ed.). Wiley.
8. Hays, D. G., & Shah, S. M. (2020). Assessment in counseling: A guide to the use of psychological assessment procedures (6th ed.). American Counseling Association.
9. Groth-Marnat, G., & Wright, A. J. (Eds.). (2016). Handbook of psychological assessment (6th ed.). Wiley.
10. Jadhav, S. G. (2009). Clinical Psychology: Theory and Practice. Deep & Deep Publications.
11. Archer, R. P., & Wheeler, E. M. (2013). Forensic uses of clinical assessment instruments (2nd ed.). Routledge.
12. Goldstein, G., & Beers, S. R. (Eds.). (2004). Comprehensive handbook of psychological assessment, Volume 1: Intellectual and neuropsychological assessment. Wiley.
13. Reynolds, C. R., & Kamphaus, R. W. (2013). Behavior assessment system for children (BASC) (3rd ed.). Pearson.
14. Anastasi, A., & Urbina, S. (1997). Psychological testing (7th ed.). Prentice Hall.
15. Mangal, S. K. (2004). Advanced Educational Psychology (2nd ed.). PHI Learning Pvt. Ltd.
16. Rao, S. (2008). Cross-Cultural Perspectives in Human Development. Sage Publications India.
17. Sperry, L., Carlson, J., & Kjos, D. (2003). Psychopharmacology and psychotherapy: Strategies for maximizing treatment outcomes. Brunner-Routledge.

18. Weiner, I. B., & Greene, R. L. (2017). Handbook of personality assessment (2nd ed.). Wiley.
19. Beutler, L. E., & Harwood, T. M. (2000). Prescriptive psychotherapy: A practical guide to systematic treatment selection. Oxford University Press.
20. Pope, K. S., & Vasquez, M. J. T. (2016). Ethics in psychotherapy and counseling: A practical guide (5th ed.). Wiley.
21. Misra, G. (2018). Psychology in India Volume 2: Social and Organizational Processes. Pearson India.

**Health Psychology**  
(2 lectures per week)

**Course Objectives:**

- To introduce students to the foundational concepts of health psychology, including definitions of health, historical and contemporary perspectives, and the biopsychosocial model.
- To examine the nature, sources, and impact of stress across the lifespan, and understand how psychological and social factors influence stress experiences.
- To explore the link between stress and physical health conditions, such as cardiovascular diseases, cancer, and other psychophysiological disorders.
- To familiarize students with coping strategies and stress management techniques, aimed at reducing stress and promoting well-being.
- To encourage the application of psychological principles in designing interventions that enhance individual and community health outcomes.

**Course Outcomes:**

- 1. Remembering**
  - Recall key concepts related to health, stress, and the historical development of health psychology as a field.
- 2. Understanding**
  - Explain the biopsychosocial model and how psychological, biological, and social factors interact to influence health and illness.
- 3. Applying**
  - Apply knowledge of stress and coping mechanisms to real-life scenarios and case studies involving health-related behaviors.
- 4. Analyzing**
  - Analyze the effects of stress on various physical illnesses (e.g., cardiovascular diseases, cancer) and identify psychosocial modifiers of stress.
- 5. Evaluating**
  - Evaluate the effectiveness of different stress management and coping strategies in promoting health and reducing disease risk.
- 6. Creating**

- Design personalized or group-based stress reduction and health promotion interventions based on psychological theories and evidence-based practices.

### **Course Content:**

#### **Unit 1:**

- 1.1 An overview of psychology and Health: What is health?,
- 1.2 Viewpoints form history, psychology's role in health, current perspectives in health and illness, related scientific fields, research methods
- 1.3 Stress – its meaning, impact, and sources: Experiencing stress in our lives, biopsychosocial aspects of stress
- 1.4 Sources of stress throughout life, majoring stress, can stress be good or you?

#### **Unit 2:**

- 2.1 Stress, biopsychosocial factors, and illness: Psychosocial modifiers of stress, how stress affects health
- 2.2 Psychophysiological disorders, stress and cardiovascular disorders, stress and cancer
- 2.3 Coping with and reducing stress: Coping with stress, reducing the potential for stress
- 2.4 Reducing stress reactions: stress management, using stress management to reducing coronary risk

### **References**

1. Sarafino, E. P. & Smith. T. W. (2017). Health Psychology – Biopsychosocial Interactions (9e). Wiley
2. Taylor, S. E. (2015). Health Psychology (9e). McGraw-Hill Education
3. Ogden, J. (2007). Health Psychology (4e). McGraw-Hill Education

## **Organizational Behaviour**

(2 lectures per week)

### **Course Objectives:**

- Understand the core concepts and interdisciplinary foundations of Organizational Behaviour and explain its relevance to effective management practices.
- Analyze the factors contributing to job satisfaction and dissatisfaction, and assess their implications for employee attitudes and organizational outcomes.
- Identify and evaluate major sources and consequences of workplace stress, and understand how individual differences influence stress responses.
- Apply stress management techniques and interventions to address life and work-related challenges within organizational settings.
- Interpret workplace behaviors and propose strategies to improve employee well-being, motivation, and organizational performance.

### **Course Outcomes:**

- 1. Remembering**
  - Recall fundamental concepts of Organizational Behaviour and its relationship with management and contributing disciplines..
- 2. Understanding**
  - Explain the causes and consequences of job satisfaction and dissatisfaction, and their impact on organizational effectiveness.
- 3. Applying**
  - Apply theories of Organizational Behaviour to assess job attitudes and workplace dynamics in real or simulated settings.
- 4. Analyzing**
  - Analyze sources of stress in organizational life and their effects on employee performance and well-beings.
- 5. Evaluating**
  - Evaluate stress management interventions and recommend suitable strategies to enhance employee resilience and reduce workplace stress.
- 6. Creating**

- Design a basic intervention plan for improving job satisfaction or managing workplace stress based on OB principles.

### **Course Content:**

#### **Unit 1:**

- 1.1 The World of OB, management and OB, disciplines that contribute to the OB field, challenges and opportunities for OB
- 1.2 Job attitudes – measuring job satisfaction, what causes job satisfaction, outcomes of job satisfaction, the impact of job dissatisfaction.

#### **Unit 2:**

- 2.1 Stress management: dealing with the demands of life and work, Stress defined, predisposition to stress, sources of stress, consequences of stress, managing stress
- 2.2 Stress reduction interventions related to life/work issues, measuring stress, workplace violence.

### **References**

1. Robbins, S. P. & Judge, T. A. (2018). *Essentials of organizational behaviour* (14<sup>th</sup> Ed). Pearson
2. Aamodt, M. G. (2010). *Industrial/Organizational psychology* (6<sup>th</sup> Ed). Wadsworth Cengage Learning
3. Schermerhorn, J. R., Hunt, J. G., Osborn, R. N., & Uhl-Bien M (2010). *Organizational behavior* (11<sup>th</sup> Ed). John Wiley and Sons
4. McShane, S. L. & Von Glinov, M. A. (2018). *Organizational Behaviour* (8<sup>th</sup> Ed). McGraw Hill.

**Sports Psychology**  
(2 lectures per week)

**Course Objectives:**

- To understand the psychological factors such as stress, anxiety, arousal, and mental toughness that affect performance in sports settings.
- To explore the characteristics and development of mental toughness and resilience in athletes through theoretical models and applied strategies.
- To familiarize students with the role, skills, and ethical considerations of a sport psychologist, including pathways to professional practice.
- To introduce psychological assessment tools and performance profiling techniques used in sports psychology for evaluating athletes.
- To develop knowledge of psychological skills training (PST) methods such as imagery, goal setting, and self-regulation, and their application in enhancing athletic performance.

**Course Objectives:**

1. **Remembering:**
  - Students will be able to recall key concepts related to stress, arousal, anxiety, and mental toughness in sports contexts.
2. **Understanding:**
  - Students will be able to explain how psychological factors influence athletic performance and the significance of psychological assessment in sports.
3. **Applying:**
  - Students will be able to apply psychological skills training methods such as goal setting, imagery, and relaxation techniques to enhance athlete performance.
4. **Analyzing:**
  - Students will be able to analyze the sources of stress in sports and differentiate between various types of anxiety and mental toughness attributes.
5. **Evaluating:**

- Students will be able to evaluate the effectiveness of psychological interventions and performance profiling tools used by sports psychologists.

#### 6. **Creating:**

- Students will be able to design a basic psychological training plan or intervention for athletes based on assessment findings and performance needs.

### **Course Content:**

#### 1. **Unit 1: Stress and Mental Toughness in Sport**

- 1.1. Common stressors for sportspersons, sports, arousal, and anxiety, how stress can impact sporting performance
- 1.2. Individualized zones of optimum functioning, cognitive and somatic anxiety, stress appraisal, sources of stress in sport
- 1.3. Mental toughness: resilience, attributes of mentally tough performers, 4Cs of mental toughness
- 1.4. How mental toughness is assured, whether people are born tough, improving mental toughness

#### 2. **Unit 2: Becoming a Sport Psychologist, Assessment, and Training**

- 2.1. What a sport psychologist does, skills required by a sport psychologist
- 2.2. How to become a sport psychologist, ethics is consultancy, what sport psychology assessments look like, about personal construct psychology, what performance profiling is
- 2.3. Importance of monitoring and evaluation, psychometric approaches to psychological skills, what we don't always need to consider weaknesses
- 2.4. Psychological skills training, common interventions in PST, importance of teaching, power of practice, basics of imagery, goal setting

### **Reference Book:**

1. Perry, J. (2015). *Sport Psychology*. Hachette

### **Recommended Readings:**

2. Weinberg, R. S., & Gould, D. (2018). *Foundations of sport and exercise psychology* (7th ed.). Human Kinetics.

3. Williams, J. M., & Krane, V. (Eds.). (2021). *Applied sport psychology: Personal growth to peak performance* (8th ed.). McGraw-Hill Education.
4. Moran, A. P. (2012). *Sport and exercise psychology: A critical introduction* (2nd ed.). Routledge.
5. Singer, R. N., Hausenblas, H. A., & Janelle, C. M. (2001). *Handbook of sport psychology* (2nd ed.). Wiley.
6. Taylor, J., & Wilson, G. S. (2005). *Applying sport psychology: Four perspectives*. Human Kinetics.
7. Cox, R. H. (2011). *Sport psychology: Concepts and applications* (7th ed.). McGraw-Hill Education.

## **Rehabilitation Psychology**

(2 lectures per week)

### **Course Objectives:**

- To introduce students to the core goals, values, and principles underlying psychiatric rehabilitation and its role in promoting mental health recovery.
- To familiarize students with various psychiatric rehabilitation methods and interventions that support functional recovery and community reintegration.
- To examine rehabilitation strategies for severe mental illnesses, including schizophrenia, dementia, and brain dysfunction, with a focus on improving daily living and adaptive skills.
- To explore evidence-based psychosocial and behavioral interventions for substance addiction, including strategies for relapse prevention and long-term support.
- To prepare students to work in multidisciplinary settings, designing and implementing rehabilitation plans tailored to the needs of individuals with chronic psychiatric conditions.

### **Course Outcomes:**

7. **Remembering**
  - Describe the core goals, values, and principles that guide psychiatric rehabilitation and differentiate between various rehabilitation methods.
2. **Applying**
  - Apply therapeutic interventions to enhance functional recovery and promote daily living skills in individuals with mental illness.
3. **Analyzing**
  - Analyze and compare rehabilitation approaches for schizophrenia, Alzheimer's disease, and brain dysfunction in terms of clinical goals and outcomes.
4. **Evaluating**
  - Evaluate psychosocial and behavioral strategies used in alcohol addiction rehabilitation, including relapse prevention techniques.
5. **Creating**

- Design a client-centered rehabilitation plan that integrates assessment, intervention, and community-based support strategies for individuals with chronic psychiatric conditions.

### **Course Content:**

#### **1. Unit 1: Overview of Rehabilitation in Psychiatry**

- 1.1. The Goals, Values, and Guiding Principles of Psychiatric Rehabilitation
- 1.2. Psychiatric Rehabilitation Methods
- 1.3. Interventions Related to Functional Recovery
- 1.4. Community Integration and Daily Living Skills

#### **2. Unit 2: Rehabilitation for Severe Mental Illnesses and Substance Addiction**

- 2.1. Rehabilitation for Schizophrenia
- 2.2. Rehabilitation for Dementia
- 2.3. Rehabilitation for Brain Dysfunction
- 2.4. Psychosocial and Behavioral Approaches for substance addiction
- 2.5. Relapse Prevention and Long-Term Support for substance addiction

### **References:**

1. Hirsch, S. R., & Weinberger, D. R. (2003). *Schizophrenia*. Blackwell Science.
2. King, R., Lloyd, C., Meehan, T., Deane, F. P., & Kavanagh, D. J. (2012). *Manual of psychosocial rehabilitation*. Wiley-Blackwell.
3. Mueser, K. T., Bellack, A. S., Gingerich, S., Agresta, J., & Fulford, D. (2024). *Social Skills Training for Schizophrenia*. Guilford Publications.
4. Pratt, C. W., Gill, K. J., Barrett, N. M., & Roberts, M. M. (2014). *Psychiatric rehabilitation*. Academic Press.
5. Young, N. D., Mumby, M. A., & Smolinski, J. A. (2020). *The Recovery Handbook: Understanding Addictions and Evidence-Based Treatment Practices*. Vernon Press.

## **Applied Psychometric Testing (Specific Settings)**

(4 lectures per week)

### **Course Objectives:**

- To introduce students to the practical application of psychometric tests in diverse settings such as career counseling, clinical diagnosis, and rehabilitation.
- To familiarize students with the ethical and professional standards in administering, scoring, and interpreting psychological tests across specific populations.
- To develop proficiency in selecting and applying appropriate psychological tests for assessing cognitive abilities, personality traits, mental health conditions, and vocational interests.
- To train students in writing assessment reports and providing evidence-based feedback for intervention planning and guidance.
- To encourage critical reflection on the relevance, cultural appropriateness, and limitations of psychometric tools in applied psychological settings.

### **Course Outcomes:**

1. **Remembering**
  - Recall the principles and procedures of psychometric testing used in career guidance, clinical, and rehabilitation settings.
2. **Understanding**
  - Explain the purpose, structure, and ethical considerations of various psychological tests administered in applied settings.
3. **Applying**
  - Administer, score, and interpret psychometric tests relevant to specific psychological needs such as aptitude, personality, emotional functioning, and cognitive abilities.
4. **Analyzing**
  - Analyze test results to identify client needs and match them with appropriate interventions, career paths, or treatment recommendations.
5. **Evaluating**
  - Evaluate the appropriateness, reliability, and validity of different psychometric tools when applied to diverse populations and settings.

## 6. Creating

- Develop integrated psychological reports and feedback strategies based on test data for clients in career, clinical, or rehabilitation contexts.

### **Course Content:**

- Applications of psychometric testing, using multiple tests for assessment
- Overview of various specific settings in which psychometric testing is used: school, career guidance, selection, forensic, clinical, rehabilitation etc
- Test pass-out, Administration, scoring, interpretation, and report-writing of minimum two specific settings by using appropriate tests. For example, career guidance (intelligence, aptitude test battery, interest, personality etc), clinical setting (MMPI, MCMI, RoR, TAT etc), Learning Disabilities, Cognitive Impairment, Rehabilitation etc.
- Report submission for at least 02 cases each from the two specific settings.
- Report will mention Self-reflection, critical evaluation of the test: strengths and limitations apart from regular presentation.

### **Reference books:**

1. Anastasi, A., & Urbina, S., (2002). Psychological testing. New Delhi: Pearson Education Asia
2. Cohen, R.J., & Swerdlik, M.E. (2005). Psychological testing and assessment: An introduction to tests and measurement (6th Ed.). New York: McGraw-Hill.
3. Butcher, J.N; Hooley, J.M; Mineka, S; & Dwivedi, C.B. (2020). *Abnormal Psychology*. (16<sup>th</sup> ed.). Pearson
4. Barlow, D., Durand, V., & Hofman, S. (2018). Abnormal psychology – an integrative approach, (8e). Cengage Learning.
5. Maddux, J. & Winstead, B. (2012). *Psychopathology – foundations for a contemporary understanding*, (3e). Routledge.
6. Manuals of respective tests

### **Recommended reading:**

4. Coaley, K. (2014). An introduction to psychological assessment and psychometrics.
5. Groth-Marnat, G. (2009). *Handbook of psychological assessment*. John Wiley & Sons.
6. Whiston, S. C. (2009). Principles and applications of assessment in counseling. *Thomson Brooks/Cole*, 2.

**Research Project**  
(Sem III and IV)

**Course Objectives:**

- To develop the ability to formulate research questions and hypotheses relevant to the fields of clinical and counseling psychology based on theoretical frameworks and observed phenomena.
- To enable students to design and conduct empirical research using appropriate methodologies, including sampling, standardized psychometric tools, and ethical practices.
- To provide hands-on experience in data collection, analysis, and interpretation using statistical techniques applicable to psychological research.
- To foster skills in academic writing and dissemination, including report writing, presentation, and publication of research findings with proper institutional affiliation.
- To instil ethical responsibility and methodological rigor in conducting psychological research with human participants, ensuring confidentiality and integrity throughout the research process.

**Course Outcomes:**

**1. Remembering & Understanding**

- Students will be able to recall and explain key concepts related to research design, ethical guidelines, and data handling in psychological research.

**2. Applying**

- Students will apply standardized tools and appropriate research methods to investigate a psychological problem within clinical or counseling settings.

**3. Analyzing**

- Students will analyze research data using statistical techniques and interpret the findings in the context of existing psychological theories.

**4. Evaluating**

- Students will critically evaluate the quality, limitations, and implications of their own research work and that of others.

**5. Creating**

- Students will produce a comprehensive research report and demonstrate the ability to present or publish their findings in academic or professional forums.

### **Course Content:**

Students will work under the supervision of a designated Supervisor/Guide and carry out a research project spread over two semesters.

The project will be completed in two parts, aligned with these stages of the research process, and students will be expected to report periodically to their supervisor. They must seek guidance, incorporate feedback, and ensure academic integrity and ethical compliance throughout. This structured approach will equip students with essential research skills and contribute meaningfully to the field of clinical or counseling psychology. Informed consent will be obtained, and participant confidentiality will be strictly upheld.

- In Semester III, students will focus on the foundational aspects of research, including identifying the research problem, formulating hypotheses, reviewing relevant literature, selecting appropriate research designs, tools, and methods.
- In Semester IV, students will proceed with data collection, apply statistical analyses, interpret results, and engage in critical discussion of their findings.

The research project will involve the following considerations:

1. Selection of a topic relevant to the field of psychology.
2. A minimum sample size of 30 participants/clients is required for quantitative analysis.
3. The use of standardized and validated assessment tools is mandatory, wherever applicable.
4. Online surveys are strictly prohibited to maintain the rigor and reliability of data collection.
5. Students are encouraged to present or publish their research findings. Any such output must carry proper institutional affiliation.

### **References**

5. Aron & Aron (2008). *Statistics for Psychology 5/e*. Pearson: New Delhi. - Singapore: John-Wiley.
6. Computing. R Foundation for Statistical Computing: Vienna, Austria. (<http://www.Rproject.org>)

7. Coolican H. (2024). *Research methods and statistics in psychology* (8th ed.). Psychology Press.
8. Gouch, R. L. (1983). *Factor Analysis*. NJ: Lorrence Erlbaum.
9. Guilford, J. P., & Fructore, B. (1978). *Fundamental statistics for psychology and education*. N.Y.: McGraw-Hill.
10. Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Multivariate data analysis*. (5th Ed.). N.J.: Prentice-Hall Inc.
11. Howell, D. (2009) *Statistical Methods for Psychology*, 7th Edition, Wadsworth.
12. Howitt, D. and Crammer, D. (2011). *Introduction to research methods in psychology* (3rd ed.). Pearson Education.
13. Loehlin, J. (1998). *Latent Variable Models: an introduction to factor, path, and structural analysis*. Hillsdale, N.J.: LEA.
14. Marcoulides, A. G. & Schumacker, E. R. (2001). *New developments and techniques in structural equation modeling*. Hilsdel, New Jersey: Lawrence Erlbaum.
15. Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical reasoning in psychology and education*. Singapore: John-Wiley.
16. Morling B. (2018). *Research methods in psychology* (3rd ed.). W. W. Norton & Company.
17. R Development Core Team. (2011). *R: A Language and Environment for Statistical*
18. Sheskin, D. (2011). *Handbook of Parametric and Nonparametric Statistical Procedures*, Fifth Edition. Chapman and Hall/CRC.
19. Tabachnick B. G. & Fidell L. S. (2019). *Using Multivariate Statistics* (7th ed.) Pearson.
20. Tabachnick, B. G. & Fidell, L. S. (2001). *Using multivariate statistics* (4th Edi.). Boston: Allyn and Bacon.
21. Wilcox, R. R. (2011). *Modern Statistics for the Social and Behavioral Sciences: A Practical*

## Semester IV

## **Advanced Counseling Skills**

(4 lectures per week)

### **Course Objectives:**

- To enable students to apply advanced counselling skills such as probing, advanced empathy, and confrontation to facilitate client self-exploration and insight.
- To equip students with the skills to assess client needs, collaboratively set meaningful goals, and effectively navigate the process of termination
- To prepare students to respond effectively to client crises, resistance, and motivational challenges using evidence-based strategies
- To develop culturally responsive counselling approaches tailored to the unique needs of older adults and special

### **Course Outcomes:**

#### **1. Remembering**

- Students will be able to recall and define the core principles, stages, and goals of the counselling process, as well as ethical guidelines and basic counselling terminology.

#### **2. Understanding**

- Students will be able to explain how counsellor and client characteristics influence the therapeutic alliance, and describe how communication and interpersonal skills support effective engagement.

#### **3. Applying**

- Students will be able to apply core counselling skills including influencing responses, structured assessments, goal setting, ethical termination, and the use of attending, listening, and observation techniques in real or simulated sessions.

#### **4. Analyzing**

- Students will be able to analyze client behavior and readiness, and identify and respond to barriers such as ambivalence, resistance, or crisis situations.
- Students will be able to distinguish between counselling strategies used across different populations and stages of the counselling process.

#### **5. Evaluating**

- Students will be able to evaluate the effectiveness of selected interventions, and assess their own values, interpersonal style, and ethical decision-making in diverse counselling contexts.

## 6. **Creating**

- Students will be able to adapt and integrate counselling techniques to design culturally responsive and inclusive interventions for diverse groups, such as older adults, LGBTQ+ individuals, and clients with disabilities or addictions.

### **Course Content:**

#### **Unit I: In-depth exploration and Influencing responses (Advanced counselling skills)**

- 1.1 Goals of in-depth exploration
- 1.2 Methods of in-depth exploration
- 1.3 Influencing responses & timing
- 1.4 Six influencing responses (definition, purposes & steps) Probing, Advance empathy, Information giving, Confrontation, Immediacy & Self-disclosure.

#### **Unit II– Assessment, Goal Setting, and Termination in Counselling**

- 2.1 The Process of Goal Setting
- 2.2 Design and Implementation of Action Plans
- 2.3 Skills associated with assessment and goal setting & its effect on the client.
- 2.4 Eleven categories of Assessment and Defining outcome goals.
- 2.5 Termination: Readiness to termination, client's responses to termination, counsellor's response to termination.

#### **Unit III: Working with client in crisis & Working with ambivalent, indifferent, and oppositional Clients**

- 3.1 Definition of Crisis, The Purpose of Crisis Intervention, Stressful Events That May Precipitate Crises & Steps in Crisis Intervention.
- 3.2 Understanding and Engaging with Hesitant Clients, Identifying Reluctant and Resistant Clients, Exploring the Counselor's Emotional Responses to Ambivalent, Disengaged, or Oppositional Clients,
- 3.4 The Importance of Supporting Unmotivated and Resistant Individual,
- 3.5 Strategies for Effectively Addressing Client Reluctance.

#### **Unit IV: Counselling with older adults and special groups**

- 4.1 Characteristics of Older Adults as Clients, Experiences and Counselling Agendas of Older Adults, Counselling Procedures with Older Adults, Working with Families of Older Clients
- 4.2 Counselling special groups: Counselling Women and Girls, Counselling Men and Boys, Counselling Gay, Lesbian, and Bisexual Clients, working with parents, working with addiction and disability. school counselling

### **References**

1. Welfel, E. R., & Patterson, L. E. (2013). *The counselling process: A metatheoretical integrative approach* (6th ed.). Cengage Learning.
2. Cormier, S., Nurius, P. S., & Osborn, C. J. (2009). *Interviewing and Change Strategies for Helpers: Fundamental Skills and Cognitive Behavioral Interventions* (6th ed.). Brooks/Cole.
3. MacCluskie, K. C. (2010). *Acquiring Counseling Skills: Integrating Theory, Multiculturalism, and Self-Awareness*. Pearson.
4. Nelson-Jones, R. (2014). *Practical counselling and helping skills: Text and activities for the lifeskills counselling model* (5th ed.). SAGE Publications.
5. American Counseling Association. (2014). ACA Code of Ethics.
6. Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy* (10th ed.). Cengage Learning.
7. Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2013). *Intentional Interviewing and Counseling* (8th ed.). Cengage Learning.
8. Hackney, H. L., & Cormier, L. S. (1996). *The professional counselor: A process guide to helping* (3rd ed.). Allyn & Bacon.  
<https://archive.org/details/professionalcoun0000corm/page/n11/mode/2up?view=theater>.

**Psychotherapy-II**  
(4 lectures per week)

**Course Objectives:**

- Understand and explain the principles and techniques of postmodern and third-wave psychotherapies, including Narrative Therapy, SFBT, ACT, DBT, and Mindfulness-based interventions.
- Identify and interpret the ethical, legal, and policy frameworks that govern psychological intervention and rehabilitation, including major national and international disability and mental health acts.
- Differentiate and apply models of community-based psychological interventions such as crisis intervention, trauma counseling, and geriatric or palliative care.
- Evaluate and implement psychological assessment, rehabilitation, and support strategies for individuals with various disabilities, including intellectual, learning, sensory, and multiple disabilities.
- Develop integrated intervention plans by combining psychotherapy approaches with rehabilitation goals in clinical, community, and special education settings.

**Course Outcomes:**

1. **Remembering**
  - Students will be able to recall and describe the philosophical foundations, principles, and techniques of postmodern and third-wave therapies such as Narrative Therapy, ACT, DBT, and Mindfulness-based interventions.
2. **Understanding**
  - Students will be able to explain the scope of psychological interventions and rehabilitation, including ethical principles, relevant policies, and Acts (e.g., RPWD Act, Mental Health Act, UNCRPD).
3. **Applying**
  - Students will be able to apply appropriate intervention strategies in community-based settings such as crisis situations, trauma counseling, geriatric care, and palliative care.
4. **Analyzing**

- Students will be able to analyze the differences between therapeutic and community health models and differentiate various types of disabilities and their specific intervention needs.

#### **5. Evaluating**

- Students will be able to evaluate the effectiveness of psychological rehabilitation approaches in diverse contexts, including disability care and community mental health.

#### **6. Creating**

- Students will be able to design and adapt intervention plans integrating third-wave therapies, ethical considerations, and inclusive rehabilitation practices tailored to individual and community needs.

### **Course Content:**

#### **Unit I: Postmodern and Third Wave Therapies**

- 1.1 Philosophical foundations of postmodern therapy, Social constructionism and the de-centering of the therapist, Emphasis on language, context, and client narratives
- 1.2 Narrative Therapy, Solution Focused Brief Therapy - Core assumptions & principles, and techniques
- 1.3 ACT, DBT, Mindfulness, and Compassion Focused Therapy – Basic Principles, processes, and techniques

#### **Unit II: Introduction to Psychological Intervention and Rehabilitation**

- 2.1 Concept, definition, scope, and different forms of psychotherapies, interventions, and rehabilitation. History and current trend.
- 2.2 Ethics and Policy issues – Ethical principles & code of conduct, Rehabilitation policies, Acts (Person with Disability Act, The National Trust Act, Mental Health Act, RCI Act, UNCRPD).

#### **Unit III: Community Based Intervention**

- 3.1 Difference between therapeutic and community health models
- 3.2 Crisis Intervention
- 3.3 Disaster Management – Trauma counselling
- 3.4 Geriatric and Palliative care

#### **Unit IV: Disability Intervention and Rehabilitation**

- 4.1 Disability – Concept and definition, incidences and prevalence, classification of disabilities (visual impairment, hearing and speech impairment, intellectual disability, learning disability, multiple handicaps).
- 4.2 Special education – aims, objectives, assessment and evaluation, and intervention
- 4.3 Psychological approaches to Rehabilitation – Role of Psychological in Rehabilitation, working with caregivers, assessment, diagnosis, treatment and certification.

#### **References:**

1. Windy Dryden & Andrew Reeves (Eds.). *The Handbook of Individual Therapy (7th Edition, 2019)*
2. Raymond J. Corsini & Danny Wedding. *Current Psychotherapies (11th Ed., 2018)*.
3. Verma, R. M. (2006). *Psychiatric Rehabilitation: Principles and Practice*
4. Niraj Ahuja. *A Short Textbook of Psychiatry (Latest Edition)*.
5. James, R. K., & Gilliland, B. E. (2016). *Crisis Intervention Strategies (8th Ed.)*
6. *WHO Manuals (Open Access)*.  
Psychological First Aid: Guide for Field Workers; mhGAP Intervention Guide  
WHO health Resources - <https://www.who.int/teams/mental-health-and-substance-use>
7. Narayan, J., & Kutty, A. T. (2003). *Handbook of Inclusive Education for Educators, Administrators and Planners*.
8. Albrecht, G. L., Seelman, K. D., & Bury, M. (Eds.) (2001). *Handbook of Disability Studies*.

**Positive Psychology**  
(4 lectures per week)

**Course Objectives:**

- To introduce students to the core concepts, origins, and evolution of positive psychology, including both Western and Eastern perspectives.
- To enable students to understand and explore the constructs of subjective well-being and identify factors that contribute to happiness and life satisfaction.
- To help students examine the roles of leisure, flow, mindfulness, and peak performance in enhancing psychological well-being.
- To familiarize students with the psychological and behavioral factors that contribute to positive health, aging, and coping.
- To encourage the application of positive psychology principles in real-life contexts to promote individual and community well-being.

**Course Outcomes:**

**1. Remembering**

- Students will be able to identify and recall key concepts, goals, and historical roots of positive psychology from both Western and Eastern perspectives.

**2. Understanding**

- Students will be able to explain the components of subjective well-being and describe the top-down and bottom-up predictors of happiness and life satisfaction.

**3. Applying**

- Students will be able to apply the concepts of flow, mindfulness, and peak performance to real-life situations for enhancing personal well-being and productivity.

**4. Analyzing**

- Students will be able to analyze the impact of psychological factors such as hardiness and coping styles on physical and mental health outcomes.

**5. Evaluating**

- Students will be able to evaluate the effectiveness of positive interventions in promoting positive aging, health, and stress reduction.

## 6. Creating

- Students will be able to design and implement simple well-being enhancement strategies based on positive psychology principles in personal or community contexts.

### **Course Content:**

#### **Unit I:**

- 1.1 Introduction to positive psychology: the dimensions of positive psychology, scope of positive psychology. Basic themes of positive psychology
- 1.2 A short history of wellbeing in the Western world: hedonism, early Hebrews, Greeks, early Christianity and the Middle Ages, renaissance to the age of enlightenment, romanticism and the nineteenth century, lessons on wellbeing from history, positive psychology today
- 1.3 Eastern Perspectives on Positive Psychology: Confucianism, Taoism, Buddhism, and Hinduism; East meets West – value systems, orientation to time, thought process; Different ways to positive outcomes – compassion, harmony.

#### **Unit II:**

- 2.1 Subjective wellbeing: The measurement of subjective wellbeing
- 2.2 Top-down predictors of subjective wellbeing, bottom-up predictors of subjective wellbeing
- 2.3 Increasing happiness and life satisfaction

#### **Unit III:**

- a. Leisure: leisure and wellbeing, what turns an activity into leisure?
- b. Flow and optimal experience: definition, characteristics, contexts and situations, unique qualities, flow and subjective wellbeing, absorption and curiosity, theory of flow
- c. Mindfulness: Ellen Langer's approach to mindfulness, Buddhist approach to mindfulness, comparison between the two approaches
- d. Peak performance: meaning, transcendent functioning, peak performance in sports

#### **Unit IV:**

- 4.1 Positive health: meaning, wellness, psychological factors important to positive health
- 4.2 Hardiness and mindfulness mediation, positive aging, zestful old age, longevity
- 4.3 Positive coping, importance of daily hassles, dimensions, coping styles
- 4.4 Resilience, growth mindset, application of positive psychology

### **References**

1. Compton, W. & Hoffman, E. (2013). Positive Psychology – the science of happiness and flourishing (2e); Wadsworth
2. Snyder, C. R. & Lopez, S. H. (2007). Positive psychology – the scientific and practical explorations of human strengths. Sage Publications
3. Snyder, C. R. & Lopez, S. H. (2002). Handbook of positive psychology. Oxford University Press
4. Hafferson, K. & Boniwell, I. (2011). Positive Psychology – theory, research and applications; Mc Graw Hill
5. applications; Mc Graw Hill
6. Boniwell, I. (2012). Positive Psychology in a Nutshell – the science of happiness (3e); McGraw Hill

## **Clinical Assessment Skills**

(4 lectures per week)

### **Course Objectives:**

- To develop the ability to conduct comprehensive clinical intake assessments, including eliciting reason for referral and documenting relevant personal, medical, and psychological history.
- To enable students to select appropriate psychological tests based on referral concerns, clinical context, and theoretical rationale.
- To train students in systematic behavioral observation and the accurate documentation of behavioral indicators during assessment sessions.
- To facilitate interpretation and integration of psychometric test findings into a coherent psychological formulation and diagnostic summary.
- To cultivate skills in formulating prognostic indicators and making evidence-based recommendations for treatment planning, referral, or further assessment.

### **Course Outcomes:**

#### **1. Remembering & Understanding**

- Students will be able to recall and explain the essential components of a clinical case assessment, including referral reason, history, and behavioral observations.

#### **2. Applying**

- Students will demonstrate the ability to administer, score, and interpret selected psychological tests relevant to clinical cases.

#### **3. Analyzing**

- Students will analyze test results and behavioral observations to identify psychological patterns and clinical concerns.

#### **4. Evaluating**

- Students will evaluate the appropriateness of test selection and justify the diagnostic conclusions and recommendations based on assessment data.

#### **5. Creating**

- Students will integrate case information and test findings to prepare a comprehensive psychological report including summary, prognosis, and recommendations.

### **Course Content:**

Develop reports for 02 cases that covers the following:

1. Reason for referral, brief history
2. Rationale of test selection
3. Behavioural observation
4. Test findings
5. Summary
6. Prognostic indicators
7. Recommendations

### **References**

1. Anastasi, A., & Urbina, S. (1997). Psychological testing (7th ed.). Prentice Hall.
2. Eells, T. D. (Ed.). (2007). Handbook of psychotherapy case formulation (2nd ed.). The Guilford Press.
3. Goldfinger, K., & Pomerantz, A. M. (2013). Psychological assessment and report writing (2nd ed.). SAGE Publications.
4. Goldstein, G., & Beers, S. R. (Eds.). (2004). Comprehensive handbook of psychological assessment, Volume 1: Intellectual and neuropsychological assessment. Wiley.
5. Groth-Marnat, G., & Wright, A. J. (Eds.). (2016). Handbook of psychological assessment (6th ed.). Wiley.
6. Hays, D. G., & Shah, S. M. (2020). Assessment in counseling: A guide to the use of psychological assessment procedures (6th ed.). American Counseling Association.
7. Hersen, M., & Rosqvist, J. (Eds.). (2008). Handbook of psychological assessment, case conceptualization, and treatment, Volume 1: Adults. Wiley.
8. Ingram, B. L. (2012). Clinical case formulations: Matching the integrative treatment plan to the client (2nd ed.). Wiley.
9. Jadhav, S. G. (2009). Clinical Psychology: Theory and Practice. Deep & Deep Publications.
10. Reynolds, C. R., & Kamphaus, R. W. (2013). Behavior assessment system for children (BASC) (3rd ed.). Pearson.
11. Sattler, J. M. (2014). Foundations of behavioral, social, and clinical assessment of children (6th ed.). Jerome M. Sattler, Publisher, Inc.

12. Segal, D. L., Hersen, M., & Van Hasselt, V. B. (Eds.). (2010). Diagnostic interviewing (4th ed.). Springer.

## **Organizational Assessment Skills**

(4 lectures per week)

### **Course Objectives:**

- To introduce students to the process of organizational assessment by developing an understanding of referral reasons, organizational background, and presenting issues within a workplace context.
- To enable students to select and apply appropriate psychometric and diagnostic tools relevant to organizational needs such as employee performance, motivation, leadership, stress, and team dynamics.
- To train students in systematic behavioral observation and professional communication within organizational environments for assessment purposes.
- To develop competency in analyzing and interpreting assessment findings to identify individual and systemic factors influencing organizational behavior and outcomes.
- To guide students in preparing comprehensive assessment reports with practical recommendations aimed at improving organizational functioning and employee well-being.

### **Course Outcomes:**

#### **1. Remembering & Understanding**

- Students will be able to describe the key steps of organizational assessment, including referral understanding, background gathering, and observation techniques.

#### **2. Applying**

- Students will be able to administer and apply relevant psychological tools and techniques to assess individual and group behavior in organizational settings.

#### **3. Analyzing**

- Students will be able to analyze data and observations to identify patterns and key organizational issues affecting performance and well-being.

#### **4. Evaluating**

- Students will be able to evaluate the relevance and effectiveness of assessment tools and outcomes for specific organizational goals.

## 5. Creating

- Students will be able to generate comprehensive assessment reports with evidence-based recommendations for improving organizational practices.

### **Course Content:**

Develop reports for 02 cases that covers the following:

1. Problem identified in the organization, brief history
2. Rationale of test selection/ survey/ etc
3. Behavioural observation
4. Results/ Findings
5. Communicating the findings
6. Summary
7. Recommendations

### **References**

1. Anastasi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). Prentice Hall.
2. Robbins, S. P. & Judge, T. A. (2018). *Essentials of organizational behaviour* (14<sup>th</sup> Ed). Pearson
3. Aamodt, M. G. (2010). *Industrial/Organizational psychology* (6<sup>th</sup> Ed). Wadsworth Cengage Learning
4. Schermerhorn, J. R., Hunt, J. G., Osborn, R. N., & Uhl-Bien M (2010). *Organizational behavior* (11<sup>th</sup> Ed). John Wiley and Sons
5. McShane, S. L. & Von Glinov, M. A. (2018). *Organizational Behaviour* (8<sup>th</sup> Ed). McGraw Hill.

## **Applied Counseling Skills**

(4 lectures per week)

### **Course Objectives:**

- To introduce students to the fundamental principles and stages of the counseling process, including ethical considerations and the development of the therapeutic alliance.
- To develop competence in the use of core counseling micro-skills such as attending, active listening, empathy, paraphrasing, reflection, and summarization.
- To facilitate self-awareness and interpersonal sensitivity by encouraging students to reflect on their values, attitudes, and communication style in a counseling context.
- To provide experiential learning through simulated or real counseling sessions, enabling students to practice and refine their counseling skills.
- To prepare students to manage common challenges in counseling such as client resistance, emotional regulation, and culturally sensitive practice.
- recommendations for treatment planning, referral, or further assessment.

### **Course Outcomes:**

#### **1. Remembering & Understanding**

- Students will be able to describe and explain key principles, processes, and stages of counseling, including ethical considerations and core conditions for therapeutic engagement.

#### **2. Applying**

- Students will be able to demonstrate essential counseling micro-skills such as attending, active listening, empathy, reflection, paraphrasing, and summarization in role-play or simulated sessions.

#### **3. Analyzing**

- Students will be able to analyze client verbal and non-verbal cues to identify presenting concerns, underlying emotions, and patterns relevant to case formulation.

#### **4. Evaluating**

- Students will be able to assess their own counseling practice by identifying personal values, communication style, and interpersonal effectiveness in client interactions.

## 5. Creating

- Students will be able to construct and deliver a structured counseling session plan, including goal setting, appropriate interventions, and closure strategies tailored to diverse client needs.

### Course Content:

Develop reports for 02 cases that covers the following:

1. Identifying the problem, brief history
2. Therapeutic approach
3. Behavioural observation
4. Steps in counseling
5. Outcomes
6. Summary
7. Recommendations

### References

1. American Counseling Association. (2014). ACA Code of Ethics.
2. Anastasi, A., & Urbina, S. (1997). Psychological testing (7th ed.). Prentice Hall.
3. Corey, G. (2017). Theory and Practice of Counseling and Psychotherapy (10th ed.). Cengage Learning.
4. Cormier, S., Nurius, P. S., & Osborn, C. J. (2009). Interviewing and Change Strategies for Helpers: Fundamental Skills and Cognitive Behavioral Interventions (6th ed.). Brooks/Cole.
5. Gladding, S. T. (2018). *Counseling: A comprehensive profession* (8th ed.)
6. Hackney, H. L., & Cormier, L. S. (1996). *The professional counselor: A process guide to helping* (3rd ed.). Allyn & Bacon  
<https://archive.org/details/professionalcoun0000corm/page/n111/mode/2up?view=theater>.
7. Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2013). *Intentional Interviewing and Counseling* (8th ed.). Cengage Learning.
8. MacCluskie, K. C. (2010). *Acquiring Counseling Skills: Integrating Theory, Multiculturalism, and Self-Awareness*. Pearson.
9. Nelson-Jones, R. (2014). *Practical counselling and helping skills: Text and activities for the lifeskills counselling model* (5th ed.). SAGE Publications.
10. Welfel, E. R., & Patterson, L. E. (2013). *The counselling process: A metatheoretical integrative approach* (6th ed.). Cengage Learning.

## **Community Outreach Programmes**

(4 lectures per week)

### **Course Objectives:**

- To introduce students to the concepts, goals, and importance of community outreach in promoting mental health and social well-being.
- To develop the ability to plan, organize, and implement need-based outreach programs tailored to diverse populations and community settings.
- To cultivate skills in communication, collaboration, and stakeholder engagement required for successful community-based interventions.
- To encourage critical reflection on social issues, community needs, and ethical responsibilities while working with marginalized or vulnerable groups.
- To provide hands-on experience in designing and evaluating outreach initiatives such as mental health awareness drives, school/community workshops, and support campaigns.

### **Course Outcomes:**

#### **1. Remembering & Understanding**

- Students will be able to describe the purpose and principles of community outreach in the context of mental health and social development.

#### **2. Applying**

- Students will be able to apply outreach strategies and communication skills in real-world community settings.

#### **3. Analyzing**

- Students will be able to assess community needs and identify target populations for effective intervention.

#### **4. Evaluating**

- Students will be able to evaluate the impact of outreach initiatives and reflect on ethical considerations in community work.

#### **5. Creating**

- Students will be able to design and implement community outreach programs addressing psychological and social issues.

### **Course Content:**

Develop reports for 02 cases that covers the following:

1. Reason for referral, brief history
2. Rationale of test selection
3. Behavioural observation
4. Test findings
5. Summary
6. Prognostic indicators
7. Recommendations

### **References**

1. Dalton, J. H., Elias, M. J., & Wandersman, A. (2007). *Community psychology: Linking individuals and communities* (2nd ed.). Wadsworth Cengage Learning.
2. Israel, B. A., Eng, E., Schulz, A. J., & Parker, E. A. (Eds.). (2013). *Methods in community-based participatory research for health* (2nd ed.). Jossey-Bass.
3. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H. (2011). *Community psychology: Linking individuals and communities* (3rd ed.). Wadsworth.
4. Lal, R. (2023). *Community psychology: Indian perspective*. BFC Publications.
5. Minkler, M., & Wallerstein, N. (Eds.). (2011). *Community-based participatory research for health: From process to outcomes* (2nd ed.). Jossey-Bass.
6. Misra, G. (Ed.). (2006). *Psychology and societal development: Paradigmatic and social concerns*. Sage India.
7. Nelson, G., & Prilleltensky, I. (2010). *Community psychology: In pursuit of liberation and well-being* (2nd ed.). Palgrave Macmillan.
8. Rappaport, J., & Seidman, E. (Eds.). (2000). *Handbook of community psychology*. Springer.

**Research Project**  
(Sem III and IV)

**Course Objectives:**

- To develop the ability to formulate research questions and hypotheses relevant to the fields of clinical and counseling psychology based on theoretical frameworks and observed phenomena.
- To enable students to design and conduct empirical research using appropriate methodologies, including sampling, standardized psychometric tools, and ethical practices.
- To provide hands-on experience in data collection, analysis, and interpretation using statistical techniques applicable to psychological research.
- To foster skills in academic writing and dissemination, including report writing, presentation, and publication of research findings with proper institutional affiliation.
- To instil ethical responsibility and methodological rigor in conducting psychological research with human participants, ensuring confidentiality and integrity throughout the research process.

**Course Outcomes:**

**6. Remembering & Understanding**

- Students will be able to recall and explain key concepts related to research design, ethical guidelines, and data handling in psychological research.

**7. Applying**

- Students will apply standardized tools and appropriate research methods to investigate a psychological problem within clinical or counseling settings.

**8. Analyzing**

- Students will analyze research data using statistical techniques and interpret the findings in the context of existing psychological theories.

**9. Evaluating**

- Students will critically evaluate the quality, limitations, and implications of their own research work and that of others.

## 10. Creating

- Students will produce a comprehensive research report and demonstrate the ability to present or publish their findings in academic or professional forums.

### **Course Content:**

Students will work under the supervision of a designated Supervisor/Guide and carry out a research project spread over two semesters.

The project will be completed in two parts, aligned with these stages of the research process, and students will be expected to report periodically to their supervisor. They must seek guidance, incorporate feedback, and ensure academic integrity and ethical compliance throughout. This structured approach will equip students with essential research skills and contribute meaningfully to the field of clinical or counseling psychology. Informed consent will be obtained, and participant confidentiality will be strictly upheld.

- In Semester III, students will focus on the foundational aspects of research, including identifying the research problem, formulating hypotheses, reviewing relevant literature, selecting appropriate research designs, tools, and methods.
- In Semester IV, students will proceed with data collection, apply statistical analyses, interpret results, and engage in critical discussion of their findings.

The research project will involve the following considerations:

1. Selection of a topic relevant to the field of psychology.
2. A minimum sample size of 30 participants/clients is required for quantitative analysis.
3. The use of standardized and validated assessment tools is mandatory, wherever applicable.
4. Online surveys are strictly prohibited to maintain the rigor and reliability of data collection.
5. Students are encouraged to present or publish their research findings. Any such output must carry proper institutional affiliation.

### **References**

1. Aron & Aron (2008). Statistics for Psychology 5/e. Pearson: New Delhi. - Singapore: John-Wiley.

2. Computing. R Foundation for Statistical Computing: Vienna, Austria. (<http://www.Rproject.org>)
3. Coolican H. (2024). *Research methods and statistics in psychology* (8th ed.). Psychology Press.
4. Gourch, R. L. (1983). *Factor Analysis*. NJ: Lorrence Erlbaum.
5. Guilford, J. P., & Fructore, B. (1978). *Fundamental statistics for psychology and education*. N.Y.: McGraw-Hill.
6. Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Multivariate data analysis*. (5th Ed.). N.J.: Prentice-Hall Inc.
7. Howell, D. (2009) *Statistical Methods for Psychology*, 7th Edition, Wadsworth.
8. Howitt, D. and Crammer, D. (2011). *Introduction to research methods in psychology* (3rd ed.). Pearson Education.
9. Loehlin, J. (1998). *Latent Variable Models: an introduction to factor, path, and structural analysis*. Hillsdale, N.J.: LEA.
10. Marcoulides, A. G. & Schumacker, E. R. (2001). *New developments and techniques in structural equation modeling*. Hilsdel, New Jersey: Lawrence Erlbaum.
11. Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical reasoning in psychology and education*. Singapore: John-Wiley.
12. Morling B. (2018). *Research methods in psychology* (3rd ed.). W. W. Norton & Company.
13. R Development Core Team. (2011). *R: A Language and Environment for Statistical*
14. Sheskin, D. (2011). *Handbook of Parametric and Nonparametric Statistical Procedures*, Fifth Edition. Chapman and Hall/CRC.
15. Tabachnick B. G. & Fidell L. S. (2019). *Using Multivariate Statistics* (7th ed.) Pearson.
16. Tabachnick, B. G. & Fidell, L. S. (2001). *Using multivariate statistics* (4th Edi.). Boston: Allyn and Bacon.
17. Wilcox, R. R. (2011). *Modern Statistics for the Social and Behavioral Sciences: A Practical*

## Evaluation Structure and Marking Scheme of Assessment

### Scheme of Examination and Passing for Faculty of Humanities:

- The student will have to have minimum of 75% attendance in each head of evaluation.
  - Candidates will have to pass separately in Theory (External), Theory (Internal) and practical examination. Minimum marks for passing in the subject would be 40 % in each separate head of evaluation for Theory (External), Theory (Internal) and practical examination.
  - 60% External Assessment and 40% Internal Assessment only for theory-based papers (No internal assessment for practical).
  - Internal Assessment: Internal assessment to be conducted by department teachers (Continuous Internal Evaluation). Internal assessment marks should be submitted to the University one month prior to the final examination.
- The distribution of 20/40 marks for evaluation of internal assessment will cover at least five of the following activities, and no single activity will carry more than 05/10 mark each respectively. The department must maintain documented proofs of the evaluation methods/activities.
- i. Written test
  - ii. Presentations
  - iii. Book/ research paper review
  - iv. Seminar (presentation)
  - v. Workshop (participation)
  - vi. Group discussion (active participation is must)
  - vii. Library hours (record to be maintained)
  - viii. Field visit
  - ix. Project work
  - x. Any other academic activity conducted by the department in the semester
- Practical evaluation will carry 25 marks per credit.  
Practical examination will be conducted at end of each semester. The student will have to be present with the duly certified journal/report, failing which they will not be allowed for the practical examination. In case of loss of journal/report, a letter must be obtained from the head / coordinator failing which the student will not be allowed to appear for the practical examination.
  - The Duration for External Theory examination will be as follows:

Marks	Duration
30 Marks	1.5 Hr
60 Marks	2.5 Hrs

- Projects, industrial training, industrial /field visits will be conducted as per the need in the curriculum.

**QUESTION PAPER PATTERN**

FACULTY OF HUMANITIES

SUBJECT: PSYCHOLOGY

**EVALUATION FOR THEORY COURSES (EXTERNAL EXAMINATION)**

i. **2 CREDIT COURSES**

Distribution of marks for external & internal exam = 60:40

Total marks = 50

Theory (external) exam = 30 marks; Min marks for passing = 12

Internal exam = 20 marks; Min marks for passing = 08

Separate passing for theory (external) and internal exam

**EXTERNAL EXAM FOR 2 CREDIT COURSES**

Time: 1 Hour 30 mins

Total marks: 30 marks

Note: All questions are compulsory. All sub-questions carry equal marks.

Q1) Fill in the blanks (02 marks)

i. A (Unit I)

ii. B (Unit II)

Q2) Answer in brief (04 marks)

i. A (Unit I)

ii. B (Unit II)

Q3) Short notes (08 marks)

i. A (Unit I)

ii. B (Unit II)

Q4) Answer the following (16 marks)

i. A (Unit I)

ii. B (Unit II)

----- \* -----

P.T.O.

ii. **4 CREDIT COURSES**

Distribution of marks for external & internal exam = 60:40

Total marks = 100

Theory (external) exam = 60 marks; Min marks for passing = 24

Internal exam = 40 marks; Min marks for passing = 16

Separate passing for theory (external) and internal exam

EXTERNAL EXAM FOR 4 CREDIT COURSES

Time: 2 hours 30 Mins

Total marks: 60 marks

Note: All questions are compulsory. All sub-questions carry equal marks.

Q1) Fill in the blanks (04 marks)

- i. A (Unit I)
- ii. B (Unit II)
- iii. C (Unit III)
- iv. D (Unit IV)

Q2) Answer in brief (08 marks)

- i. A (Unit I)
- ii. B (Unit II)
- iii. C (Unit III)
- iv. D (Unit IV)

Q3) Short notes (16 marks)

- i. A (Unit I)
- ii. B (Unit II)
- iii. C (Unit III)
- iv. D (Unit IV)

Q4) Answer the following (32 marks)

- i. A (Unit I)
- ii. B (Unit II)
- iii. C (Unit III)
- iv. D (Unit IV)

----- \*\* -----

P.T.O.

**EVALUATION FOR VSC/SEC COURSES/ LAB WORK**

**(PRACTICAL EXAMINATION)**

i. **2 CREDIT COURSES**

Total marks = 50

Passing marks = 20

Internal marks = Nil

Time: 3 hours

Distribution of marks (for one experiment/test):

10 marks = Record Book

10 marks = Instructions

15 marks = Conduct & Report

15 marks = Viva

---

**EVALUATION FOR RESEARCH PROJECT**

In alignment with the recommendations of the University Grants Commission and the provisions of the National Education Policy 2020, it is to ensure that the following principles are adhered to:

- Continuous and comprehensive evaluation
- Integration of research and experiential learning
- Outcome-based assessment
- Balanced internal and external evaluation

The Research Project shall be initiated in Semester I and continued through Semester II, with separate credit allocation and evaluation at the end of each semester.

1. Structure and Credits

The Research Project shall carry:

- 04 Credits in Semester I (100 Marks)
- 06 Credits in Semester II (150 Marks)

2. Evaluation Scheme

**Semester I (4 Credits – 100 Marks)**

Focus: Research Proposal, Design, and Ethics

A. Internal Assessment (60 Marks)

- Research Proposal (Problem, Review of Literature, Objectives) – 20 marks
- Research Design & Methodology – 15 marks
- Sampling Method & Tool Finalization – 10 marks
- Progress Presentation / Review – 10 marks
- Engagement (Logbook, Visits, Meetings, Initiative) – 5 marks

B. End Semester Evaluation (40 Marks)

- Proposal Presentation and Viva Voce (with internal/external examiner) – 40 marks

Total: 100 Marks

**Semester II (6 Credits – 150 Marks)**

Focus: Execution, Analysis, and Research Output

A. Continuous Assessment (50 Marks)

- Data Collection / Field Work – 20 marks
- Data Analysis (use of appropriate statistical tools/software) – 20 marks
- Pre-submission Seminar – 10 marks

B. End Semester Evaluation (100 Marks)

- Final Dissertation (Written Report) – 40 marks
- Viva Voce (External + Internal) – 40 marks
- Final Presentation / Open Defence – 20 marks

Total: 150 Marks

----- \*\*\* -----