

ಬೆಂಗಳೂರು
ನಗರ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ



BENGALURU
CITY UNIVERSITY

Office of the Registrar, Central College Campus, Dr. B.R. Ambedkar Veedhi, Bengaluru – 560 001.
PhNo.080-22131385, E-mail: registrarbcu@gmail.com

No.BCU/BoS/Syllabus-PG/Science/ 392 /2025-26

Date: 23.09.2025

NOTIFICATION

Sub: Syllabus for the Post Graduate Courses in the Faculty of Science—
reg

- Ref: 1. Recommendations of the Boards of Studies in the Faculty of
Science
2. Academic Council resolution No.04 dated.22.09.2025
3. Orders of Vice-Chancellor dated. 23.09.2025

The Academic Council in its meeting held on 22.09.2025 has approved the syllabus prepared by different Board of Studies for the Post Graduate Courses in the Faculty of Science. Accordingly, the following CBCS Syllabus for the Semester PG Courses of Science Faculty are hereby notified for implementation effective from the academic year 2025-26.

Sl. No.	Programmes
1.	M.Sc. Chemistry – I & II Semester
2.	M.Sc. Biochemistry – I to IV Semester
3.	M.Sc. Physics – I & II Semester
4.	M.Sc. Mathematics – I to IV Semester
5.	M.Sc. Psychology– I to IV Semester
6.	M.Sc. Counselling Psychology – I to IV Semester
7.	M.Sc. Fashion & Apparel Design – I to IV Semester
8.	M.Sc. Zoology – I & II Semester
9.	M.Sc. Botany – I to IV Semester
10.	M.Sc. Computer Science – I & II Semester
11.	M.Sc. Speech Language Pathology – I to IV Semester
12.	Master of Computer Applications – I & II Semester

The detailed Syllabi for above subjects are notified in the University Website:
www.bcu.ac.in for information of the concerned.

REGISTRAR

Copy to;

1. The Registrar(Evaluation), Bengaluru City University
2. The Dean, Faculty of Science, BCU.
3. The Principals of the concerned affiliated Colleges of BCU- through email.
4. The P.S. to Vice-Chancellor/Registrar/Registrar (Evaluation), BCU.
5. Office copy / Guard file / University Website: www.bcu.ac.in

BENGALURU CITY UNIVERSITY

SYLLABUS

M.SC. PSYCHOLOGY 2025 (CBCS)

M.Sc Psychology

Programme Description:

The Master of Science in Psychology has emerged as one of the most in-demand academic pursuits in recent years, driven by growing societal awareness of mental health and the increasing need for professional psychological support. Despite this rising demand, there remains a significant shortage of qualified and well-trained practitioners in the field.

This programme is designed to address that gap by offering a robust curriculum that blends theoretical knowledge with hands-on practical experience across a diverse array of specialized subjects. The teaching approach fosters holistic student development, equipping graduates with both the academic depth and applied skills necessary to thrive as competent professionals in the evolving landscape of psychological services.

Program Objectives:

The curriculum of this programme is designed to enable facilitation of a Psychology post-graduate to-

1. Build a strong Theoretical Foundation so that students can apply them in varied fields and branches of Psychology.
2. Giving students an exposure to the breadth and depth of knowledge of the field of psychology by providing them with knowledge from the various theoretical and applied branches of psychology.
3. Developing necessary skills for conducting psychological experiments, psychological assessment, profiling, reporting and developing assessment tools required to work as a psychologist or psychometrician .
4. Building core research skills in the students such as identifying problems, reviewing literature, choosing appropriate research design and sample, collecting and analyzing data, interpreting and reporting the findings, developing papers and publishing the same.
5. Developing academic curiosity and a love of learning psychology among the students.
6. Developing the necessary 21st century job competencies such as critical thinking, problem solving, decision making, collaboration/teamwork, and creativity.
7. Facilitate the development of personal qualities of empathy,persistence, adaptability, leadership, initiative taking and socio-cultural awareness and to develop life skills of self-awareness, self-direction, communication, emotion regulation, stress management, and interpersonal relationship skills.
8. Providing students with employability skills to work as Psychologists in the field

- of Hospital and Clinical settings, Counselling, Industrial Organization settings, Teaching and Education, School and college settings, Research projects etc.
9. Equip students for career progression for further studies in India and reputed universities abroad, prepare them to take up competitive examinations conducted by UGC/ICSSR/GATE/State and Central Civil Services Boards and the like.
 10. Ultimately creating individuals who are globally aware, locally relevant, have social responsibility, be of service to the society, and work ethically towards the upliftment and betterment of humanity.

Program Outcomes: By the end of the program, students will be able to:

PO1	:	Domain Knowledge	Describe and explain various psychological concepts, principles, processes, and phenomena.
PO2	:	Application	Apply the knowledge to understand, explain, predict, maintain, modify behaviour and promote mental health and wellbeing.
PO3	:	Assessment Skills	Use appropriate tests/assessments to test, assess and interpret psychological constructs, traits, abilities, and attitudes in people.
PO4	:	Research Skills	Carry out good quality research work by identifying problems, reviewing literature, choosing appropriate design and methods, collecting data, analyzing the data using appropriate statistical procedures and reporting the findings.
PO5	:	Scientific Skills	Design and Conduct psychological experiments, develop psychometric tools, question notions, challenge assumptions and come out with novel solutions.
PO6		Interpersonal Skills	Collaborate with others, work in teams, communicate effectively, higher cognitive skills such as critical thinking, problem solving, decision making, and creativity.
PO7		Intrapersonal Skills	Manifest self-awareness, self-direction, emotion regulation, and Personal effectiveness.
PO8	:	Employability Skills	Demonstrate the ability to solve problems, make decisions, plan, innovate, organize information, and network with professionals
PO9	:	Global Competencies	Exhibit leadership, initiative, persistence, creativity, adaptability and use technology to gather, evaluate, and present information, show multicultural sensitivity.
PO10	:	Multidisciplinary settings	Transfer knowledge and skills learnt to other interdisciplinary settings and contexts across multiple settings and disciplines.
PO11	:	Social Consciousness	Work for the betterment of humanity and uplift the needy segments of the society with service-mindedness
PO12	:	Ethics	Approach the profession ethically and practice as mental health professionals in varied settings with deep understanding of ethical standards of practice in all professional tasks

M.Sc. IN PSYCHOLOGY - COURSE MATRIX (2025)

Subjects	Paper	Instruction hrs/week	Duration of Exam (hrs)	Marks			Credits
				IA	Exam	Total	
Sem 1 Core Subject	101 - Theoretical Perspectives of Psychology 102 - Cognitive Psychology 103 - Biopsychology 104 - Quantitative research Methods	4x4	4x3	4x30	4x70	4x100	4x4
Practical /project	105 - Experimental Psychology (Practical 1) 106 - IT applications for Psychology(Practical 2)	2x8	2x6	2x30	2x70	2x100	2x4
Soft Core	107 - Psychometry	1x3	1x3	1x30	1x70	1x100	1x2
Semester Total of Credits							26
Sem 2 Core Subject	201 - Theories and Models of Life-Span Development 202 – Child Psychopathology 203 – Foundations of Counselling 204 - Qualitative Research Methods	4x4	4x3	4x30	4x70	4x100	4x4
Practical/ project	205 - Child assessment and intervention. (Practical 1) 206 - Project Work- Scale Development (Practical 2)	1x8	1x6	1x30	1x70	1x100	1x4
Soft Core	207 – Behaviour Modification Techniques	1x3	1x3	1x30	1x70	1x100	1x2
Semester Total of Credits							26
Sem 3 Core Subject	301 - Psychotherapy 302- Psychopathology 303 - Organizational behavior- Micro and Macro perspective	3x4	3x3	3x30	3x70	3x100	3x4
Practical/ project	304 - Clinical assessment and interventions(Practical 1) 305 - Assessment and Intervention in Organizations (Practical 2)	2x8	2x6	2x30	2x70	2x100	2x4
Open Elective	306 - Psychology for Life	1x4	1x3	1x30	1x70	1x100	1x4
Semester Total of Credits							24
Sem 4 Core Subjects	401 -Psychological Interventions and Rehabilitation 402-Social and Community Psychology 403- Positive psychology 404 -a. Human Resources Management and Organizational Development b. Forensic Psychology c. School Psychology	4x4	4X4	4x30	1x70	4x100	4x4
Practical/ project	405 – Dissertation(Practical 1) 406 - Internship(Practical 2)	2x8	Report Evaluation	2x30	2x70	2x100	2x4
Semester Total of Credits							24
Program Grand Total of Credits							100

Course Evaluation Criteria

Theory papers:

All the core theory and soft core will be 100 marks paper

- Internal assessment 30 marks
- Semester end examination 70 marks

Criteria for internal assessment(IA) theory

- Internal test 10 marks
- Assignment/workshop/presentation- 10 marks
- Attendance 10 marks

Criteria for Semester end theory examination

- Five internal choice question each carrying 14 marks
- Duration 3 hours

Practical/Project Work papers:

All the practical/ Project will be for 100 marks

- Internal assessment 30 marks
- Semester end examination 70 marks

Criteria for internal assessment practical

- Internal test 10 marks
- Assignment/Record work - 10 marks
- Attendance 10 marks

Criteria for Semester end practical examination

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

I SEMESTER
THEORETICAL PERSPECTIVES OF PSYCHOLOGY

PY – 101 COURSE DETAILS:

Program Name	Psychology	Semester	I
Course Title	Theoretical Perspectives of Psychology		
Course Code	PY-101	Number of Credits	4
Contact Hours	60 hours/ 4hrs/week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	30	Summative (External) Assessment Marks	70

Learning objectives: This paper will lay a strong foundation in different influential theories of psychology and give a complete understanding.

1. Provide students with a historical perspective of development of psychology as an independent discipline.
2. Build a strong foundation in influential theories of psychology, covering classical modern and Indian approaches.
3. Emphasize understanding human behavior from the perspective of each psychological school.
4. Explore concepts of human motivation, development, and personality functioning across different schools of thought.
5. Highlight the application of psychological principles to the growth and development of mankind.

Unit 1: Psychoanalytical perspective (12 hours)

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

Unit 2: Behaviouristic perspective (14 hours)

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

Unit 3: Cognitive and Social Perspectives (10 hours)

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

Unit 4: Gestalt, Humanistic & Existential perspectives (14 hours)

- a. Learning: Max Wertheimer, Kohler and Koffka contribution in Gestalt school of thought
- b. Motivation : Abrahm Maslow's Self Actualization theory, Clayton P Alderfer's ERG Theory David C.McClelland's Theory of
- c. needs
- d. Personality : George Kelley's Personal construct theory, Roger's Person Centered theory Existential approaches-Viktor Frankl.

Unit 5: Indian Perspective (10 hours)

- a. Meaning of Indigenous & Indian Psychology. Concepts of healing. Indian approach to understanding Personality. **Major contributors to Indian psychology**
- b. Vedic approach- Sankhya theory, Guna theory, Kosha theory, Karma theory, Advaita and Upanishad perspective.
- c. **Yoga and AYUSH as a way of life.-** Yoga- Patanjali's Yoga Sutra, AshtangaYoga;
- d. **Jainism Approach- Ahimsa, Aarigraha, concept of Jiva and Ajiva**
- e. Buddhism approach- Concept of self and world.

References:

- Hall. C.S. Lindzey G and Campbell J.B (1998) theories of personality New York john wiley and sons (4th edition).
- Hergenhahn B.R. and Olson M. H. (1998) Theories of personality, Prentice Hall
- M.MishraG, & Verma,S. (2011) Foundations of Indian Psychology, Theories and Concepts, Pearsons
- Dasgupta.S (1992). A history of Indian philosophy. New Delhi Moti Lal Banarsi Das
- Hilgard, E. R Bower G.H, Sahakian, H (1997) Psychology of learning. Prentice hall of India, revised edition
- Lawrence .A, Pervin and Oliver P John (1997) Personality: theory and research new york, John Wiley , 7th edition
- Sahakian(1976) Introduction to psychology of learning. Chicoga: Rand McNally college publishing company.
- Weiner B (1985) Human Motivation, New York: Springer and Verlag
- Iyengar, BKS, (2002). Yoga the path to holistic. London, Dorling Kindersley Book.
- Iyengar, BKS (2001) Light on Pranayama. New Delhi. Harper Collins Pub. India.
- Kuppuswamy B (2001). Elements of Ancient Indian Psychology. New Delhi. Konark Pub. (Reprint)
- **Rao, K. R., & Paranjpe, A. C. (2015). Psychology in the Indian tradition. In Springer eBooks. <https://doi.org/10.1007/978-81-322-2440-2>**

- Furnham, A.(2005). Complementary and alternative medicine: shopping for health in post-modern times. In P. White. (Ed.). Biopsychosocial medicine: an integrated approach to understanding illness. Oxford: Oxford University Press
- Huss, C (1990). The Banyan Tree. Vol.III Action Research in Holistic Healing. Pune: Medical Mission sisters
- Kuppaswamy B (2001). Elements of Ancient Indian Psychology. New Delhi. Konark Pub. (Reprint)
- Lele, R.D. (1986) Ayurveda and Modern Medicine. Bharatiya Vidya Bhavan, Bombay India..
- Pandit Usharbudh Arya (1981). Mantra and meditation. Himalayan International Institute of Yoga Science and Philosophy, USA.

COGNITIVE PSYCHOLOGY

PY – 102 COURSE DETAILS

Program Name	Psychology	Semester	I
Course Title	Cognitive Psychology		
Course Code	PY-102	Number of Credits	4
Contact Hours	60 hours/ 4hrs/week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	30	Summative (External) Assessment Marks	70

Learning objectives:

- Understand the foundations and research methods of cognitive psychology, including its historical development and modern neuroscientific techniques.
- Grasp the fundamental cognitive processes of sensation, attention, and perception, along with their underlying theories and principles.
- Analyze and explain higher-level cognitive functions such as memory, language, problem-solving, and reasoning.
- Evaluate current paradigms and applications of cognitive psychology, including the impact of artificial intelligence and cognitive neuroscience.

Unit 1: Fundamentals & Current Trends in Cognitive Psychology (10 hours)

- a. Definition, Nature and Approaches of Cognitive Psychology; History of Cognitive Psychology & Modern Perspectives ;
- b. Research Methods in Cognitive Psychology : Neuroimaging techniques-EEG & PET scans, fMRI & ERP ; Experimental designs, Use of Softwares (Eg: Adobe Packages), Computational Modeling (simulations and AI);
- c. Cognitive Neuroscience: Biological Basis of Cognitive processes, Brain plasticity; Applications of Cognitive Neuroscience.

Unit 2: Basic Cognitive Processes- Sensation, Attention and Perception (12 hours)

- a. Sensation & Perception: The Senses; Perceptual organization; Gestalt Approach, Bottoms –Up , Top-down; ; Psychophysics: Basic concepts (thresholds and Weber's Law) and methods; Signal Detection Theory.
- b. Attention and Consciousness: Functions, models and theories of attention; Consciousness – States of consciousness & neuroscience of consciousness.

Unit 3: Higher Cognitive Processes: Part 1 (14 hours)

- a. Memory: Memory- types, determinants and models of memory.
- b. Language: Psycholinguistics: Origin of Language- definition and characteristics of language; Understanding spoken language: factors affecting comprehension- Reading:

Perceptual process; theories of word recognition, reading and comprehension, Speaking: Selecting the content of speech, speech errors, gestures, social context of speech and Writing: Cognitive tasks involved in writing; Psycholinguistics: Theory by Chomsky; Present trends in research.

Unit 4: Higher Cognitive processes: Part 2

(14 hours)

- a. Problem Solving- Definition, problem solving cycle, types, obstacles and aids; Problem solving approaches – Algorithm, heuristics, means-end analysis, computer simulation and meta-cognitive strategies
- b. Creativity-Definition, theory, measurement, Barriers and strategies for creative thinking.
- c. Reasoning: Types of reasoning, Theories, Factors, Moral Reasoning.
- d. Decision-making - Models, Factors,
- e. Metacognition: Metacognitive strategies, Applications

Unit 5: Current paradigms

(10 hours)

- a. Information processing approach, ecological approach; Application: Cognitive styles and cognitive mapping; Current areas of research in cognitive psychology.
- b. Artificial intelligence: Computer metaphor, pure artificial intelligence, computer simulation, the connectionist approach, Applications of AI- Psychology, education, marketing and advertising and medicine.

References:

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

BIOPSYCHOLOGY

PY – 103 COURSE DETAILS

Program Name	Psychology	Semester	I
Course Title	Biopsychology		
Course Code	PY-103	Number of Credits	4
Contact Hours	60 hours/ 4hrs/week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	30	Summative (External) Assessment Marks	70

Learning Objectives:

- Understand the biological foundations of human behaviour through the study of brain, nervous system, genetics, and endocrinal influences.
- Examine the evolutionary, neurological, and biochemical bases of behaviour, emotions, learning, memory, and sleep.
- Analyse the role of heredity, chromosomes, and genetic factors in behavioural development and abnormalities.
- Explore the impact of brain damage, neurological disorders, and endocrine dysfunctions on behaviour and cognition.
- Evaluate psychopharmacological principles, drug classifications, therapeutic uses, and ethical concerns.
- Apply knowledge of neuropsychological assessment methods and emerging areas of biopsychology to real-world contexts.

Unit 1: Introduction to Bio Psychology (10 hours)

- a. Bio psychology- Nature and Scope. Biological roots; Principles of evolution of human behaviour - Reflexes, Instincts;
- b. Behaviour Genetics: Nature and scope, Methods of study and research techniques,
 - a. Chromosomal functions - Hereditary determinants of behaviour; Chromosomal and Genetic Abnormalities
 - b. Eugenics, Genetic Engineering

Unit 2: Brain Behaviour dynamics- Nervous System and Endocrine System (14 hours)

- a. Neurons - Structure, types and functions of neuron; Neurotransmitters – categories and functions.
- b. Nervous system - structure, functions, divisions - CNS & PNS; Association areas, Lateralisation of the brain and Split brain.
- c. Methods of studying the brain; Current and Challenging issues and research in evolutionary biopsychology; Emerging areas.
- d. Endocrine System- Structure and Functions

Unit 3: Neurological Disorders and Neuropsychological assessment (10 hours)

- e. Causes of brain damage-. Brain injuries, Brain tumours, Cerebrovascular disorders, Infections of the brain, Neurotoxins, Genetic factors, Programmed cell death
- f. Neurological and Endocrine disorders- Tumors, Seizures, Parkinson's disease, Huntington's disease, Alzheimer's disease, Multiple Sclerosis.
- g. Neuropsychological assessment- types/classification, application.

Unit 4: Biological basis of Sleep, Emotions, Reproductive Behaviour, Learning and Memory (14 hours)

- a. Sleep Nature and functions of Sleep, Physiological and Endocrinal mechanism of sleep and waking, Biological Rhythms.
- b. Emotions- Endocrinal and Neural basis of Emotion, implications on behaviour.
- c. Reproductive Behaviours- Endocrinal and Neural basis of Sexual Behaviour, Parental Behavior, implications on behaviour.
- d. Endocrinal and Neural basis of Learning and Memory.

Unit 5: Psychopharmacology (12 hours)

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

References:

- Neil . R. Carlson (2007) Foundations of Physiological Psychology. 7thed . Pearson.
- David.M.Buss (2005) The Handbook of Evolutionary psychology, John Wiley and Sons.
- Handbook of Biological Psychology – Sage publications.
- Pinel. J, Barnes. S., (2023) Introduction to Biopsychology. 11th ed. Pearson.
- Stahl, S.M., Essential Psychopharmacology(2014), 5th edition, Cambridge University press.

QUANTITATIVE RESEARCH METHODS

PY – 104 COURSE DETAILS

Program Name	Psychology	Semester	I
Course Title	Quantitative Research Methods		
Course Code	PY-104	Number of Credits	4
Contact Hours	60 hours/ 4hrs/week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	30	Summative (External) Assessment Marks	70

Learning objectives: This paper provides students with a critical understanding of quantitative research methods in Psychology.

- To provide students with a thorough grounding in the process, types, and practices of quantitative research.
- To enable students to design, execute, and analyse quantitative studies in psychology
- To enable students to learn basics of statistics and to critically analyze data, interpret findings, and ethically report their research.

Unit 1: Research Process (12 hours)

- a. Definitions of Research, Science and Scientific Methods, Limitations of Scientific Research, Ethical Issues for Research.
- b. Steps involved in the research process (Formulation of a problem, Literature review, Development of a hypothesis, Research design, Sampling design, Research proposal, Collecting data, Data analysis, Report writing/ thesis writing).
- c. Research problem-source, selection criteria, defining; Review of Literature- sources and criteria; Variables: Independent Variables, Dependent Variables, Control, Confounding, and Extraneous Variables; Hypothesis- Definition, Characteristics, Types

Unit 2: Research designs (16 hours)

- a. Part A: Experimental Designs: Pre-Experimental Designs, True Experimental designs (Between-group, Within groups, Factorial),
- b. Part B: Quasi-experimental Designs: (Designs with control group, designs without control group, designs to measure Developmental changes)
- c. Part C: Non-experimental (Observational, Survey, Correlational, Meta-Analysis)
- d. Other Specialized Designs- Descriptive Research: Causal Comparative and Correlational; Using Specialized Research Designs-Combining two designs, Pre-test Post-test Designs- The Solomon Four-Group Designs.

Unit 3: Sampling and Data Collection (10 hours)

- a. Sampling design: Meaning, probability and non-probability sampling methods and Determinants of Sample Size, Sampling Error
- b. Data collection methods: Observation: naturalistic, laboratory, participant and non-participant, structured and unstructured; interview: structured and unstructured, questionnaires: closed-ended and open-ended, scales.

Unit 4: Hypothesis Testing and Statistics (14 hours)

- a. Hypothesis Testing, Concept of Probability, Normal Probability Curve, Characteristics of the Curve; Probabilistic estimation and limitations (Type I & type II errors).
- b. Concept of Statistics: Introduction and Basic Concepts in Statistics, Effect Size, Power of Test, Test of Normality, Test for Homogeneity of Variance, Parametric and Non-parametric tests, Descriptive and Inferential Statistics, Univariate, Bivariate and Multivariate Analysis, Correlational & Regression Analysis, Test for Comparing Means (t-test & ANOVA).

Unit 5: Report Writing (8 hours)

- a. Introduction to Academic writing, Need for report writing, Ethical & Legal Standards in Publishing, Types of Academic Writing
- b. Report Writing in APA format (APA 7th ed): The Mechanics of Style, Organising Information, Displaying Results, Crediting Sources; Citations and References in APA format
- c. Publication: Process and guidelines in APA, Criteria for Selecting Academic Journals for Publication, Need and Importance of Researchers' Ids/Accounts - ORCID, Web of Science, Scopus, Vidwan, ResearchGate, Google Scholar

Primary References:

- Bordens, K. S. & Abbot, B. B. (2010). *Research designs and methods: A process approach* (8th ed.). McGraw-Hill.
- Kothari, C. R. (2024). *Research Methodology: Methods and Techniques* (5th ed.). Wishwa Prakashan.
- Best, J. W. & Kahn, J. V. (2005). *Research in Education* (10th ed.). Prentice-Hall of India.
- American Psychological Association (2020). *Publication Manual of the American Psychological Association*. (7th ed.). <https://doi.org/10.1037/0000165-000>

Additional References:

- Cozby, P. C. (1997). *Methods in behavioural research* (6th ed.). Mayfield Publishing Company.

- Creswell, J.W. & Creswell, J. D. (2023). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (6th ed.). Sage Publications.
- Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. (2008). *Counselling Research*. Brooks- Cole.
- McBurney, D.H. (2001). *Research Methods* (5th ed.). Thomson Wadsworth.

PRACTICALS 1: EXPERIMENTAL PSYCHOLOGY

PY – 105 COURSE DETAILS

Program Name	Psychology	Semester	I
Course Title	Practical 1: Experimental Psychology		
Course Code	PY-105	Number of Credits	4
Contact Hours	120 hours/ 8hrs/week	Duration of SEA/ Exam	6 hours
Formative (Internal) Assessment Marks	30	Summative (External) Assessment Marks	70

Learning objectives:

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

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

Any 10 Experiments to be chosen.

Reference:

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

PRACTICALS 2: IT APPLICATIONS FOR PSYCHOLOGY

PY – 106 COURSE DETAILS

Program Name	Psychology	Semester	I
Course Title	Practical 2: IT Applications for Psychology		
Course Code	PY-106	Number of Credits	4
Contact Hours	120 hours/ 8hrs/week	Duration of SEA/ Exam	6 hours
Formative (Internal) Assessment Marks	30	Summative (External) Assessment Marks	70

Learning objectives: This paper provides students with a critical understanding and practical exposure on Excel and Statistical Analysis using SPSS/jamovi/R

- To provide students with a thorough grounding in Excel and its applications in psychology
- To provide students with a thorough grounding in Statistical Analysis using SPSS/jamovi/R and its applications in psychology
- To enable students to use Excel and SPSS/jamovi/R for research and projects

Section 1 - Using MS Excel to create and edit spreadsheets

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

Section 2 - Using any one of the following statistical package- **SPSS / JAMOVI / R -for data analysis**

- Data entry and coding, Importing data to SPSS/JAMOVI/R from MS Excel,
- Calculating Mean, Median and Mode, and, Standard Deviation, Scatter-plot
- **Testing Normality: Kolmogorov-Smirnov Test, Shapiro-Wilk Test**
- **Pearson's Product Moment Method, Spearman's Rank order Method, Simple Linear Regression, and Multiple Regression**
- **t-test (Independent Sample t-test & Paired Sample t-test), ANOVA (One-way ANOVA and Two-way ANOVA)**
- Chi-square, Mann Whitney U test, Wilcoxon test, Median test
- Interpreting the output generated by SPSS/**JAMOVI/R** Exporting to MS Word, MS power point, and creating PDF and html formats. Interpretation of output drawn from the statistical package.

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

References:

1. Field. A. (2015). *Discovering Statistics Using IBM SPSS Statistics*. 4th Ed. Sage Publication: New Delhi.
2. Field. A., Miles. J., & Field, Z., (2012), *Discovering Statistics Using R*. Sage Publication
3. Cole Davis (2023) *Statistical Testing with Jamovi Education: SECOND EDITION* (Statistics without Mathematics).
4. JAMOVIntroduction.Retrievedfrom
https://www.researchgate.net/publication/368387691_Easy_Statistics_with_Jamovi_Use_of_Jamovi_for_beginners.

PSYCHOMETRY

PY – 107 COURSE DETAILS

Program Name	Psychology	Semester	I
Course Title	Soft Core Theory - Psychometry		
Course Code	PY-107	Number of Credits	2
Contact Hours	45 hours/ 3hrs/week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	30	Summative (External) Assessment Marks	70

Learning objectives: The purpose of this course is to introduce the student to concepts of psychological measurement

- To understand the foundational concepts of psychological measurement, including the history, purpose, and different types of psychological tests and assessments.
- To analyze the key psychometric properties of tests, such as reliability, validity, and standardization, and their importance in ensuring accurate measurement.
- To describe the systematic process of constructing a psychological test, from item writing and analysis to the final standardization and norm development.
- To evaluate the practical applications of psychological testing across various fields while adhering to ethical and legal guidelines.

Unit 1: Introduction to Testing and Measurement (5 hours)

- a. Definition and Nature of assessment and testing, Origins of Psychological Testing
- b. Levels of measurement scales, Types of psychological tests and assessments.
- c. Uses and Limitations of Psychological Tests

Unit 2: Properties of Psychometric assessments (10 hours)

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

Unit 3: Test Construction- Part 1 (10 hours)

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

Unit 4: Test Construction- Part 2**(10 hours)**

- a. Item Analysis- Meaning and functions; Steps in Item Analysis- Item Difficulty, Item Discrimination - techniques. Applications in Speed, Power and Ability testing, Item Response Theory and Item Characteristic Curve
- b. Item Analysis- Item Reliability and Item Validity, factor analysis and extraction of factors for test finalization;
- c. Establishing Norms and Standardization process of the test.

Unit 5: Application of Tests**(10 hours)**

- a. Applications of testing: Need for testing and its application in different settings: in clinical, organizational, educational, counselling, military and career guidance settings.
Computerisation of Psychological Test, Profile Development
- b. Ethics and future of Psychological Testing

Primary References:

- Cohen, R. J. & Swerdlik, M. E. (2018). Psychological Testing And Assessment. An Introduction to Test and Measurement (9th ed.). McGraw Hill
- Singh, A.K. (1986). Tests, measurements and research methods in behavioural sciences. New Delhi: Tata McGraw Hill.
- Kaplan, R.M. and Saccuzzo, D.P. (2005). Psychological Testing: Principles, Applications and Issues. India: Wadsworth, Cengage.

Additional References:

- Anastasi, A. (1988). Psychological testing. (6thEd.). New York: McMillan.Guilford, J.P. (1954) Psychometric Methods (2nd Ed.) New York: McGraw Hill.
- Nunnally, J. (1978) Psychometrics Theory (2nd Ed.). New York: McGraw Hill.
- 4. Hinkin, T.R. (1998). A brief tutorial on the development of measures for use in survey questionnaires. Organizational Research Methods, (1,104-121. 3).
- Krosnick, J. A. & Presser, S. (2010). Questionnaire design. In J. D. Wright & P.V. Marsden (Eds.), Handbook of Survey Research, chapter 9 (Second Edition). San Diego, CA: Elsevier.

Recommended websites:

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

II SEMESTER

THEORIES AND MODELS OF LIFE- SPAN DEVELOPMENT

PY – 201 COURSE DETAILS

Program Name	Psychology	Semester	II
Course Title	Theories and Models of Lifespan Development		
Course Code	PY- 201	Number of Credits	4
Contact Hours	60 hours/ 4hrs/week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	30	Summative (External) Assessment Marks	70

Learning objectives:

- Comprehend the foundational principles and research methods of life-span development, including its evolutionary and cultural context.
- Analyze the key physical, cognitive, and socio-emotional changes that occur from infancy through late adulthood.
- Apply major theories of development, such as those by Piaget, Vygotsky, and Erikson, to understand the challenges and milestones across the life span.
- Evaluate the impact of social relationships, parenting styles, and cultural factors on an individual's developmental trajectory, from attachment in childhood to coping with loss in adulthood.

Unit 1: Introduction to Life -Span Development: (12 Hours)

- a. Introduction: Overview, Characteristics; Nature of development; Periods of development and conceptions of age; Significant facts about development, Issues Related to Lifespan Development
- b. The Evolutionary Perspective: Natural selection and Evolutionary Psychology
- c. Research in lifespan development: Methods for collecting data, research design, time span of research

Unit 2: Physical Development: (14 hours)

- a. Prenatal Development: Course of Prenatal Environment and factors influencing the same, Reproductive challenges and issues: Prenatal diagnostic tests, Infertility and reproductive technology, adoption
- b. Development in Infancy: Patterns of growth, Height and weight gains, reflexes,
- c. Development in Childhood: Patterns of growth, Height and weight gain, Major developmental milestones
- d. Adolescence: Puberty, Growth spurt, Patterns of growth, Height and weight gain, Major developmental milestones

- e. Adulthood: Early, Middle and Late adulthood- Physical development, Strength, joints and bones; Cardiovascular system; Sexuality- Menopause and Climateric

Unit 3: Cognitive Development

(10 Hours)

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

Unit 4: Socio-Emotional Development: Part 1

(10 hours)

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

Unit 5: Socio-Emotional Development: Part 2

(14 hours)

- a. Emotion: Meaning of emotions, regulation of emotions, emotional competence, Development of emotions. Temperament: Chess and Thomas classification, Kagan's behavioural inhibition, Rothbart and Bates' classification,
- b. Identity and Moral Development; Development of Identity: Marcia's theory; Moral Development, Contexts of moral development: Kohlberg's theory
- c. Death across Life Span and dealing with loss- Theory of Kubler Ross, End of Life.

References:

- Santrock, John. W. (2021). Life-span Development (17th Ed), Tata – McGraw Hill, New Delhi.
- Papalia, Diane. E., Wendkos, S. O. And Dushkin, R. F (2021).Human Development.Tata-McGraw Hill, New Delhi.
- Berk, L. E. (2017).Child Development (9th Ed).Pearson Education.
- Cavanaugh, J. C (2002).Adult Development and Aging (4th Ed).Wadsworth & Thomson Learning. Hall, E. (1992). Adult Development and Aging (2nd Ed). John Wiley & Sons, Inc, New York.
- Hoyer, W. J. & Roodin, A. (2003).Adult Development and Aging (5th Ed), McGraw –Hill higher Education, Boston.
- Wenar, C. (1994). Developmental Psychopathology- From infancy through Adolescence (3rd Ed). McGraw –Hill Inc., New York

CHILD PSYCHOPATHOLOGY

PY – 202 COURSE DETAILS

Program Name	Psychology	Semester	II
Course Title	Child Psychopathology		
Course Code	PY- 202	Number of Credits	4
Contact Hours	60 hours/ 4hrs/week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	30	Summative (External) Assessment Marks	70

Learning Objectives:

- Understand the advanced concepts in child and adolescent psychopathology and their relevance to clinical practice.
- Gain a comprehensive and integrated understanding of developmental pathways and how early issues influence adult outcomes.
- Recognize the importance of understanding the child's perspective in the assessment and treatment of psychological disorders.
- Emphasize the significance of early identification and intervention in managing childhood and adolescent mental health conditions.
- Develop in-depth knowledge of various disorders, including subtypes, clinical features, epidemiology, etiology, and diagnostic criteria.

Unit 1: Introduction to Child Psychopathology (10 hours)

- a. Understanding of Child Psychopathology, Models of child psychopathology.
- b. Classification systems for psychopathology-DSM 5 TR and ICD 11
- c. Assessment, Diagnosis and Treatment strategies, Ethical issues.

Unit 2: Neuro Developmental Disorders. (16 hours)

Types, Clinical features, Etiology, Epidemiology, Treatment Plan (Psychotherapeutic technique)-

- a. **Developmental learning disorder:** impairment in reading, writing expression and in mathematics.
- b. **Developmental Motor Coordination disorders**
- c. **Autism spectrum disorder**
- d. **Tic Disorders:** Transient tic disorder, Chronic motor or vocal tic disorder, Combined vocal and multiple motor tic disorder (Tourette's syndromes),
- e. **Disorders of intellectual development:** Profound, Severe, moderate and mild.

Unit 3: Behavioural disorders & Emotional Disorders**(14 hours)**

Types, Clinical features, Etiology, Epidemiology, Treatment Plan (Psychotherapeutic technique) -

- a. **Attention Deficit Hyperactivity Disorder**
- b. **Disruptive behavior or Dissocial disorders:** Oppositional defiant disorder, Conduct-dissocial disorder- child and adolescents
- c. **Anxiety and fear-related disorders:** Generalized anxiety disorder, Specific phobia, Social anxiety disorder, Separation anxiety disorder, Selective mutism

Unit 4: Stress, Feeding and Elimination Disorders**(10 hours)**

Types, Clinical features, Etiology, Epidemiology, Treatment Plan (Psychotherapeutic techniques)-

- a. **Disorders specifically associated with stress:** Adjustment disorder, Reactive attachment disorder, Disinhibited social engagement disorder
- b. **Feeding or Eating disorder:** Pica, Rumination-regurgitation disorder,
- c. **Elimination disorders:** Enuresis, Nocturnal enuresis, Diurnal enuresis, Nocturnal and diurnal enuresis. Encopresis

Unit 5: Developmental Disorders & Other disorders of childhood and adolescence (10 hours)

Types, Clinical features, Etiology, Epidemiology, Treatment Plan (Psychotherapeutic techniques)-

- a. **Developmental Speech or Language disorders:** Specific speech articulation disorder, Expressive language disorder, Receptive language disorder.
- b. **Disorders due to addictive behaviours:** Gaming and Gambling disorder.
- c. **Special Areas:** Physical abuse, Sexual abuse and Neglect of the child, Maltreatment,

References:

- Organization, W. H. (2024). *Clinical descriptions and diagnostic requirements for ICD-11 mental, behavioural and neurodevelopmental disorders*. World Health Organization.
- Sadock, B. J., Sadock, V. A., Ruiz, P., Pataki, C. S., & Sussman, N. (2015). Kaplan & Sadock's synopsis of psychiatry : behavioral sciences/clinical psychiatry. In Wolters Kluwer eBooks (11th ed., Issue 1). <http://apn.lwwhealthlibrary.com/book.aspx?bookid=1234>
- Niraj, & Ahuja, N. (2010). *A short textbook of psychiatry*.
- Achenbach, Thomas, M. (1982). *Developmental Psychopathology*. 3rd ed. New York: Wiley.
- John B Sons, Inc
- Heward W L (1996). *Exceptional children*. 5th Ed. Ohio: Prentice Hall
- Mash, E.J. & Wolfe, D.A. (2007). *Abnormal Child Psychology* (4th edition).
- Reinchmidt, Helmut & Schmidt, Martin.H. (1992). *Developmental psychopathology*. New York: Hogrefe & Huber Publishers

- Wenar, Charles. (1994). Developmental Psychopathology from Infancy through Adolescence. McGraw-Hill -International Ed
- Wiener J M (1999) (Ed) Textbook of Child and Adolescent Psychiatry. American Psychiatric Press.

FOUNDATIONS OF COUNSELING

PY – 203 COURSE DETAILS

Program Name	Psychology	Semester	II
Course Title	Foundations of Counselling		
Course Code	PY- 203	Number of Credits	4
Contact Hours	60 hours/ 4hrs/week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	30	Summative (External) Assessment Marks	70

Learning Objectives:

- To provide a comprehensive understanding of the nature, scope, and ethical foundations of counselling psychology, including its historical evolution and professional standards in both global and Indian contexts.
- To familiarize students with the counselling process and its core components, including assessment methods, goal-setting, case formulation, and informed consent procedures.
- To examine key theoretical models of counseling, focusing on the contributions and evaluations of approaches developed by Carl Rogers, Truax and Carkhuff, Egan, and Ivey and Cormier.
- To develop essential micro and macro counselling skills, including attending, reflecting, questioning, and influencing, while fostering multicultural competence and professional self-awareness.
- To explore the diverse application areas of counseling, such as child and adolescent counseling, workplace counseling, and family counseling, with emphasis on context-specific needs, skills, and intervention strategies.

Unit 1: Introduction:

(10 hours)

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

Unit 2: Process of Counselling

(10 hours)

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

Unit 3: Models of Counselling (14 hours)

- a. Carl Rogers, Truax and Carkhuff- Historical Development and Evaluation
- b. Egan, and Ivey and Cormier- Historical Development and Evaluation

Unit 4: Basic skills in counseling (14 hours)

- a. Personal and Professional characteristics of a counsellor, Multicultural Competence
- b. Micro skills Hierarchy- Introduction Basic Communication Skills – Attending Behavior; Questioning; Observation Skills; Reflection of Content; Reflection of Feeling, Integrating Listening Skills, Review, Confrontation Skills, Focusing the Interview, Reflection of Meaning, Influencing Skills, Positive asset search

Unit 5: Areas of Counselling (12 hours)

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

References:

- Gladding 2018; Counseling: A Comprehensive Profession 8th Edition
- Barki B.G. & Mukhyopadhyay B 2008 Guidance and counselling A Manual 10th reprint Sterling
- Corey G 2008 Theory and practice of group counselling 7th edition Stanford :Cengage Learning.
- Ivey, Allen E. & Ivey, Mary B. (2007). Intentional Interviewing & Counselling Thomson: Brooks/Cole
- ACA Code of Ethics
- De Cenzo D. A. & Robbin S. P. (1997) Personnel / Human Resource Management. McMillan Hill

QUALITATIVE RESEARCH METHODS

PY – 204 COURSE DETAILS

Program Name	Psychology	Semester	II
Course Title	Qualitative Research Methods		
Course Code	PY- 204	Number of Credits	4
Contact Hours	60 hours/ 4hrs/week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	30	Summative (External) Assessment Marks	70

Learning Objectives: This paper provides students with a critical understanding of qualitative research methods in Psychology.

- To provide students with a thorough grounding in the principles and practices of qualitative research.
- To enable students to design, execute, and evaluate qualitative studies in the social sciences..
- To enable students to learn to critically analyze data, interpret findings, and ethically report their research..

Unit 1: Introduction to Qualitative Research (12 hours)

- a. History and Philosophical Foundations of Qualitative Research: Interpretivism, Critical Theory, Positivism, Post-Positivism, Hypothetico-Deductivism, Social Construction of Reality; Main Steps, Characteristics & Critiques of Qualitative Research; Application & Scope of Qualitative Research in Psychology
- b. Foundations of Mixed Method Research; Basic and Advanced Mixed Method Research Design; Ethical Considerations in Qualitative and Mixed Methods Research

Unit 2: Paradigms & Techniques in Qualitative Research (12 hours)

- a. Paradigms: Concept, Need and Importance; An Overview, Basic Concepts, Process, and Analysis of Qualitative Research Paradigms - Grounded Theory, Ethnography, Narrative, Phenomenology, and Symbolic Interactionism.
- b. Techniques of Qualitative Research: Narrative Analysis, Interpretive Phenomenological Analysis (IPA), Participative Action Research, and Case Study

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

- a. Research Question in Qualitative Research: Forms and Process of Defining Research Questions; Sources of Data: Choosing Appropriate Sources of Data; Choosing Data Collection Method
- b. Basic Concepts of Sampling in Qualitative Research; Levels of Sampling in Qualitative Research; Types of sampling: Generic Purposive Sampling, Theoretical Sampling, Snowball Sampling; Decisions Regarding Sample Size and Sample Size Determination

Unit 4: Data Collection Methods in Qualitative Research (12 hours)

- a. **Data Collection Methods for Primary Sources of Data:** Observation Methods and Tools, Qualitative Interview Methods and Tools, Focus Group Interview Method and Tools, Conversation Analysis, Life History Method, Protocol Analysis
- b. **Data Collection Methods for Secondary Sources of Data:** Document-based Methods; Discourse Analysis; Audio-visual and Digital Material Analysis; Recording Procedures, Field Issues, and Storing Data in Qualitative Research
- c. **Reliability and Validity in Qualitative Research: Trustworthiness (Credibility, Transferability, Dependability, Confirmability); Authenticity; Triangulation**

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

- a. Steps in Qualitative Data Analysis - **Preparing and Familiarising Raw Data**, Coding: **Types of Codes and Process**, **Identifying Themes and Generating Descriptions**, **Interpreting the Meaning of Themes and Descriptions**, **Ensuring Reliability and Validity**, **Triangulating the findings**
- b. Specific Methods in Qualitative Data Analysis: Thematic Analysis, Within-case Analysis, Cross-case Analysis, Matrix Displays,
- c. Writing a Qualitative Research Study: Presentation of Data based on Qualitative Designs: **Specific Guidelines and Format for Writing Qualitative Paper - SRQR & COREQ**; Computers in Qualitative Data analysis – Overview of NVIVO, ATLAS; Ethical issues in Qualitative Data Analysis and Reporting.

Primary References:

- Creswell, J.W. (2007). *Qualitative Inquiry & Research Design (2nd ed.)*. Sage Publications.
- Creswell, J.W. & Creswell, J. D. (2023). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (6th ed.)*. Sage Publications.
- Creswell, J.W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed)*. Sage Publications.
- Bryman, A. (2004). *Social Research Methods (2 ed.)*. Oxford: Oxford University Press.
- Yin, R. K. (2011). *Qualitative Research from Start to Finish*. The Guilford Press

Additional References

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

- David Silverman (2013). *Doing Qualitative Research: A Practical Handbook*. Sage Publications.
- Tong, A., Sainsbury, P., & Craig, J. (2007). Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups. *International Journal for Quality in Health Care*, 19(6), 349-357. <https://doi.org/10.1093/intqhc/mzm042>
- O'Brien, B. C., Harris, I. B., Beckman, T. J., Reed, D. A., & Cook, D. A. (2014). Standards for reporting qualitative research: a synthesis of recommendations. *Academic medicine : journal of the Association of American Medical Colleges*, 89(9), 1245–1251. <https://doi.org/10.1097/ACM.0000000000000388>

PRACTICAL 1: CHILD ASSESSMENT AND INTERVENTION.

PY – 205 COURSE DETAILS

Program Name	Psychology	Semester	II
Course Title	Practical 1: Child Assessment and Intervention		
Course Code	PY- 205	Number of Credits	4
Contact Hours	120 hours/ 8hrs/week	Duration of SEA/ Exam	6 hours
Formative (Internal) Assessment Marks	30	Summative (External) Assessment Marks	70

Learning Objectives:

- To give exposure to the students the applications of Screening, assessment, diagnosis and intervention for children and adolescents.
- To train the students in building rapport, behavioral observation, intake interview, case conceptualization, briefing, debriefing and report writing during the assessments and interventions

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

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

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

References:

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

PRACTICAL 2: PROJECT WORK – SCALE DEVELOPMENT/ TEST DEVELOPMENT

PY – 206 COURSE DETAILS

Program Name	Psychology	Semester	II
Course Title	Practical 2: Project Work - Scale Development / Test Development		
Course Code	PY- 206	Number of Credits	4
Contact Hours	120 hours/ 8hrs/week	Duration of SEA/ Exam	6 hours
Formative (Internal) Assessment Marks	30	Summative (External) Assessment Marks	70

Learning Objectives:

- To provide hand on training to students on the tenets of development of a psychological assessment/test
- To develop a psychological scale by exploring its factor structure and establishing psychometric properties.

General Guidelines:

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

Examination: Report evaluation and Viva Voce

Reference

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

BEHAVIOUR MODIFICATION

PY – 207 COURSE DETAILS

Program Name	Psychology	Semester	II
Course Title	Soft Core Theory - Behaviour Modification		
Course Code	PY- 207	Number of Credits	2
Contact Hours	45 hours/ 3hrs/week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	30	Summative (External) Assessment Marks	70

Learning Objectives:

- To understand the historical background, scope, and ethical considerations of behaviour modification and its clinical applications.
- To learn key learning theories (classical and operant conditioning) as the foundation for behavioural interventions.
- To acquire knowledge of core behaviour modification techniques, including relaxation methods, desensitization, modeling, and assertiveness training.
- To explore cognitive-behavioural therapies (CBT, REBT, CT, CBM) and their techniques in managing emotional and behavioural issues.
- To examine contemporary approaches such as ABA, DBT, and EFT, including their principles and therapeutic applications.

Unit 1- Introduction

(04 Hours)

- a. Introduction to Behaviour Modification- History, Meaning and Scope.
- b. Clinical Applications of behavior Therapy in Anxiety Disorders, Psychoactive Substance Use Disorders, Sexual Disorders Childhood Disorders.
- c. Behavioural Data Recording and Dealing with Behavioural Data
- d. Ethical considerations in using Behaviour Modification Techniques

Unit 2 – Learning Theory Foundations in Behaviour Therapy

(04 hours)

- a. Behavioural Therapy- Key Concepts of Classical Conditioning and Operant Conditioning (Reinforcement and its types; Punishment and its types; Schedules of Reinforcement; Extinction, Decreasing Behaviour, Escape and Avoidance Conditioning; Generalizing Behavioural Change
- b. Therapeutic process, techniques and procedure

Unit 3- Techniques of Behaviour Modification

(12 Hours)

- a. Relaxation Techniques: Jacobson's Progressive Muscular Relaxation; Meditation; Yoga.(mindful)and Schultz's Autogenic training
- b. Systematic Desensitization: Basic Principles and Process
- c. Shaping, Time Out Procedures, Token Economy;
- d. Modeling Procedures: Acquisition & Facilitation of New behavior pattern by Modeling, Graduated Modeling, Participant Modeling and Contact Desensitization

Unit 4: Cognitive Behaviour Therapies(CBT) (14 Hours)

- a. Contingency Management Procedures; the Role of Reinforcement in the Learning of Social Behaviors.
- b. Antecedent Control Procedures - Principles, Techniques and Process
- c. CT- Beck, REBT – Ellis, CBM- Meichenbaum- Key Concepts, therapeutic process, techniques and procedure.
- d. Techniques - Socratic questioning, Thought Diary, Thought Distraction, Thought Stopping, Self Instruction Training,
- e. BT and CBT from a Multicultural Perspective.

Unit 5- Contemporary Techniques (11 Hours)

- a. Applied Behavioural Analysis (ABA)- Principles, Techniques and Process
- b. Assertiveness Training: Theories, Methods/Techniques.
- c. Dialectical Behavior Therapy (DBT)- Principles, Techniques and Process
- d. Emotion Focussed Therapy(EFT)

References:

- Miltenberger, R. G. (2001). Behavior Modification: Principles and Procedures. (6, ed.). Belmont USA: Thomson Wadsworth.
- Pascale, G. L., & Suttell, B. J. (1957). The Bender-Gestalt Test: Quantification and Validity for Adults. New York: Grune & Stratton
- Rimm, D. C. & Masters, J. C. (1974). Behaviour Therapy: Techniques and Empirical Findings. New York: John Wiley & Sons.
- Swaminathan, V. D., & Kaliappan, K. V. (1997). Psychology for Effective Living
- Behaviour Modification, Guidance, Counselling and Yoga. Chennai: Madras Psychology Society.
- Baginski B J and Sharaman S (1997). Reiki, Universal life energy. New Delhi. B Jain Publishers
- Choa K S (1990). The ancient Science and out of pranic healing. Philippines. Health accessory for all.
- Furnham, A.(2005). Complementary and alternative medicine: shopping for health in post-modern times. In P. White. (Ed.). *Biopsychosocial medicine: an integrated approach to understanding illness*. Oxford: Oxford University Press
- Huss, C (1990). The Banyan Tree. Vol.III Action Research in Holistic Healing. Pune: Medical Mission sisters
- Iyengar, BKS, (2002). Yoga the path to holistic. London, Dorling Kindersley Book.
- Iyengar, BKS (2001) Light on Pranayama. New Delhi. Harper Collins Pub. India.
- Greenberg, L. S. (2022). Emotion-Focused therapy: Coaching Clients to Work Through Their Feelings. American Psychological Association (APA).
- Hardy, J. M. (2024). Emotion-Focused therapy techniques: Practical Tools for Healing, Personal Growth, and Building Stronger Relationships. MD Publishing.

III SEMESTER

PSYCHOTHERAPY

PY – 301 COURSE DETAILS

Program Name	Psychology	Semester	III
Course Title	Psychotherapy		
Course Code	PY- 301	Number of Credits	4
Contact Hours	60 hours/ 4hrs/week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	30	Summative (External) Assessment Marks	70

Learning Objectives:

- To understand the foundational concepts, goals, and processes of psychotherapy, including differences between psychotherapy, counseling, and guidance, as well as individual and group therapy approaches.
- To explore key theories, techniques, and therapeutic processes of psychodynamic, psychoanalytic, and Adlerian therapies, including contemporary trends and multicultural perspectives.
- To gain knowledge of humanistic, existential, and Gestalt therapies, with emphasis on their principles, processes, and multicultural applications.
- To examine postmodern therapeutic approaches such as Solution-Focused Brief Therapy and Narrative Therapy, including their historical development and techniques.
- To acquire an overview of complementary and alternative therapies, including expressive therapies, yoga, meditation, NLP, hypnosis, and their principles and clinical applications.

Unit 1: Introduction and Classical Approaches

(6 hours)

- a. Definition of intervention and psychotherapy, Process of Psychotherapy, Goals of Psychotherapy, Principles of Psychotherapy.
- b. Difference between Psychotherapy, Counselling and Guidance. Individual and group Psychotherapy- evaluation.
- c. Group approaches to therapy- Nature of group therapy.

Unit 2: Psychodynamic Psychoanalytic and Adlerian Therapies

(14 hours)

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

Unit 3: Humanistic and Existential, Gestalt Therapies (14 hours)

- a. Carl Rogers Person-Centred Therapy - Key Concepts, therapeutic process, techniques and procedure.
- b. Gestalt Therapy- Key Concepts, therapeutic process, techniques and procedure.
- c. Existential Therapy - Key Concepts, therapeutic process, techniques and procedure.
- d. Humanistic and Existential, Gestalt Therapies from Multicultural perspectives.

Unit 4: Overview Postmodern Therapies (12 hours)

- a. Post Modern Approach: Theories (Steve de Shazer, Insoo Kim Berg & Micheal White and David Epston) and its Historical development;
- b. Solution Focused Brief Therapy(SFBT)-Key Concepts, therapeutic process, techniques and procedure.
- c. Narrative Therapy-Key Concepts, therapeutic process, techniques and procedure.
- d. Overview of Grief Counselling, Trauma Counselling, Queer Affirmative therapies and Feministic approaches

Unit 5: Alternative Therapies (14 hours)

- a. Complementary and Alternative Medicine (CAM)- Concepts, Scope, Classification, Principles of Diagnosis and Treatment of Health & Illness;
- b. Acupuncture, Acupressure, Reiki, Pranic Healing- Principles, and Applications
- c. Expressive Therapies- Art Therapy, Music Therapy, Dance Movement Therapy- Principles and Applications
- d. Yoga Therapy; Meditation; Play therapy; NLP; Hypnosis; Principles and Applications.

References:

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

PSYCHOPATHOLOGY

PY – 302 COURSE DETAILS

Program Name	Psychology	Semester	III
Course Title	Psychopathology		
Course Code	PY- 302	Number of Credits	4
Contact Hours	60 hours/ 4hrs/week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	30	Summative (External) Assessment Marks	70

Learning Objectives:

- To develop a foundational understanding of psychopathology and differentiate pathological behaviour from normative psychological functioning.
- To learn to identify the types, epidemiology, diagnostic criteria, and symptomatology of a wide range of psychological disorders.
- To explore the biological, psychological, and socio-environmental factors that contribute to the development and maintenance of various mental health conditions.
- To develop skills in applying diagnostic and therapeutic knowledge to hypothetical or real-life clinical situations, enhancing critical thinking and diagnostic reasoning.

Unit1: Introduction to Psychopathology, Obsessive - compulsive and related disorders and Stress-related disorders (12 hours)

- a. Definition; Changing attitudes and concepts of mental health and illness; DSM and ICD systems of classification **DSM V TR and ICD 11**
- b. Types, Epidemiology, Diagnostic Criteria, Etiology, and **Treatment Plan (Psychotherapeutic techniques)-**
 - a. **Anxiety and Fear related disorders:** Generalized anxiety disorder, Panic disorder, Agoraphobia, **Social Anxiety Disorder** and Specific phobias.
 - b. **Obsessive - compulsive and related disorders-** **Obsessive-compulsive disorder, Hypochondriasis, Body-focused repetitive behaviour disorders (Trichotillomania, Excoriation (skin-picking) disorder).**
 - c. **Disorders specifically associated with stress:** Acute Stress Reaction, Post-traumatic stress disorder, **Complex post-traumatic stress disorder, Prolonged grief disorder, Adjustment disorder.**

Unit 2: Dissociative and **Disorders of bodily distress or bodily experience** (8 Hours)

Types, Epidemiology, Diagnostic Criteria, Etiology, and **Treatment Plan (Psychotherapeutic techniques)-**

- a) **Dissociative disorders:** Dissociative neurological symptom disorder, Dissociative amnesia, Trance disorder, Possession trance disorder, Dissociative identity disorder, Depersonalization-derealization disorder.
- b) **Disorders of bodily distress or bodily experience** - Bodily distress disorder, Mild bodily distress disorder, Moderate bodily distress disorder, Severe bodily distress disorder.

Unit 3: Mood disorders, Schizophrenia and Neurocognitive disorders: (16 hours)

Types, Epidemiology, Diagnostic Criteria, Etiology, and Treatment Plan (Psychotherapeutic techniques)-

- a) **Schizophrenia and other primary psychotic disorders** - Schizophrenia, Schizoaffective disorder, Schizotypal disorder, Acute and transient psychotic disorder, Delusional disorder, Symptomatic manifestations of primary psychotic disorders.
- b) **Mood disorders:** Bipolar type I disorder, Bipolar type II disorder, Cyclothymic disorder, Depressive Disorders.
- c) **Neurocognitive disorders:** Dementia and Delirium.

Unit 4: Disorders of adult personality and behavior (10 hours)

Types, Epidemiology, Diagnostic Criteria, Etiology, and Treatment Plan (Psychotherapeutic techniques)-

- a) **Specific personality disorders:** Negative affectivity in personality, Detachment in personality, Dissociality in personality, Disinhibition in personality, Anankastia in personality disorder, Borderline pattern.
- b) **Impulse Control Disorders and Disorders due to addictive behaviour:** Pyromania, Kleptomania, Compulsive sexual behaviour disorder, Intermittent explosive disorder, Gambling disorder.
- c) **Paraphilic disorders:** Exhibitionistic disorder, Voyeuristic disorder, Paedophilic disorder, Other disorders of sexual preference.

Unit 5: Disorders of Substance use, Eating, Sleep and Sexual dysfunctions (14 hours)

Types, Epidemiology, Diagnostic Criteria, Etiology, and Treatment Plan (Psychotherapeutic techniques)-

- a) **Disorders due to substance use or addictive behaviours.:** Disorders due to use of Alcohol, Opioids, Cannabis, sedatives, hypnotics or anxiolytics, stimulants, cocaine, caffeine, nicotine, volatile inhalants (Harmful use, Dependence, Intoxication, Withdrawal state).
- b) **Eating disorders:** Anorexia nervosa, Bulimia nervosa, and Binge eating disorder
- c) **Sleep-wake disorders** : Insomnia disorders, Hypersomnolence disorders, Sleep-related breathing disorders, Circadian rhythm sleep-wake disorders, Sleep-related movement disorders, Parasomnia disorders.

- a) **Sexual dysfunction:** Hypoactive sexual desire dysfunction, sexual arousal dysfunctions, Orgasmic dysfunctions, Ejaculatory dysfunctions. Sexual pain disorders- sexual pain-penetration disorder.

References:

- Organization, W. H. (2024). *Clinical descriptions and diagnostic requirements for ICD-11 mental, behavioural and neurodevelopmental disorders*. World Health Organization.
- N. Butcher, J., M. Hooley, J., & Mineka, S. (2014). *Abnormal Psychology* (16th ed.) Pearson.
- APA Press. Association, N. a. P. (2022). *Diagnostic and Statistical Manual of Mental Disorders*. <https://doi.org/10.1176/appi.books.9780890425787>
- Casey, P., Casey, P. R., & Kelly, B. (2019). *Fish's clinical psychopathology: Signs and Symptoms in Psychiatry* (4th ed.). Cambridge University Press.
- Sadock, B. J., Sadock, V. A., Ruiz, P., Pataki, C. S., & Sussman, N. (2015). Kaplan & Sadock's synopsis of psychiatry : behavioral sciences/clinical psychiatry. In Wolters Kluwer eBooks (11th ed., Issue 1). <http://apn.lwwhealthlibrary.com/book.aspx?bookid=1234>
- Niraj, & Ahuja, N. (2010). *A short textbook of psychiatry*.
- Carson, R. C. Pincka, S., & Butcher, I N. (1999). *Abnormal Psychology and Modern. Life*. 11thed. New York: Addison Wesley Longman Inc
- Comer, R. J. (1999). *Abnormal Psychology*. New Jersey: W. H. Freeman Co.
- Comer, R. J. (2013). *Abnormal Psychology*. Eighth edition. Worth Publishers. New York.
- Davison, G. C. & Neale, J. M. (1998). *Abnormal Psychology*, 7th ed. New York: John Wiley & Sons.

ORGANIZATIONAL BEHAVIOUR

PY – 303 COURSE DETAILS

Program Name	Psychology	Semester	III
Course Title	Organizational Behaviour		
Course Code	PY- 303	Number of Credits	4
Contact Hours	60 hours/ 4hrs/week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	30	Summative (External) Assessment Marks	70

Learning Objectives:

This course aims to provide students with a foundational understanding of human behavior in organizational settings. Upon completing this course, students should be able to:

- Analyze the influence of individual, group, and organizational factors on behavior within a workplace.
- Identify and apply key theories and concepts of organizational behavior to real-world scenarios.
- Comprehend the complexities of a diverse workforce and a globalized business environment.
- Develop critical thinking and problem-solving skills to address challenges related to workplace dynamics, leadership, and change.

Unit 1: Introduction to Organizational Behavior:

(10 hours)

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

Unit 2: Individual Processes in Organizations

(12 hours)

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

Unit 3: Group Processes in Organizations**(14 hours)**

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

Unit 4: The Organization System - 1**(10 hours)**

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

Unit 5: The Organization System - 2**(14 hours)**

- a. Leadership: Definition of Leadership, Leader and follower characteristics; Classic and Modern Theories of Leadership; Emerging frameworks for leaders; Implications for Organizational Effectiveness.
- b. Interventions In Organizations: Individual & Group level: Implications for Organizational Effectiveness.
- c. Organizational Commitment & Citizenship Behaviour: Implications for Organizational Effectiveness.

References:

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

Paper Code: PY 304- OPEN ELECTIVE**OPEN ELECTIVE - PSYCHOLOGY FOR LIFE****PY – 304 COURSE DETAILS-PSYCHOLOGY FOR LIFE.**

Program Name	Psychology	Semester	III
Course Title	Open Elective - Psychology for Life		
Course Code	PY- 304	Number of Credits	4
Contact Hours	60 hours/ 4hrs/week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	30	Summative (External) Assessment Marks	70

Learning objective:

1. To understand Psychology as one of the popular subjects having a wide range of applications.
2. To dispel the myths and misconceptions related to psychology and individual differences
3. To learn about the application of psychological principles in understanding self and others and for enhancing self efficacy.

Unit 1: Introduction to Psychology:

- a. Meaning; Definitions, Goals of Psychology;
- b. Myths and Misconceptions of Psychology;
- c. Branches of Psychology; Role of a Psychologist.

Unit 2: Psychology applied to the Social World:

- a. Interpersonal Communication- Non-verbal communication, and effective communication;
- b. The problem of prejudice and discrimination;
- c. Forming impressions about others;
- d. The impact of Social Pressure.

Unit 3: Psychology applied to Education:

- a. Learning: Meaning, definition and characteristics;
- b. Types of learning- Classical and Operant Conditioning, Observational Learning.
- c. Memory: Memory Process - Encoding, storage and retrieval;
- d. Memory storage-Sensory Memory, Short-Term memory, Working Memory, Long-Term Memory.
- e. Methods for improving Memory.

Unit 4: Psychology applied to the field of Work and Health:

- a. Facing an Interview;
- b. Choosing the right person to the right job- Aptitude, Interest, Personnel Selection;
- c. Occupational Stress- Stressors and Coping;
- d. Health issues related to stress
- e. Work-life Balance.

References:

- Saundra K Ciccareelli and Glenn Meyerr. Psychology. South Asian Edition
- Robert.S.Feldman, "Understanding Psychology", 6th edition.
- Weyne Weiten and Margaret A.Lloyd, "Psychology Applied to Modern Life-Adjustment in the 21st Century", 7th Edition, Thomson Wadsworth.
- Schultz, D. P., & Schultz, S. E. (2001). Psychology and work today: An introduction to industrial and organizational psychology (8th ed.).
- Baron, R. A., & Branscombe, N. R. (2011). Social psychology (13th ed.).
- Aamodt, M. G. (2013). Industrial/organizational psychology: An applied approach (7th ed.). Wadsworth Cengage Learning.

PRACTICAL 1: CLINICAL ASSESSMENT AND INTERVENTION

PY – 305 COURSE DETAILS

Program Name	Psychology	Semester	III
Course Title	Practical 1: Clinical Assessment and Intervention		
Course Code	PY- 305	Number of Credits	4
Contact Hours	120 hours/ 8hrs/week	Duration of SEA/ Exam	6 hours
Formative (Internal) Assessment Marks	30	Summative (External) Assessment Marks	70

Learning Objectives:

The aim of this paper is connecting the theoretical understanding of clinical assessment in practical application in the field of Screening,

1. Students will be learning to conduct the Assessment, Diagnosis and providing intervention.
2. Students will be taught Building rapport, Behavioral observation, intake interview, case conceptualization, Briefing, debriefing and report writing.

Divisions of the Assessments

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

Reference Books:

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

PRACTICAL 2: ASSESSMENT AND INTERVENTION IN ORGANISATIONS.**PY – 306 COURSE DETAILS**

Program Name	Psychology	Semester	III
Course Title	Practical 2: Assessment and Intervention in Organizations		
Course Code	PY- 306	Number of Credits	4
Contact Hours	120 hours/ 8hrs/week	Duration of SEA/ Exam	6 hours
Formative (Internal) Assessment Marks	30	Summative (External) Assessment Marks	70

Learning Objectives:

- Students will learn to differentiate testing from assessment and gain a deep understanding of the purpose and role of assessments in organizations as part of HR practice.
- Students will be able to assess individual behavioral traits, motivations and how they interact with others and their environment using different assessments to test Personality, Cognitive Abilities, Attitudes, Aptitude & Abilities.
- Students will be able to profile a prospective employee's job fit, career prospects and team dynamics.
- Students will be able to develop a professional profile showcasing their ability to conduct a comprehensive organizational assessment and present a detailed intervention plan.
- Students will be able to design and propose appropriate intervention strategies to address specific organizational problems.
- Students will be trained to evaluate the effectiveness of different interventions.
- Demonstrate ethical considerations and professional responsibility in the role of an organizational development practitioner

Any 10 to be chosen

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

For paper 304 and 305

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

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

IV SEMESTER

PSYCHOLOGICAL INTERVENTIONS AND REHABILITATION

PY – 401 COURSE DETAILS

Program Name	Psychology	Semester	IV
Course Title	Psychological Interventions and Rehabilitation		
Course Code	PY- 401	Number of Credits	4
Contact Hours	60 hours/ 4hrs/week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	30	Summative (External) Assessment Marks	70

Learning Objectives:

- To provide a theoretical foundation for psychological interventions and rehabilitation, enabling trainees to select appropriate strategies tailored to individual client needs.
- To develop an understanding of professional, ethical, and legal issues related to disability, including relevant policies, legislation, and rights of persons with disabilities.
- To explore community-based intervention models, including crisis intervention, disaster management, geriatric and palliative care, with emphasis on practical application and counseling techniques.
- To examine the classification, causes, and management of various disabilities, along with the role of special education and emerging trends in assessment and technology for persons with disabilities.
- To understand substance use disorders and criminal behavior, focusing on their psychological aspects, treatment, prevention, rehabilitation, and the role of psychologists in the criminal justice system.

Unit 1: Introduction

(12 hours)

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

Unit 2: Community based intervention

(12 hours)

- a. Difference between therapeutic and community health models, Community Based Rehabilitation (CBR)-Analysis, Implementation of Training Programme

- b. Crisis Intervention- Necessary conditions for crisis intervention, Techniques, Management and Counseling. Psychological first-aid for Suicide, Panic attack and Anxiety attacks
- c. Disaster Management, Disaster Risk Reduction(DRR), Trauma Counselling
- d. Geriatric and Palliative Care- Principles of care and rehabilitation

Unit 3: Disabilities and Special Education

(12 hours)

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

Unit 4: Disability Intervention and Rehabilitation.

(12 hours)

- a. Psychological Approach to Rehabilitation: Role of psychologist in disability rehabilitation Understanding psychological needs of caregivers and working with families of persons with disabilities. Assessment, diagnosis, treatment and certification.
- b. Therapeutic services and Restorative techniques. Designing Training Programmes for Professionals: Training Need Analysis. Supportive therapy. Neuropsychological and cognitive rehabilitation: Principles of compensation, recovery and plasticity in neurocognitive rehabilitation; Clinical and management issues in cognitive rehabilitation.

Unit 5: Substance use disorders and Crime

(12 hours)

- a. Substance use disorders- Definition, types, effects, causal factors, methods of treatment, prevention and rehabilitation.
- b. Crime: Theories of criminal behavior; Juvenile delinquents; Psychopath; Antisocial Personality Disorder; Prevention of crime, rehabilitation of criminals, role of psychologists; psychological profiling and personality of criminals in the context of Law. Personality Modification in the criminal justice system.

References:

- Kundu.C.L., 2003. Status of Disability in India. Rehabilitation Council of India, New Delhi. 3. Lewis, V.2nd Ed.2003, Development and Disability, Blackwell Publishers, U.K.
- Nirbhay N.Singh, 1998. Comprehensive Clinical Psychology: Application in Diverse Populations, Volume 9, Elsevier Science, Pergamon.

- Stuss, D.T., Winocur, G., & Robertson, I.H. (2010). *Cognitive Neurorehabilitation: Evidence and Application* (2nd Ed.). Cambridge: Cambridge University Press.
- Wilson, B.A., Gracey, F., Evas, J.J., & Bateman, A. (2009). *Neuropsychological rehabilitation. Theory, Models, Therapy, and Outcome*. Cambridge: Cambridge University Press.
- Eisenberg, M. G., Glueckauf, R. L., & Zaretsky, H. H. (Eds.) (1999). *Medical aspects of disability: A handbook for the rehabilitation professional* (2nd ed.). NY: Springer.
- Government of India (1995). *The persons with Disabilities (Equal opportunities, Protection of Rights, and Full Participation) Act*, New Delhi: Ministry of Social Justice and Empowerment.
- Government of India (1999). *The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act*, New Delhi: Ministry of Social Justice and Empowerment.

Paper Code: PY 402
SOCIAL AND COMMUNITY PSYCHOLOGY

PY – 402 COURSE DETAILS

Program Name	Psychology	Semester	IV
Course Title	Social and Community Psychology		
Course Code	PY- 402	Number of Credits	4
Contact Hours	60 hours/ 4hrs/week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	30	Summative (External) Assessment Marks	70

Learning Objectives:

- To understand key concepts and theories of social and community psychology.
- To examine the socialization process and the role of institutions and gender in shaping behavior.
- To analyze causes, types, and impacts of aggression and violence, especially in the Indian context.
- To explore the psychological effects of poverty and unemployment, and relevant interventions.
- To understand social change, legal systems, and the role of psychology in promoting justice and human rights.

Unit 1: Introduction to Social and Community Psychology (12 hours)

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

Unit 2: Socialization Process (12 hours)

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

Unit 3: Aggression and Violence (12 hours)

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

Unit 4: Poverty and Unemployment (12 hours)

- a. Poverty and deprivation: - definition, types, causes; Measuring poverty: Absolute and relative poverty, human development index; psychological implications of poverty, Social exclusion, Culture of poverty; poverty alleviation programmes
- b. Unemployment: Definition and nature and characteristics of unemployment, causes and types, psychological implication of unemployment, role of psychologists in coping.

Unit 5: Social Change (12 hours)

- a. Social Change: Definition and dynamics of social change; role of social movements in bringing changes; Mob and community behavior in response to social problems: **Bystander effect, Stereotypes and Biases**
- b. Law and Psychology: Socio-psychological origins of law; Access to justice through psychological interventions; Human rights

References:

- Alcock, P. (1997). Understanding Poverty (2nd Ed). Great Britain: Palgrave
- Nyla R. Branscombe, Robert A. Baron, Preeti Kapur, Social Psychology Social Psychology Fourteenth Edition
- Robert A. Baron, Nyla R. Branscombe, Social Psychology 13th Edition
- Bloom, B. (1984). Community mental health: A general introduction. Belmont, CA: Wadsworth.
- Davar B (1999). Mental health of Indian Women. New Delhi, Sage Publications.
- Dalal, A. K. & Misra, G. (2001) New Directions in Indian Psychology. New Delhi: Sage publications.
- Kakar, S. (1978) The Inner world: A psycho-analytic study of childhood and society in India. Delhi: Oxford University Press.
- Kakar, S. (1996) Indian Identity. New Delhi: Penguin.
- Jai Prakash, I and Bhogle S (1998). (Eds.) Psychology and changing world. Bangalore, prasaranga, Bangalore University.
- Mathew, L. (2010) "Coping with shame of poverty: Analysis of farmers in distress", Psychology and Developing Societies, 22 (2), pp.385-408.
- Misra G. and Nagpal A (Eds.). (1999). Psychology of poverty and disadvantages. New Delhi. Concept Publishing Co.
- Roland, A. (1988) In search of self in India and Japan: Towards cross-cultural psychology. Princeton: Princeton University Press.
- Sinha G. Tripathi R C and Misra G (Eds). (1998). Deprivation: Its Social roots and psychological consequences, New Delhi. Concept publishing company.
- Srinivasa Murthy & Barbara. J. Buras. (1992). Eds. Community mental health-proceedings of the Indo-US symposium. Bangalore: NIMHANS.

POSITIVE PSYCHOLOGY

PY – 403 COURSE DETAILS

Program Name	Psychology	Semester	IV
Course Title	Positive Psychology		
Course Code	PY- 403	Number of Credits	4
Contact Hours	60 hours/ 4hrs/week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	30	Summative (External) Assessment Marks	70

Learning Objectives: By the end of this course, students will be able to:

- Understand the scope, foundations, and cultural perspectives of Positive Psychology with special reference to Indian contributions.
- Examine the role of positive emotions, happiness, well-being, and related theories in human flourishing.
- Analyse personal goals, values, and close relationships as determinants of well-being.
- Explore the role of gratitude, forgiveness, altruism, virtues, and character strengths in enhancing human functioning.
- Evaluate the influence of religion, spirituality, and mindfulness practices on well-being across cultures.
- Develop insights into resilience, its sources, and skills that contribute to adaptive functioning and subjective well-being.
- Apply research methods and approaches in Positive Psychology and critically appraise future trends in the discipline.

Unit 1: Positive Psychology: An Introduction (12 hours)

- a. Introduction, **history**, scope, areas of Positive psychology; Western and Eastern views on Positive psychology and its application; Positive Psychology in India,
- b. **Research approaches to study positive psychology**, Future trends in Positive psychology.

Unit 2: Positive Emotions, Happiness and well-being (12 hours)

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

Unit 3: Personal Goals & Close Relationships and Well-being (12 hours)

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

Unit 4: Religion, Spirituality, Virtues and Wellbeing (12 hours)

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

Unit 5: Resilience, Mindfulness and Wellbeing (12 hours)

- a. Resilience- definitions, Resilience and Subjective well-being; Sources of Resilience in children & Adults; Resiliency skills and factors; Resilience in Indian culture.
- b. Mindfulness & WellBeing ; Mindfulness Meditation , Mindfulness & Positive Psychology Research

References:

- Steve R. Baumgardner ,Marie K. Crothers(2009) Positive Psychology,Pearson Education
- Argyle, M. (2001). *The Psychology of Happiness*. East Sussex: Routledge.
- <https://www.authentic happiness.sas.upenn.edu/>
- Seligman. M.E.P. (2004). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. Atria Books.
- Argyle, M., & Martin, M. (1990). The psychological causes of happiness. In F. Strack, M. Argyle & N. Schwarz (Eds.), *Subjective Well-being: An Interdisciplinary Perspective* (pp. 77-100). Oxford: Pergamon Press.
- Kahneman, D. (1999). Objective happiness. In D. Kahneman, E. Diener& N. Schwarz (Eds.), *Well-Being: The foundations of Hedonic Psychology* (pp. 3-25). New York: Russell Sage Foundation.
- Myers, D. G. (1999). Close relationships and quality of life. In D. Kahneman, E. Diener& N. Schwarz (Eds.), *Well-Being: The foundations of Hedonic Psychology* (pp. 374-391). New York: Russell Sage Foundation.
- Seligman, M (1990). *Learned Optimism*.
- Seligman, M. (2002) *Authentic Happiness*. New York, Free Press
- *Handbook of Positive Psychology*, 2002 Snyder & Lopez (Eds.): Oxford
- Peterson, C. (2006) *A Primer in Positive Psychology*. New York, Oxford University Press
- Myers, D. G. (1992). *The pursuit of happiness: Discovering the pathway to fulfillment, wellbeing, and enduring personal joy*. New York: Avon.
- Cavanaugh, J. C (2002). *Adult Development and Aging* (4th Ed). Wadsworth & Thomson Learning. Hall, E. (1992). *Adult Development and Aging* (2nd Ed). John Wiley & Sons, Inc, New York

ELECTIVE PAPER- Paper Code: PY 404 (a)**HUMAN RESOURCE MANAGEMENT & ORGANIZATIONAL DEVELOPMENT****PY – 404 a COURSE DETAILS**

Program Name	Psychology	Semester	IV
Course Title	Elective Paper a. Human Resource Management & Organizational Development		
Course Code	PY- 404 (a)	Number of Credits	4
Contact Hours	60 hours/ 4hrs/week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	30	Summative (External) Assessment Marks	70

Learning Objectives: This paper aims to equip postgraduate students with a comprehensive understanding of the theory and practice of Human Resource Management (HRM) and Organizational Development (OD). Upon completion, students should be able to:

- **Analyze and synthesize** the core principles and strategic functions of HRM and OD in contemporary organizations.
- **Evaluate** the link between human resource processes and overall organizational goals.
- **Develop and apply** effective HRM policies and practices in recruitment, training, performance management, and compensation.
- **Identify and diagnose** organizational issues and design appropriate OD interventions to facilitate change and improve effectiveness.
- **Critically assess** the role of ethics, diversity, and legal frameworks in shaping HRM and

Unit 1: Foundations of HRM & OD**(8 hours)**

- HRM & OD: Define, Role and Strategic Importance; A Systems Approach to Organizational Change; HRM & OD in the Modern Global Environment; Role of HR and OD Professionals; Ethical and Legal Considerations in HRM and OD.
- Trends in HRM -Change in labor force, high performance work systems, changing economy, technological change in HRM.

Unit 2: Human Resource Planning & Resource Management**(14 hours)**

- Talent Management : HR Needs and supply; Job analysis, selection and Placement: Recruitment and hiring people; Hiring for a Diverse and Inclusive Workforce; Training and developing employees
- Work flow in organizations, Managing performance; Job designing (Efficient jobs and Ergonomics), Separating and Retaining Employees, Employee Benefit Programs.
- Career and Competency: Career stages, organizational perspective on careers, Career matching process and Career Mentoring program; Competency: introduction, models,

value addition to employees and organizations, application in HRM and competency mapping.

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

Unit 3: Training and Performance Appraisal in Organizations (12 hours)

- a. Training Function in Organizations; Principles underlying training; Training Needs Assessment and Action research;
- b. Developing training Modules; Training as a Learning process; Training climate and pedagogy; Training Methods and Techniques; facilities planning and training aids; Training Evaluation; Training and Development in India.
- c. Performance appraisal: Need and importance, Methods.

Unit 4 : Organizational Change and Organization Development (12 hours)

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

Unit 5: Contemporary Issues and Future of Organizational Development (12 Hours)

- a. Learning Organization, Nature and Concept; Building learning organizations aligned with Organization Values and Leadership.
- a. Diffusion of OD Techniques; Integrative Practice; Rediscovering and Recording History -Possible Changes in OD Processes and Practices.
- b. Current Trends: Contemporary issues and future trends in both HRM and OD, such as the use of HR analytics, the impact of technology on HR, and the importance of diversity, equity, and inclusion (DEI).; Downsizing, mergers & acquisitions; Managing across cultures.

References:

- Dessler & Varrkey (2017). Human Resource management. Pearson (15th edition).
- Swanson, Richard (2022) . Foundations of Human Resource Development :Berrett-Koehler Publishers
- Sanghi, S.(2016). Handbook of Competency Mapping: Understanding, designing and implementing competency models in organizations. New Delhi: Sage (3rd edition).

- Buckley, R. & Caple, J. (1995). The Theory and Practice of Training. London: Kogan and Page.
- Lynton , T & P, U (1990). Training for Development, 2nd edition. New Delhi: Vistaar
- Burke, R.J., Cooper, C.L. (Ed.). (2005). Reinventing Human Resource Management: Challenges and New Directions. New York: Routledge.
- Raymond, A.N, Hollenbeck, J.R., Gerhart, B., Wright, P.M. (2004). Fundamentals of Human Resource Management. China: McGraw Hill.
- French and Bell (2006). Organizational Development-A Behaviour Science Approach (8th Ed.).New Delhi: Prentice hall of India
- Pareek Udai, Rao(2017), Designing and Managing Human resource Systems (3rd Edition), Oxford &IBH publishing.

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

PY – 404b COURSE DETAILS

Program Name	Psychology	Semester	IV
Course Title	Elective Paper b. Forensic and Criminal Psychology		
Course Code	PY-404 b	Number of Credits	4
Contact Hours	60 hours/ 4hrs/week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	30	Summative (External) Assessment Marks	70

Learning Objectives: There are global requirements for trained professionals who understand the area of Forensic Psychology and this course aims to be a stepping stone to enter a career in Forensic Psychology.

- To impart scientific knowledge of the etiology of crime, application of psychological and neuropsychological techniques in understanding criminal behaviour.
- To understand Forensic Neuropsychology techniques used for testing suspects and accused persons.
- To understand changing concepts of crime and crime scenarios will be discussed in detail.

Unit1: Introduction And Overview Of Forensic Psychology (12hours)

- a. Nature, definition, scope, and history of Forensic Psychology.
- b. Professional training and education in forensic psychology, Forensic psychology in India
- c. Ethical & legal issues in forensic practice

Unit 2: Crime and the Victim (12hours)

- a. Crime. Causes, Bystander Effect, Forensic mental health
- b. Victimization, Impact of crimes on victims, Factors affecting for victimization, coping with victimization
- c. Psychological explanations of specific crime types. Arson, terrorism, Homicides, Sexual Offences, Burglary, robbery, theft, white collar crimes

Unit 3: Psychology in the Courtroom, Investigation and Corrections (12hours)

- a. The role of Forensic Psychology in Civil cases, Criminal cases, Criminal Profiling, Eye Witness Testimony
- b. Types of Court and role of psychologists – criminal, juvenile, civil & family court
- c. Understanding court process and punishment, Effect of attorney, Judges, Jurors & Defenders, The Psychologists as an expert witness.

Unit 4: Roles of Correctional psychologist**(12hours)**

- a. Applications of theories of Personality and Social psychology in understanding criminals
- b. Personality disorders and Criminality.
- c. Rehabilitation in correctional facilities, Risk Assessment, Treatment of special population. Violent offenders, Women Prisoners, Juvenile Justice, Vulnerable Groups

Unit 5: Assessment & Evaluation In Forensic Psychology. (12hours)

- a. Forensic methods in detection of crime –forensic methods of distortion in eye & ear witnesses, Forensic aspects of memory & recall in children, adolescents and adults. Polygraph, plethysmograph testing, Forensic assessment & treatment of sexual offenders & their victims.
- b. Psychological test: Psychological tests used in forensic psychology-types and characteristic of Psychological test, Competence to stand trial and use of psychological tests,
- c. Tests used in forensic psychology- Intelligence, Personality and Interpersonal relationship, Diagnostic psychological tests as tool for forensic assessment, Projective tests, Ethical issues in psychological testing.
- d. Forensic methods in detection of crime, Polygraph, Plethysmograph and BEOS

References:

- Bartol, C. R. & Bartol, A. M. (2004). Introduction to forensic psychology, New Delhi: Sage.
- O'Donohue, W. & Levensky, E.R. (2004). Handbook of Forensic Psychology. Resources for Mental health and Legal Professionals. Elsevier Academic Press, London.
- Nagle, Y.K., Srivastava, K. & Gupta, A. (2014). Handbook of Forensic Psychology. Author House, USA.
- Harari, L. (1981) Forensic psychology. London: Batsford Academic.
- Blackburn, R., (1993). The psychology of criminal conduct: Theory research and practice, Chichester: Wiley & Sons.
- Gavin Helen (2014), Criminological & Forensic Psychology, Sage publications.

Paper Code: PY 404
SCHOOL PSYCHOLOGY

PY – 404c COURSE DETAILS

Program Name	Psychology	Semester	IV
Course Title	Elective Paper c. School Psychology		
Course Code	PY- 404c	Number of Credits	4
Contact Hours	60 hours/ 4hrs/week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	30	Summative (External) Assessment Marks	70

Learning Objectives:

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

Unit 1: Introduction:

08 hours

- a. Concept and Definitions of School Psychology, Goals and Objectives of School Psychology, History of School psychology
- b. Scope of School Psychology, Differentiating School Psychology from related Professions, Contemporary and future challenges of School psychology

Unit 2: School-Peers as socializing agents; School Psychology Services and Practice:

10 hours

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

Unit 3: Mental health in Indian schools:

08 hours

- a. School mental health in India.
- b. Current status of elementary education in the country.
- c. Policy Perspective and Child Mental Health in India: National Policy for Children, Integrated Child Development Services, National Policy of Education, Child Labour-Prohibition and Regulation Act, Child Mental Health and National Mental Health Policy, and Right to Education.

- d. School Mental Health Programme: Identification of psychosocial problems and high risk children population; Steps for programme development and implementation in Indian context.
- e. School Psychology in India: A vision for future.

Unit 4: Assessment of Issues in School Children:

12 hours

- a. Choosing Targets for Assessment: Target Variable Selection through Problem Solving and Guidelines for Selecting Target Variables.
- b. Assessment in Indian context:
- c. Cognition: Developmental Screening Tools, Intelligence, Memory, School Readiness, Language-Reading, Written and Math.
- d. Personality: Objective and Projective Tests.
- e. Environment: Parents, Family and Child Rearing.
- f. Other Assessment on Social Emotional and Behavioral, Social Behavior Problems, Disruptive Behavior, Internalizing Problems and Well-Being.

Unit 5: Interventions for Issues in School Children:

12 hours

- a. Proactive Strategies for Promoting Learning.
- b. Proactive Strategies for Promoting Social Competence and Resilience.
- c. Evidence-Based Reading Instruction: Developing and Implementing Reading.
- d. Evidence-Based Math Instruction: Developing and Implementing Math Programs.
- e. Evidence-Based Written Language Instruction: Developing and Implementing Written Language Programs at the Core, Supplemental, and Intervention Levels.
- f. Peer-Mediated Intervention Strategies.

References:

- Merrell, K. W., Ervin, R. A., & Gimpel, G. A. (2006). *School Psychology for the 21st Century*. New York: Guilford.
- Fagan, T. K. & Wise, P. S. (2007). *School Psychology: Past, Present and Future* (3rd ed.). Bethesda, MD: National Association of School Psychologists.
- Malavika Kapur. (1995). *Mental health in Indian Children*. Sage Publication.
- Malavika Kapur. (1997). *Mental health in Indian schools*. Sage Publication.
- Malavika Kapur. (2007). *Learning from Children What to Teach Them*. Sage Publication.
- Ramalingam, P. (ed.) (2010). *Recent Studies in School Psychology*, Delhi: Authorspress.
- Reynolds, C. R. and Gutkin, T. B. (Eds.). (1999). *Handbook of School Psychology* (3rd ed.). New York: Wiley.
- Roberta. M. Berns. (1997). *Child, Family, School, Community*. Harcourt Brace College Publisher. Newyork.
- Savitha, Anil and Vijoy. (1992). *Child Mental Health in India*. Rajkamal Press. Delhi.
- American Psychological Association (1981). Specialty guidelines for the delivery of services by school psychologists. In *Specialty guidelines for the delivery of services*, p. 33-44. Washington, DC: Author.

PRACTICAL 1: DISSERTATION

PY – 405 COURSE DETAILS

Program Name	Psychology	Semester	IV
Course Title	Practical 1: Disserytation		
Course Code	PY- 405	Number of Credits	4
Contact Hours	120 hours/ 8hrs/week	Duration of SEA/ Exam	Report Evaluation
Formative (Internal) Assessment Marks	30	Summative (External) Assessment Marks	70

Learning Objectives: The Master’s Degree in Psychology ends with the Dissertation.

- To enable a student to carry out research on a topic of their choice, analyze and comment upon the information gleaned and how it relates to the particular subject matter at hand.
- To enhance ability to think critically about a topic and to knowledgeably discuss the information in-depth.
- To gives an opportunity to expand upon a subject that is most relevant to a specialty area a student wish to pursue in future with a complete understanding of the process involved in carrying out research work.

Specific Guidelines:

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

PRACTICALS 2: INTERNSHIP

PY – 406 COURSE DETAILS

Program Name	Psychology	Semester	IV
Course Title	Practical 2: Internship		
Course Code	PY- 406	Number of Credits	4
Contact Hours	120 hours/ 8hrs/week	Duration of SEA/ Exam	Report Evaluation
Formative (Internal) Assessment Marks	30	Summative (External) Assessment Marks	70

Learning Objectives:

- To enable the students to understand the applications of various theory and practical papers studied in the various semesters.
- To give the students the confidence required to face the world of work in different applied fields of psychology.

Guidelines:

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

.....