

**NEW PG CBCS SYLLABUS OF PSYCHOLOGY TO BE INTRODUCED FROM SESSION
2019-2021**

**WEST BENGAL STATE UNIVERSITY
M.A./ M.SC PSYCHOLOGY SYLLABUS**

Programme Outcomes of the M.A./ M.Sc Psychology course conducted at West Bengal State University may be presented as follows:

1. Deep critical understanding of how Psychology can be applied in real-world contexts.
2. Demonstrating an independent and flexible approach to learning.
3. Ability to identify and address ethical and professional issues in psychology.
4. Planning and execution of an original piece of research.
5. Application of psychological research methods to a novel research topic.
6. Translation of theory into professional practice and applied research.
7. Comparison, evaluation and application of theoretical perspectives in psychology.
8. Ability to appraise the efficacy of different interventions to promote psychological well-being and performance.
9. Advanced knowledge of research methods and statistics in applied psychology.
10. Gain focused understanding of diagnosis and treat of various mental conditions and psychopathology.
11. Develop excellent diagnostic and therapeutic skills that benefit clients ranging from infants to the elderly.
12. Gain hands on experience in terms of counselling and rehabilitation services.
13. Learn about diversity sensitivity, gain experience working with clients from a

wide variety of cultures and socioeconomic backgrounds.

14. Become proficient in consultation and case management techniques, emphasizing client-centered advocacy.
15. Foster fluency in behavioral, cognitive, brief and strategic, client-centered, crisis intervention and psychodynamic theoretical models, including art-based intervention techniques.
16. Gain in-depth study of the basic disciplines of psychology, supplemented with a specialization in perception, cognition and language, emotion, cross-cultural psychology, neuroscience, learning psychology, qualitative and quantitative psychology.

Postgraduate CBCS structure of WBSU

1. Departmental course: Total 20 courses (Offered by the department):

Consists of Core courses, Department specific Elective (DSE) courses. These courses may be either theoretical or practical.

It is to be noted that in case of Practical a 4 credit course needs 8 teaching hrs per week.

Departmental 20 is project which is 8 credits, rest are 4 credit courses

Minimum requirement: Department must offer atleast 10 Core courses and at least 2 DSE. DSEs are not to be offered in first two semesters.

2. GEC : 1 course of 4 credits, in semester 3 from other departments
3. SEC : 1 course of 2 credits, in semester 2 from the parent department
4. AECC : 1 course of 2 credits, in semester 1 from the parent department

Semester	Type of course	PSYCHOLOGY	Credit	Marks	Total
I	Departmental 1	COGNITION I	4	50	Marks : 275 Credits : 22
	Departmental 2	PERSONALITY THEORIES	4	50	
	Departmental 3	BIOPSYCHOLOGY	4	50	
	Departmental 4	DEVELOPMENTAL PSYCHOLOGY	4	50	
	Departmental 5	PRACTICUM I	4	50	
	AECC	ADVANCED SOCIAL PSYCHOLOGY & ETHNOGRAPHIC RESEARCH	2	25	
II	Departmental 6	COGNITION II	4	50	
	Departmental 7	RESEARCH METHODOLOGY & STATISTICS	4	50	

	Departmental 8	CLINICAL PSYCHOLOGY I	4	50	Marks : 275 Credits : 22
	Departmental 9	PSYCHOLOGY OF HAPPINESS AND PEACE	4	50	
	Departmental 10	PRACTICUM II	4	50	
	SEC	STRESS MANAGEMENT	2	25	
III	Departmental 11	DSE CLINICAL PSYCHOLOGY-II / PERSPECTIVES ON DISABILITY & REHABILITATION	4	50	Marks : 300 Credits : 24
	Departmental 12	DSE PSYCHOPATHOLOGY I- ADULT PSYCHOPATHOLOGY / NEURO-DEVELOPMENTAL DISORDERS & MANAGEMENT PROGRAMMES	4	50	
	Departmental 13	DSE PSYCHOPATHOLOGY II- CHILD PSYCHOPATHOLOGY / PSYCHOLOGICAL ASSESSMENT AND EVALUATION	4	50	
	Departmental 14	PRACTICUM III: DIAGNOSTIC PSYCHOMETRY (CORE)	4	50	
	Departmental 15	DSE : INTERNSHIP CCP/ INTERNSHIP RP	4	50	
	GEC	PSYCHOLOGY OF EVERYDAY LIFE	4	50	
IV	Departmental 16	DSE COUNSELING PSYCHOLOGY / REHABILITATION PSYCHOLOGY	4	50	
	Departmental 17	DSE PSYCHOTHERAPEUTIC INTERVENTIONS / PSYCHOLOGICAL REHABILITATION AND INTERVENTION	4	50	
	Departmental 18	DSE INTERVENTION TECHNIQUES / VOCATIONAL GUIDANCE AND COUNSELING	4	50	
	Departmental 19	INTERNSHIP & ART THERAPY (CORE)	4	50	
	Departmental 20 (PROJECT)	TERM PAPER – REVIEW PAPER & ORIGINAL PAPER (50 INTERNAL + 50 EXTERNAL)	8	100	

SEMESTER I

DEPARTMENTAL 1 CREDIT=4 MARKS=50
PAPER 101 -COGNITION I

Outcomes of the course:

1. The student has basic knowledge of cognitive psychology.
2. The student has knowledge of how human cognition works from attention, sensation, perception, action, language processes, problem solving and thinking to learning and memory.
3. The student has knowledge of the key methods used in modern cognitive psychology research.
4. The student receives knowledge about basic and higher cognitive processes in the information processing tradition.
5. The relevance of higher cognitive processes for understanding people's behavior in selected areas such as risk assessment, environmental behavior, clinical dysfunction or therapeutic intervention
6. Students will be able to explain how humans actively process information in terms of attention and consciousness
7. Students will be able to describe some of the fundamental approaches to explaining perception
8. Students will be able to understand and describe the basic concepts and phenomena of memory research and theory
9. Demonstrate knowledge and understanding of well-established theories in cognitive psychology, as well as an appreciation for the complexity of cognitive processes;
10. Apply research in cognitive psychology to everyday events and challenges.

Module I: ATTENTION

Introduction: Attention Processes; Selective Attention, Divided Attention and Sustained Attention – Theoretical Perspectives: Broadbent, Treisman, Deutche & Norman.

Module II: PERCEPTUAL PROCESS & PSYCHOPHYSICS

Introduction to psychophysics. Classical approach and modern approach: Weber's Fechner's law Stevens Power Law, Methods of psychophysics. Theory of Signal Detection. Information Processing Approach- Serial and Parallel Processing.

Module III: LEARNING

Definition, Concepts- latent learning, insight learning, observation learning, classical and instrumental learning. Theoretical Perspectives- Skinner, Hull, Tolman.

Module IV: MEMORY-Short Term and Working Memory

Introduction; Models of memory- (Modal Model) Atkinson and Shiffrin's model, W. James (Implicit and Explicit) Craik and Lockhart; Tulving, Trace Model and Network model.

Sensory memory; Short Term Memory; Working Memory approach: Phonological loop, Visuospatial Sketchpad, Central Executive, Levels of Processing (Top-Down & Bottom-Up)

Module V: MEMORY-Long Term Memory

Introduction; Encoding in LTM; Retrieval in LTM; Explicit versus Implicit Memory tasks; Declarative and Non-declarative, Autobiographical Memory; Flashbulb Memories – Research: Classic and Recent; Schemas ; Eye Witness Testimony; Emotions, Mood and Memory, Memory Strategies.

Module VI: METACOGNITION

Memory Strategies: Levels of processing, Encoding specificity, Distribution of practice effect; Mnemonics using organization, Improving prospective memory, Meta Cognition, Metamemory and the prediction of memory performance, Metamemory and the regulation of study strategies, Tip of the tongue phenomenon, Applications of Meta cognition in different fields of cognitive processes.

DEPARTMENTAL 2

CREDIT=4 MARKS=50

PAPER 102 - PERSONALITY THEORIES.

Outcomes of the Course:

1. Apply knowledge of major theories, concepts, perspectives, and empirical findings in personality psychology to explain behavior
2. Integrate different perspectives discussed in class to identify individual differences in behaviour.
3. Have a broad understanding of major theoretical approaches of personality psychology.
4. Have a clear understanding of personality assessment and relevant research methods in personality psychology
5. Successfully and proficiently discuss the main aspects, advantages, and disadvantages of theories within personality psychology.
6. Develop the ability to think critically about theoretical and empirical issues within the field of personality psychology.
7. Develop effective skills to verbally communicate a critical analysis of a personality topic.
8. Analyze the determinants of personality characteristics to better understand their effects on cognitions, emotions, and behavior.
9. Think critically about and apply theoretical and research-based explanations for

- human behavior in order to successfully negotiate the challenges of daily living.
10. Apply the major personality domains and theories to better understand one's own behavior and the behavior of others.
 11. Obtaining in depth understanding of major theories of personality and personality development on the one hand and human behaviour and psychopathology on the other hand.
 12. Obtaining in-depth emotional and social aspects of personality and psychopathology.

Module I: INTRODUCTION TO PERSONALITY THEORIES AND THEIR APPLICATION

- i) Psychology and the study of personality: Concept of personality, Personality Research: Nomothetic and Idiographic approach; Temperament and Character, Concept of Personality in Indian Psychology.
- ii) Application of personality theories in different fields of Psychology.

Module II: PSYCHODYNAMIC THEORIES

Classical psychoanalytic theories; Freud Neo-Freudian: Jung, Adler, Erikson, Object Relations, Girindrasekhar Bose .

Module III: BEHAVIORAL THEORIES

Radical Behaviorism: Skinner; Social Learning: Dollard and Miller; Social cognitive Theorist: Bandura.

Module IV: HUMANISTIC AND EXISTENTIAL THEORY

Maslow, Rogers, Kelly, Frankl, and Rollo May.

Module V: TRAIT THEORIES

Allport, Cattell, Big Five Factor Theory.

Module VI: PERSONALITY ASSESSMENT

Measurement of Personality- Use of paper pencil tests, projective tests.

DEPARTMENTAL 3 CREDIT=4 MARKS=50

PAPER 103 - BIOPSYCHOLOGY

Outcome of the course:

1. Identify the basic structures of a neuron, the function of each structure, and how messages travel through the neuron

2. Describe the role of the nervous system and endocrine systems
3. Identify and describe the parts of the brain
4. Explain how nature, nurture, and epigenetics influence personality and behavior
5. Understand the relationship between psychological stress and the physical response of the body.
6. Describe the process of neural development and the role of plasticity in development and recovery of function.
7. Recognize and describe brain systems mediating sexual and reproductive behaviors, emotions, learning, memory, and consciousness.
8. Understand what is meant by the mind-body debate and consider various theories.
9. Understand how different people can perceive the same stimulus in different ways, due to biological differences between them.
10. Understand how the condition and functioning of the nervous system can affect the psychology of an individual.
11. Understand the relationship between emotions and the physical nature of the body.
12. Understand how the autonomic nervous system works in terms of its sympathetic and parasympathetic divisions

Module I: BASIC FEATURES OF THE NERVOUS SYSTEM

Structure of neurons, types, functions, Neural conduction, Neurotransmitters

Basic features of nervous system, Meninges, Ventricular system, Cerebrospinal fluid, Blood brain barrier, Peripheral nervous system: Cranial Nerves, Spinal Nerves, Autonomous nervous system.

Module II: THE STRUCTURE AND FUNCTIONING OF CENTRAL NERVOUS SYSTEM

Major structures and functions of the Spinal Cord and the Brain: Fore brain, Mid brain, Hind brain, Cerebral cortex- frontal, temporal, parietal and occipital lobes.

Module III: BIOPSYCHOLOGY OF COGNITIVE FUNCTIONS

Learning: Nature of learning, kinds of learning, Synaptic plasticity;

Memory: Types of memory, Neurological basis of memory, Brain damage and dysfunction of memory

Language: Lateralization, Speech production, Comprehension, disorder of readings and writing.

Module IV: BIOPSYCHOLOGY OF AROUSAL

Physiological correlations of Arousal: consciousness and sleep, Factors affecting consciousness.

Sleep: Stages of sleep, brain mechanisms of sleep and dreaming, physiological mechanisms of sleep and waking, disorders of sleep.

Module V:BIOPSYCHOLOGY OF EMOTION

Physiological correlates of emotions, anxiety and aggressive behaviour.

Module VI:BIOPSYCHOLOGY OF STRESS

Stress – Physiology of Stress and related diseases (Headache, Cardiovascular diseases, Hypertension, Diabetes, Asthma, Rheumatoid Arthritis).

Stress related Psychological Disorders (Anxiety Disorders and Depression)

DEPARTMENTAL 4

CREDIT=4

MARKS=50

Paper 104 : DEVELOPMENTAL PSYCHOLOGY

Outcomes of the course:

1. Present a comprehensive overview of contemporary developmental psychology.
2. Developmental psychology involves the study of constancy and change throughout the entire lifespan, from conception to death.
3. Understand theories, research and methods of developmental psychology as well as examine the areas of physical-motor, cognitive, social, and personality development.
4. Be able to demonstrate a broad working knowledge of developmental psychology by providing an overview of basic principles related to biosocial, cognitive and psychosocial changes throughout the entire lifespan.
5. Identify and apply developmental concepts to everyday life.
6. Identify major theorists that contribute to the field of developmental psychology.

Module I: INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY Life-Span Approach;

Development Processes- Nature, Principles, Maturity; Biogenic, Psychogenic and Sociogenic factors in Development; Developmental Hazards.

Module II:PRENATAL AND INFANCY Prenatal Stage: Influence of Genetic and Environmental factors. Infancy: Biological and Physiological Changes; Brain Development; Sensorimotor development; Social Development and Social Cognition; Cognitive development; Language development; Semantic development and Communication.

Module III: CHILDHOOD Early Childhood: Motor development; Social Development; Influence of Family and school; Sex- Role Identification; Play; Childhood Emotions; Cognitive development; Language development. Middle Childhood: Physical development; Social Development; Emotional development; Cognitive development; Moral

development; Personality Development; Homosexual and Heterosexual Attractions; Influence of Family.

Module IV: ADOLESCENCE AND YOUTH Physical and Psychological development; Social Development; Emotional development; Moral development; Personality Development; Adolescent Thought and Language development; Personality Development and Identity Formation; Sexuality; Education and Vocational Development.

Module V: ADULTHOOD AND MIDDLE AGE Adulthood : Achievement of Independence and Responsibility in Emotional , Social and Occupational sphere; Self Concept; Stabilization of Identity; Marital Adjustment; Parenthood. Middle Age: Life Stressors and Social Supports.

Module VI: OLD AGE

Physiological and Behavioural changes; Self- Concept and Personality Changes; Bereavement; Gerontological Problems.

DEPARTMENTAL 5

CREDIT=4

MARKS=50

COURSE 108 – PRACTICUMS I

Outcomes of the course:

1. Develop an in-depth understanding of designing and carrying out basic psychological research in the laboratory.
2. To introduce the students to qualitative enquiry in social psychology project, through interviewing, focussed group discussion and fieldwork.
3. To explain how psychological theory and empirical research are used to help explain human behavior in individuals and group settings through field work in industrial settings.
4. To Know about Social Perception and Social Relations and develop an understanding about Social Influence and Group Processes through book reviews and or film clubs.
5. Analyze the determinants of personality characteristics through psychometric tests like 16PF, NEO FFI, TCI.
6. Think critically about and apply theoretical and research-based explanations for human cognition by studying attention, memory through open computer-based programmes.
7. Develop a better understanding of individual differences by assessing intelligence and learning about administering individual and group tests of intelligence.

PRACTICAL – PROJECT WORK

Movie Club/ Poster presentation.

PRACTICAL- ASSESSMENT

Module I: Assessment of Personality- Paper pencil Tests: 16PF, NEO FFI , TCI

Module II: Assessment of Intelligence- WAIS, WMS

DEPARTMENTAL AECC (ABILITY ENHANCEMENT COMPULSORY COURSE)

CREDIT=2

MARKS=25

ADVANCED SOCIAL PSYCHOLOGY & ETHNOGRAPHIC RESEARCH

1. Enhancing the ability to understand Social Psychology and Ethnography
2. To introduce major theories, concepts, perspectives and empirical findings in social psychology in terms of interpersonal interaction.
3. To explain how psychological theory and empirical research are used to help explain human behavior in individuals and group settings.
4. Enhance skills to know about Social Perception and Social Relations.
5. Enhance ability to understand about Social Influence and Group Processes.
6. Advanced knowledge within the field with a particularly thorough knowledge of political, socio-economic and cultural-historical perspectives on contemporary issues.
7. Formulate a viable research problem on contemporary issues and conduct independent ethnographic fieldwork in line with academic, methodological and ethical guidelines.

Module I: Communication & Interpersonal Interaction: Communication, Pro-social behavior, helping, altruism; Anti Social Behaviour, Aggression, Crime and Terrorism; Personal and Situational Influences, Prevention Measures.

Module II: Aggression: Theories of aggression; Individual differences in aggression; Genocide; Terrorism. Reducing aggression.

Module III: Fieldwork and Project using Ethnography

SEMESTER II

DEPARTMENTAL 6 CREDIT=4 MARKS=50
PAPER 201- COGNITION II

Outcomes of the course:

1. Demonstrate knowledge and understanding of well established theories in cognitive psychology, as well as an appreciation for the complexity of cognitive processes;
2. Appreciate research and theories of cognition from diverse fields of study, including neuroscience, neuropsychology, evolutionary psychology, and behavioral economics;
3. Describe the major contemporary theoretical approaches in cognitive psychology.
4. Describe concept formation and attainment and the role of perceptual and memory processes.
5. Explain the similarities and differences between individual and group problem solving.
6. Describe the similarities and differences between human reasoning and artificial intelligence reasoning.
7. Describe the dynamics of decision making processes and boundaries of "rational decision making".
8. Describe the role of language and imagery in cognition and appreciate individual differences in cognitive style and cognitive ability.

Module I: INTELLIGENCE AND CREATIVITY

Theories of Intelligence : Cattell, Jensen, Sternberg and Gardner ; Artificial Intelligence

Creativity : Nature, Measurement, Factors affecting creativity. Views of Torrance, Getzels, Guilford. Intelligence and Creativity: Relationship

Module II: PROBLEM SOLVING AND DECISION MAKING

Problem solving: Definition, Types of Problems; Newell and Simon's Theory.

Problem Solving Strategies; Factors that Influence Problem Solving; Expertise, Knowledge Base, Memory, Mental Set, Functional Fixedness; Stereotypes and problem solving; Insight versus non insight problems; Impediments to Problem solving.

Decision Making: The Representativeness Heuristic, The Availability Heuristic, The Anchoring and Adjustment Heuristic, The Framing Effect, Overconfidence in Decisions.

Module III: REASONING AND CONCEPT FORMATION

Reasoning: Deductive reasoning and Inductive Reasoning; Types and Errors in Reasoning Process; Hypothesis testing, Verbal and Non- Verbal Reasoning, Spatial reasoning.

Concept Formation: Definition, Rules and Strategies of concept formation.

Module IV: THOUGHT AND LANGUAGE

Thinking : Fundamental Assumptions. Theories of Thought Processes: Associationism,

Gestalt and Information Processing; Autistic and reality thinking; Psycholinguistics.

Language and Thought : Relationship.

Module V: EMOTION AND MOTIVATION

Emotion: Theoretical Perspectives: Evolutionary, Body- reaction. Cognitive; Non-verbal Communication and emotion; Emotional intelligence.

Motivation: Basic Concepts: Instincts, needs, drives, incentives; Biological Motives; Social Motives

Module VI : IMAGERY AND COGNITIVE MAPS

Images: characteristics of Images; relation, size, shape; part- whole relationship, ambiguous figures.

Cognitive Maps : Distance, shape and relative positions.

DEPARTMENTAL 7 CREDIT=4 MARKS=50

Paper 202 : RESEARCH METHODOLOGY AND STATISTICS

Outcomes of the course:

1. This advanced statistics and methodology course provides material relevant for the preparation of a dissertation paper by the end of the programme. It includes material relating to both qualitative and quantitative research methodologies.
2. To be able apply advanced knowledge in statistics to experimental and applied research.
3. To be able to apply different forms of qualitative analysis, including the analysis of themes and discourse analysis
4. To be able to critically evaluate the methodological designs and select appropriate analytical strategies for their research projects.
5. To understand the interpretation and appropriate reporting requirements for statistical and qualitative data.
6. To be able to understand the concepts of validity and reliability as they apply to psychometric testing and be able to critically evaluate widely used psychometric tests.
7. To be able to use statistical packages required quantitative analysis (e.g., SPSS and Excel).
8. Enables the students to read journals and familiarizes them with scientific reporting styles.

Module I: INTRODUCTION TO SCIENTIFIC RESEARCH IN PSYCHOLOGY

Psychological research: exploratory, descriptive and explanatory; Process of research; Models, Theory Construction, Theoretical Constructs. Ethics in psychological research; Biases in psychological research.

Module II: RESEARCH DESIGNS

Research Designs: Correlational, Randomized Group, Factorial, Randomized Block,

Matched Group, Quasi-Experimental, Time series design. ANOVA: Randomized and Repeated.

Module III: ANALYSIS OF DATA

Correlation and Regression : Partial and Multiple; Regression Analysis.

Statistics for Hypothesis Testing: Student's 't', F Test, Factorial Design.

Factor Analysis: Assumptions, Methods, rotation and interpretation.

Non-parametric Statistics: Chi Square, Mann Whitney 'U' Test, Kruskal-Wallis, Median test, Rank order correlation.

Module IV: INTRODUCTION TO QUALITATIVE RESEARCH

Qualitative Research: Concepts; Approaches- Post Modern Approach, Grounded theory, Narrative Approach, Ethnography and Discourse Analysis; Criticism, Application of qualitative researches.

Contrasting Qualitative and Quantitative research approaches.

Module V: METHODS OF COLLECTING QUALITATIVE DATA

Methods : Participant- Observation, Interviewing, Focus groups, Life History, oral History, Documentary research, Content analysis, Archival Analysis, Diaries, Photographs, Films and Videos, conversation and Discourse analysis.

Module VI: REPORTING RESEARCH RESULTS

Components of APA-

style research results: title page, abstract, introduction, methods, results, discussion, references, additional materials; General guidelines of writing: issues of expression, organization, and style; Publication of article.

Data Visualization and use of computer in analysis of data: Introduction to SPSS.

DEPARTMENTAL 8

CREDIT=4

MARKS=50

Paper 203 : CLINICAL PSYCHOLOGY I

Outcomes of the course:

1. Demonstrate foundational knowledge of the theories as well as the empirical evidence supporting the theories of psychopathology;
2. Develop an understanding of the most common psychiatric illnesses and the basis of psychopathology formation.
3. Understand classificatory systems used worldwide along with cultural -phenomenons and differences.
4. Basic knowledge of psychological intervention strategies supported by the empirical literature;
5. identify how individual differences and diversity impact psychological diagnosis and

treatment;

6. understand the APA code of ethics and how it is applied to clinical situations, and be able to critically evaluate ethical dilemmas in professional psychology;
7. Identify symptoms and aetiologies of neurotic and psychotic disorders, psychophysiological diseases and organic brain dysfunctions.
8. A basic understanding of parameters of psychotherapy and introduction to major schools of thought.

Module I: CLASSIFICATION SYSTEM IN PSYCHOPATHOLOGY

Introduction to W.H.O. Classification (ICD 10) and Multiaxial System (DSM V)

Module II: ANXIETY AND MOOD DISORDERS

Symptoms and Aetiological perspectives of Anxiety Disorders: GAD, Phobia, OCD, Panic Disorder, PTSD.

Symptoms and Aetiological perspectives of Mood Disorders: Dysthymia, Cyclothymia, MDD, BPAD

Module III: SCHIZOPHRENIA AND OTHER PSYCHOTIC DISORDERS

Symptoms and Aetiological perspectives of Schizophrenia and Subtypes.

Schizophreniform disorder; Schizo-affective disorders; Delusional Disorders.

Module IV: PSYCHOPHYSIOLOGICAL DISORDERS

Symptoms and Aetiological perspectives of Somatoform Disorders: Somatization disorders, Conversion Reaction, Pain Disorder, Hypochondriasis, Body Dysorphic Disorder.

Psychosomatic Disorders: Diabetes, Ulcer, Rheumatoid Arthritis, Hypertension, CHD, Headache.

Module V: ORGANIC BRAIN SYNDROMES AND MENTAL RETARDATION

General Clinical features of Delirium, Dementia and Amnesic Disorders; Epilepsy.

Mental Retardation: Classification and Aetiology.

Module VI: PSYCHOTHERAPIES

Basic Orientation and Concepts: Psychodynamic; Behavioural; Client-Centred; Cognitive therapy, Cognitive-Behavioural Therapy

DEPARTMENTAL 9 CREDIT=4 MARKS=50

Paper 204 : PSYCHOLOGY OF HAPPINESS AND PEACE

Outcomes of the course:

1. To bring an experience marked by preponderance of positive emotions and informing them about emerging paradigm of Positive Psychology
2. Build relevant competencies for experiencing and sharing happiness as lived experience and its implications.

3.To inform students about the efforts to develop sustainable societies through prevention of destruction, conflict and violence.

4.To help students develop a sense of empowerment for individual to promote peace related values

5.To disseminate perspectives to build culture of peace and harmony in community life.

Module I: Introduction to Psychology of happiness and well being, scope and paradigmatic challenges, PERMA model of Seligman

Module II: Positive emotions and its influences: Resilience, flow, happiness, gratitude and forgiveness

Module III: Introduction to psychology of peace, causes of violence and its consequences- role of individual and societies.

Module IV: Peace and nonviolence; perspective from Gautama Buddha, Aurobindo and Gandhi, Rabindranath Tagore

Module V: Psychology of Specific Conflicts and Peace efforts, war Ethics and Geneva Convention, Role of organizations in promoting Peace; accounts and challenges

Module VI: Life, Peace and Culture: Role of Peace education, Collaboration, humility and social values in promoting peace in individual and social living.

DEPARTMENTAL 10 CREDIT=4 MARKS=50

PAPER 208 – PRACTICUMS II

Outcomes of the course:

1. Develop an in-depth understanding of designing and carrying out basic psychological research in the laboratory, by using statistical techniques.
2. To introduce the students to advanced statistical designs including analysis of variance, correlation and regression.
3. To explain how psychopathology develops through conducting in depth analysis of projective techniques.
4. To Know about deviant behaviour and develop an understanding about psychopathology and morbidity through book reviews and or film clubs.
5. Analyze the determinants of personality characteristics and develop an understanding of dynamics of behaviour through psychometric tests like RIT and TAT.
6. Think critically about and apply theoretical and research-based explanations for human cognition by studying attention, memory through open computer-based

programmes.

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

Project Work

Module I: Movie Club/ Seminar / Poster Presentation

Statistics

Module II:

Chi square; Mann-Whitney U test ; 1-way ANOVA – Independent groups; 1-way ANOVA – Repeated measures; 2-way ANOVA – Independent groups

Module III:

Partial Correlation; Multiple Correlation; Regression Analysis

Assessment

Module IV: Assessment of Personality- Projective Tests: RIT (Exner), TAT (Murray)

DEPARTMENTAL SEC

CREDIT=2

MARKS= 25

SKILL ENHANCEMENT COURSE : STRESS MANAGEMENT (CREDIT = 2)

Module I:STRESS MANAGEMENT

Stress: Definition, Nature, Sources of stress, Consequences of Stress, Theoretical Perspectives. Personality factors and Stress. Stress Management and Health Belief Model.

MODULE II: PROGRESSIVE MUSCLE RELAXATION FOR ANXIETY DISORDERS AND STRESS RELATED DISORDERS

Different Relaxation techniques, PMR, MBCR. Steps followed in PMR, its applications and rationale. Hands on practice and evaluation

MODULE III: MINDFULNESS AND EASTERN TECHNIQUES

Mindful breathing, Body Scan, Yoga, Meditation:

SEMESTER III :

DEPARTMENTAL GENERAL ELECTIVE COURSE OFFERED FOR STUDENTS OF OTHER DEPARTMENTS

CREDIT =4

MARKS = 50

PSYCHOLOGY OF EVERYDAY LIFE

Module I: Communication & Interpersonal Interaction: Communication, Pro-social behavior, helping, altruism; Anti Social Behaviour, Aggression, Crime and Terrorism; Personal and Situational Influences, Prevention Measures.

Module II: Aggression: Theories of aggression; Individual differences in aggression; Genocide; Terrorism. Reducing aggression.

Module III: INTRODUCTION TO PERSONALITY STUDIES

Psychology and the study of personality: History, Concept of personality; Definition, Personality Research: Nomothetic and Idiographic approach; Temperament and Character.

Module IV: PSYCHODYNAMIC THEORIES

Introduction to Classical psychoanalytic theories- Freud, Jung , Adler, and Girindrasekhar Bose .

Module V: BEHAVIORAL THEORIES

Introduction to Behaviorism and Humanistic: Pavlov, Skinner, Bandura, Maslow

Module VI: Movie Club and Film Review

SEMESTER III

In Semester III students choose specializations and their elective papers are in keeping with their opted specialization. There are two Specializations that are being currently offered - Clinical & Counselling Psychology (CCP) and Rehabilitation Psychology (RP)

CLINICAL & COUNSELLING PSYCHOLOGY SPECIALIZATION
(DEPARTMENT SPECIFIC ELECTIVES)

Departmental 11 (DSE) CREDIT = 4 MARKS =50

PAPER-301: CLINICAL PSYCHOLOGY-II

Outcomes of the course:

1. Demonstrate advanced knowledge of the theories as well as the empirical evidence supporting the theories of psychopathology, need for assessment, method of referral in clinical psychology, methods of conducting mental status examination and arriving at a diagnosis.
2. Develop an in depth understanding of the psychiatric illnesses and the basis of psychopathology formation -from Phenomenological, Psychodynamic and experimental approaches.
3. Understand classificatory systems used worldwide along with cultural -phenomenons and differences.
4. Identify how individual differences and diversity impact psychological diagnosis and treatment;
5. Understand the APA code of ethics and how it is applied to clinical situations, and be

- able to critically evaluate ethical dilemmas in professional psychology.
6. Understand the psycho-legal aspects of clinical practice and rights of the clients and practitioners.
 7. Identify how assessments may be used to understand symptoms and aetiologies of disorders and dysfunctions, including an understanding of neuropsychological and psychophysiological Assessments, Rating scales and Inventories along with Projective Techniques.
 8. A basic understanding of community mental health, mental health acts and the role of the Government in developing Rehabilitation programmes.

Module I: METHODS OF CLINICAL PSYCHOLOGY

Nature and purpose of assessment in clinical psychology; Referral in clinical assessment. Clinical Methods in studying Psychopathology: Phenomenological, Psychodynamic and experimental approaches.

Module-II: DIAGNOSTIC FORMULATION

Classificatory systems, Case History taking, Mental Status Examination, Differential Diagnosis, Provisional Diagnosis, formulation of Final Diagnosis.

Module III : CLINICAL ASSESSMENT

Defining psychological tests; Uses of tests – especially in clinical settings; Neuropsychological Assessment, Psychophysiological Assessment, Rating scales and Inventories, Projective Techniques.

MODULE IV: MODELS OF PSYCHOPATHOLOGY

Various conceptualizations of psychopathology - Biological model, Psychodynamic model, Behavioural model, Cognitive model, Humanistic-existential model, Socio-cultural model, Bio- Psycho-Social Model.

MODULE V: COMMUNITY MENTAL HEALTH & REHABILITATION

Community Mental Health- Definition and concept, Primary care, Secondary care, Tertiary care.

Rehabilitation- Concept of rehabilitation- Psychiatric and Psychological.

MODULE VI: ETHICAL & LEGAL ISSUES IN CLINICAL PSYCHOLOGY

Ethics in Clinical Psychology, Confidentiality, Report Writing, Licensing Procedure. Mental Health Act of India (1987), Medico- Legal Issues.

PAPER- 302: PSYCHOPATHOLOGY I- ADULT PSYCHOPATHOLOGY:

Departmental 12 (DSE)

CREDIT = 4

MARKS =50

Outcomes of the course:

1. Develop an in- depth understanding of the various presentations of depression, bipolar disorder, anxiety disorders, psychotic disorders, personality and adjustment disorders and how to differentiate among them.
2. Develop a thorough understanding of adult personality disorders from Psychodynamic and other approaches.
3. Understand Clinical characteristics, Etiology and Intervention plans for anxiety and psychosomatic disorders.
4. Identify Clinical characteristics, Classification, Etiology and Intervention plans for Schizophrenia and other psychotic disorders.
5. Understand the clinical characteristics, Etiology and Intervention for disorders of sexuality and Paraphelias.
6. Develop knowledge about clinical characteristics, etiology, models of alcohol addiction & other substance dependence
7. Identify mood disorders and their variants, how clinical characteristics are manifested and how they are treated.
8. A thorough understanding of psychiatric ailments that affects adults along with their aetiologies and evidence based intervention programmes for their treatment.

MODULE I: PSYCHOPATHOLOGY OF ADULT PERSONALITY DISORDERS

Cluster A, B, C personality disorders. Clinical characteristics, Etiology and theories of personality Disorders.

MODULE II: PSYCHOPATHOLOGY OF ANXIETY DISORDERS AND PSYCHOSOMATIC DISORDERS.

Clinical characteristics, Etiology and Intervention:

- a. Generalized Anxiety Disorder, Phobia, Panic Disorder, Obsessive Compulsive Disorder, Acute Stress Reaction and Post Traumatic Stress Disorder.
- b. Psychosomatic Disorders- Ulcers, Asthma, Headache, Coronary Heart Disease, Hypertension, Rheumatoid Arthritis and Diabetes Mellitus.

MODULE III: PSYCHOPATHOLOGY OF MOOD DISORDERS.

Clinical characteristics, Etiology and Intervention:

- a. Unipolar Depression- Dysthymia, Major Depressive Disorder, Recurrent Depressive Disorder. Hypomania, Mania. b. Bipolar Disorder- Bipolar I and II, Rapid Cycling Mood Disorder.

MODULE IV: PSYCHOPATHOLOGY OF SCHIZOPHRENIA AND OTHER PSYCHOTIC DISORDERS.

Clinical characteristics, Classification, Etiology and Intervention: a. Brief Psychotic Episode, Post Partum Psychosis. b. Schizophrenia c. Schizophreniform, Schizoaffective Disorder, Delusional Disorder.

MODULE V: PSYCHOPATHOLOGY OF SEXUALITY

Clinical characteristics, Etiology and Intervention: a. Sexual Disorders- Disorders of Desire,

Disorders of Excitement, Disorders of Orgasm and Disorders of Sexual Pain b. Gender Identity Disorder and Paraphelias.

MODULE VI: SUBSTANCE RELATED DISORDERS AND PSYCHOPHARMACOLOGY.

Concept, Application of Psychopharmacology in Management of Disease and Disorder, Need and Importance of Psychopharmacology .

Types of Substances- Depressants, Stimulants, Hallucinogens, Sedative-Hypnotics.

Clinical characteristics, etiology, models of alcohol addiction & other substance dependence.

PAPER 303: PSYCHOPATHOLOGY II: CHILD PSYCHOPATHOLOGY

Departmental 13 (DSE) CREDIT = 4 MARKS =50

Outcomes of the course:

1. Develop an in- depth understanding of the various presentations intellectual disabilities and pervasive developmental disorders and how to differentiate among them.
2. Develop a thorough understanding of externalized and internalized disorders from Psychodynamic and behavioural approaches.
3. Understand Clinical characteristics, Etiology and Intervention plans for eating disorders.
4. Identify Clinical characteristics, Classification, Etiology and Intervention plans for elimination disorders.
5. Understand the clinical characteristics, Etiology and Intervention for disorders of learning and communication.
6. Develop knowledge about clinical characteristics, etiology, models of childhood depression, suicide, disruptive behaviours.
7. A thorough understanding of psychiatric ailments that affects children along with their aetiologies and evidence based intervention programmes for their treatment.

MODULE I: MENTAL RETARDATION & PERVASIVE DEVELOPMENTAL DISORDERS.

Clinical characteristics, Etiology and Intervention:

a. History, Nomenclature and Classification of Mental Retardation

b. Concept of PDD. Autism, Asperger's Syndrome, Rett's Disorder and Childhood Disintegrative Disorder.

MODULE II: EXTERNALISED DISORDERS

Clinical characteristics, Etiology and Intervention: Attention Deficit Hyperactivity Disorder; Disruptive Behaviour Disorder- Conduct Disorder, Oppositional Defiant Disorder

MODULE III: INTERNALISED DISORDERS

Clinical characteristics, Etiology and Intervention: Separation Anxiety disorder, Childhood Depression, Deliberate Self- Harm, Suicide.

MODULE IV: ELIMINATION DISORDER.

Clinical characteristics, Etiology of Elimination disorders : Enuresis, encopresis

MODULE V: LEARNING DISORDERS.

Clinical characteristics: Learning disorders: Reading, Mathematics and Written Expression.

Communication disorders: Expressive language disorder, Stuttering, Stammering.

MODULE VI: EATING DISORDERS.

Clinical characteristics: a. In Childhood and Infancy- Pica, Rumination Disorder

b. In Adolescence- Anorexia Nervosa, Bulimia Nervosa.

CLINICAL & COUNSELLING PSYCHOLOGY: PRACTICUMS

PAPER 308: PRACTICUMS III: DIAGNOSTIC PSYCHOMETRY

Departmental 14 (CC) CREDIT = 4 MARKS =50

Outcomes of the course:

1. Demonstrate advanced knowledge of assessment, method of psychometry, conducting mental status examination and arriving at a diagnosis.
2. Develop an in depth understanding of using neuropsychological tests and how to integrate the findings in case-work up.
3. Know how to use and interpret findings obtained from Rating scales and Inventories.
4. How to deliver A time-bound power-point presentation based on assigned case - citing case history, MSE with a psychodiagnostic and psychopathology formulation to arrive at the final diagnosis.
5. Identify how assessments may be used to understand symptoms and aetiologies of disorders and dysfunctions, including an understanding of neuropsychological and psychophysiological Assessments, Rating scales and Inventories along with Projective Techniques.

Module I- DIAGNOSTIC PSYCHOMETRY:

A. Neuropsychological Assessment- WAIS III, WMS III, MMSE, PGI-BBD, BGT, STROOP

B. Psychophysiological Assessment- GSR, Biofeedback

C. Rating scales and Inventories – BDI, Y-BOCS, PANSS, SANS, SAPS, CARS, STAI, BAI, VSMS, CSI, MMRS, AAMR, BASIC-MR, DST

D. Projective Techniques- DAP, RCPT, TAT, CAT, RIB (Exner method)

Module II- SEMINAR:

A time-bound power-point presentation based on assigned topic, to be evaluated by a panel of teachers.

PAPER 309: PRACTICUMS IV: INTERNSHIP CLINICAL & COUNSELLING PSYCHOLOGY

Departmental 15 (DSE) CREDIT = 4 MARKS =50

Outcomes of the course:At the end of the six-month rotation, the intern will have acquired:

1. Demonstrate the ability to complete a thorough general psychiatric diagnostic assessment
2. the ability to formulate a case, integrating biological, psychological, and social issue, from a bio-psycho-social perspective
3. The ability to generate and carry out a plan of care, including psychological and social interventions
4. The ability to draw a psychopathological formulation of the case integrating it in psychological theories.
5. Develop ability to formulate differential diagnosis and provisional diagnosis based on information gathered from client and informants.

Module I: CASE WORK UP

The students will be placed in one (or more) organizations working in the area of mental health for at least 60 days during the period of III and IV semesters combined. The students will be divided in batches and placed under respective faculties who would supervise them in their internship all through the III and IV semesters. The students will maintain a record file, which will be checked by the internship guide. Regular work & performance at Internship will be evaluated by internship guide / Supervisor.

Module II : DIAGNOSTIC PSYCHOMETRY FOR 2 CASES

Minimum 5 Diagnostic Psychometry has to be carried out by the candidate, at least one being a child case, 2 out of which have to be recorded in lab note books and will be evaluated at the end of the semester.

SEMESTER III:REHABILITATION PSYCHOLOGY SPECIALIZATION (DEPARTMENT SPECIFIC ELECTIVES)

COURSE OUTCOMES:

1. Appreciate the contribution of models of disability to historical, current and future delivery of disability support services.
2. Demonstrate an integrated knowledge and understanding of research evidence in the field of disability and rehabilitation.
3. Integrate knowledge and understanding of the role of legislation and policy across the national and international field of disability.
4. Develop and critique individual plans for persons with disability.
5. Promote the application of evidence-based practice and policy throughout the disability sector.
6. Appreciate the contribution of models of disability to historical, current and future delivery of disability support services.

7. Understand the nature of rehabilitation
8. Reflect on the disability management continuum;
9. Identify the key elements in rehabilitation planning;
10. Critique key aspects of rehabilitation service provision in India;
11. identify assistive technology and other support needs.
12. Have an understanding of the broad spectrum of disabilities affecting people
13. Be aware of the influence of major theoretical perspectives on disability
14. Be able to identify and critique the issues for the major disability groupings in modern society evident in research and practice literature.
15. Understanding of specific physical, sensory, intellectual and developmental disability and ability to critically assess appropriate supports for individuals who have these disabilities.
16. Ability to use insights to identify and reflect on the issues evident when supporting individuals with disability.
17. . Employment issues both within the sector and for people with disabilities. promote the physical and emotional well-being of people with disabilities
18. utilise advocacy and person-centred planning to facilitate community inclusion of people with disabilities
19. provide case management and counselling support for people with disabilities and their associates
20. apply research, problem solving and evaluation skills to professional practice with people with disabilities and their associates.

PAPER 311 : PERSPECTIVES ON DISABILITY & REHABILITATION

Departmental 11 (DSE) CREDIT = 4 MARKS =50

Outcomes of the course:

1. Students will integrate into one's practice, the history and philosophy of rehabilitation as well as the laws affecting individuals with disabilities.
2. Students will describe in general, the organizational structure of the rehabilitation, education, and healthcare systems, including public, private-for-profit, and not-for-profit service settings.
3. Students will explain the role and values of independent living philosophy for individuals with a disability.
4. Students will apply the principles of disability-related legislation including the rights of people with disabilities to the practice of rehabilitation counseling.

Module I Basic Concepts of Disability

Concept and definition of disability , Concept of impairment, activity, participation , Nature and needs of persons with disabilities

Module II Concept & Scope of Rehabilitation

Concept of rehabilitation, Evolution of rehabilitation, Scope of rehabilitation and

rehabilitation professionals

Module III Community Mental Health and Quality of Life

Community Mental Health- Definition and concept, Primary care, Secondary care, Tertiary care.

Rehabilitation- Concept of rehabilitation- Psychiatric and Psychological.

Quality of life: domains, assessment, global & specific indicators of QOL. Factors affecting QOL.

Module IV Intellectual Disabilities

Definition, nature, types and characteristics of Intellectual Disabilities-Mental Retardation, Cerebral Palsy, Fragile X Syndrome

Module V Learning Disorders

Definition, nature, types and characteristics of : Learning disabilities, Specific Learning Impairment, Specific Learning Disorders

Module VI Autism

Definition, nature, types and characteristics of : Autism, Autism Spectrum Disorder

PAPER 312: NEURO-DEVELOPMENTAL DISORDERS & MANAGEMENT PROGRAMMES

Departmental 12 (DSE) CREDIT = 4 MARKS =50

1. Students can explain differences between certification, licensure, and accreditation.
2. Students can integrate into practice an awareness of societal issues, trends, public policies, and developments as they relate to rehabilitation.
3. Students can articulate the value of consumer empowerment, choice, and personal responsibility in the rehabilitation process.
4. Students can assist employers to identify, modify, or eliminate, architectural, procedural, and/or attitudinal barriers.
5. Students can educate the public and individuals with a disability regarding the role of advocacy and rights of people with disabilities under federal and state law.
6. Students can identify and articulate an understanding of the social, economic, and environmental forces that may present barriers to a consumer's rehabilitation.
7. Students can identify strategies to reduce attitudinal barriers affecting people with disabilities.

Module I Neuro-Developmental Disorders

Neurodevelopmental Disorders: Definition, nature, types and characteristics of various neurodevelopmental disabilities.

Module II Hearing disabilities

Speech and language disabilities

Module III Visual disabilities

Module IV Motor-Orthopaedic and neuromuscular disability

Module V Legislations for mental health

Management and Rehabilitation Programmes, Government schemes and policies for the disabled. Legislations: Mental Health Act. PD Act , RCI Act and National Trust Act.

Module VI Disability & Society

Societal attitudes toward disabilities, strategies for attitude change, social competence, participation and integration, social network and support; disabling factors in social environment, prejudice, stigma, discrimination, marginalization, gender disparity.

PAPER-313-PSYCHOLOGICAL ASSESSMENT AND EVALUATION

Departmental 13 (DSE) CREDIT = 4 MARKS =50

1. Students can identify strategies for self-awareness and self-development that will promote coping and adjustment to disability.
2. Students can identify and demonstrate an understanding of stereotypic views toward individuals with a disability and the negative effects of these views on successful completion of the rehabilitation outcomes.
3. Students can explain adjustment stages and developmental issues that influence adjustment to disability.
4. Students can provide rehabilitation counseling services in a manner that reflects an understanding of psychosocial influences, cultural beliefs and values, and diversity issues that may affect the rehabilitation process.
5. Students can identify the influences of cultural, gender, sexual orientation, aging, and disability differences and integrate this knowledge into practice.
6. Students can articulate an understanding of the role of ethnic/racial and other diversity characteristics such as spirituality and religion, and socio-economic status in groups, family, and society.

Module I : Assessments of Motor Development

Assessment of development in terms of: Gross motor development, and fine motor development.

Principles of development, milestones

Reflexes, and automatic reactions

Righting & equilibrium reflexes

Development of mature reflexes & Voluntary control

Fine Motor development, Types of grasp

Importance of trunk and head control in fine motor development

Module II Perceptual Development and Adaptive Behavior Assessment

Assessment of Adaptive Behaviour, Maturity, Developmental milestones. Assessment of skills of daily living: Bladder & bowel control, Dressing, Eating, Bathing and Grooming

Cognitive development, Language & communication

Assessment of Perceptual development: Body image, spatial relation-form perception, figure ground perception, motor basis of learning.

Importance of early intervention

Module III Assessments in Different forms of Handicap

Psychological assessment of:

Visually impaired

Hearing handicapped

Physically handicapped

Mentally handicapped

Learning disabilities

Module IV Cognitive and Vocational Assessment

Assessment of Intelligence and cognitive functions.

Developmental assessment.

Neuropsychological assessment.

Assessment of aptitude, interest and special abilities.

Vocational assessment.

Module V Psychological Tools and Tests in Assessments

Role and relevance of psychological assessment in the field of disability rehabilitation.

Uses of psychological tests in screening, diagnosis and assessment of persons with disabilities.

AAMR, CARS, BGT, SLD, MISIC, BKT

Module VI Ethical Issues

Ethical issues in psychological assessment. Care that are to be taken by the rehabilitation psychologist while assessing people with different disabilities.

SYLLABUS FOR PRACTICALS

PAPER 308: PRACTICUMS III: DIAGNOSTIC PSYCHOMETRY (CORE COURSE)

Outcomes of the course:

1. Demonstrate advanced knowledge of assessment, method of psychometry,

- conducting mental status examination and arriving at a diagnosis.
2. Develop an in depth understanding of using neuropsychological tests and how to integrate the findings in case-work up.
 3. Know how to use and interpret findings obtained from Rating scales and Inventories.
 4. How to deliver A time-bound power-point presentation based on assigned case - citing case history, MSE with a psychodiagnostic and psychopathology formulation to arrive at the final diagnosis.
 5. Identify how assessments may be used to understand symptoms and aetiologies of disorders and dysfunctions, including an understanding of neuropsychological and psychophysiological Assessments, Rating scales and Inventories along with Projective Techniques.

Module I- DIAGNOSTIC PSYCHOMETRY:

- A. Neuropsychological Assessment- WAIS III, WMS III, MMSE, PGI-BBD, BGT, STROOP
- B. Psychophysiological Assessment- GSR, Biofeedback
- C. Rating scales and Inventories – BDI, Y-BOCS, PANSS, SANS, SAPS, CARS, STAI, BAI, VSMS, CSI, MMRS, AAMR, BASIC-MR, DST
- D. Projective Techniques- DAP, RCPT, TAT, CAT, RIB (Exner method)

Psychological Assessment – Intellectual assessment, Assessment of Adaptive Behaviour, Neuropsychological and Vocational assessment.

1. Demonstrate advanced knowledge of assessment, method of psychometry, conducting mental status examination and arriving at a diagnosis.
2. Develop an in depth understanding of using intelligence, adaptive behaviour and neuropsychological tests and how to integrate the findings in case-work up.
3. Know how to use and interpret findings obtained from Rating scales and Inventories in the field of disability.
4. How to deliver A time-bound power-point presentation based on assigned case - citing case history, MSE with a psychodiagnostic and psychopathology formulation to arrive at the final diagnosis.
5. Identify how assessments may be used to understand symptoms and aetiologies of developmental disorders and dysfunctions, including an understanding of neuropsychological and psychophysiological Assessments, Rating scales and Inventories.

The practicum will consist of acquiring practical skills and hands-on experience in administration, scoring and interpretation of the following psychological tests:

- 1) Intellectual Assessment:
 - a) Knox Cube Imitation Test
 - b) Colour Cancellation Test
 - c) Seguin Form Board
 - d) Binet – Kamat Test of Intelligence
 - e) Malin's Intelligence Scale for Indian Children

f) Bhatia's Battery of Performance Tests of Intelligence

2) Assessment of Adaptive Behaviour: Vineland Social Maturity Scale, Behavioural Assessment Scale for Adult Living - Mental Retardation, developed at NIMH.

3) Neuropsychological Assessment: Bender Gestalt Test, MMSE, PGI-BBD.

The students are required to submit psychological test records comprising of three cases using the above mentioned tests.

Module II- SEMINAR:

A time-bound power-point presentation based on assigned topic, to be evaluated by a panel of teachers.

Paper 319: PRACTICUM V- INTERNSHIP REHABILITATION PSYCHOLOGY

Departmental 15 (DSE) CREDIT = 4 MARKS =50

Screening and early identification of persons with disabilities.

Outcomes of the course:At the end of the six-month rotation, the intern will be able to :

1. Demonstrate the ability to complete a thorough general psychiatric diagnostic assessment
2. the ability to formulate a case, integrating biological, psychological, and social issue, from a bio-psycho-social perspective of disability.
3. The ability to generate and carry out a plan of care, including psychological and social interventions
4. Develop ability to formulate differential diagnosis and provisional diagnosis based on information gathered from client and informants.
5. Be able to fully conduct Developmental Assessment.

The students will be placed in one (or more) organizations working in the area of developmental disability for at least 60 days during the period of III and IV semesters combined. The students will be divided in batches and placed under respective faculties who would guide them in their internship all through the III and IV semesters. The students will maintain a record file, which will be checked by the internship guide. Regular work & performance at Internship will be evaluated by internship guide.

The practicum will consist of:

- a) Case history taking.
- b) Observation and clinical interview
- c) Screening tests and tools: Developmental Screening Test, NIMH Developmental Screening Schedule, Gesell's Developmental Schedules
- d) Screening tools for early intervention

The students are required to submit three case reports based on actual work on cases using the above mentioned techniques and tests.

Module I: CASE WORK UP

The students will be placed in one (or more) organizations working in the area of mental health for at least 60 days during the period of III and IV semesters combined. The students will be divided in batches and placed under respective faculties who would guide them in their internship all through the III and IV semesters. The students will maintain a record file, which will be checked by the internship guide. Regular work & performance at Internship will be evaluated by internship guide.

Module II : DIAGNOSTIC PSYCHOMETRY FOR 2 CASES

Minimum 5 Diagnostic Psychometry has to be carried out by the candidate, at least one being a child case, 2 out of which have to be recorded in lab note books and will be evaluated at the end of semester.

SEMESTER IV: DEPARTMENT SPECIFIC ELECTIVES IN CCP & RP

Specialization : CLINICAL AND COUNSELLING PSYCHOLOGY

PAPER 401 - COUNSELING PSYCHOLOGY

Departmental 16 (DSE) CREDIT = 4 MARKS =50

Outcomes of the course:

1. The students will get an understanding about the process of counselling and the differences between counselling and psychotherapy;
2. The students will obtain an understanding about the process of counselling from the Indian perspective;
3. The students will gain an understanding about the ethical and legal guidelines of counselling;
4. The students will gain an understanding about the stages of counselling and the dynamics of therapeutic relationship;
5. The the students will learn to analyse and interpret counselling sessions, handle blocks and silences in sessions and address issues associated with termination;
6. The students will be equipped with the basic counselling skills of counselling along with the process of empathy;
7. The students will obtain knowledge about working with thoughts and cognitions, carrying out confrontations in the counselling setting and work on the here-and-now process;
8. The students will get thorough understanding of various aspects of career and vocational counselling.

Module I: INTRODUCTION

Counseling defined; Counseling and psychotherapy; Types of Counseling; Historical development, Status of psychological counseling in India; Current trends and future Prospects; Ethical and legal guidelines

Module II: THEORETICAL PERSPECTIVES OF COUNSELING

Psychoanalytic, Humanistic and Cognitive Behavioural Model

Module III: COUNSELLING PROCESS & SKILLS

Stages in Counseling; Critical issues in counseling process: therapeutic relationship, transference and counter- transference, handling blocks and silences, termination issues; Analysis and interpretation of counseling sessions.

Attending skills, Active listening skills; The Process of Empathy and Probing

Module IV: ADVANCED COUNSELLING SKILLS

Advanced skills: Working through thought and cognition: imparting information, pointing out patterns, confrontations, here-and-now process, interpretation; Working through affect and emotion: awareness, experience and expression of affective expression.

Module V: COUNSELLING IN SPECIAL SETTINGS

Education settings: Elementary/Secondary schools, Institutions of Higher Education, Vocational Schools, Career Counseling, Employment Counseling. DS Community & Mental Health Agency Settings: Pre- Marital & Marital Counselling, Gerontology Counseling; Special Populations – Suicide, HIV-AIDS, Sexual Abuse, Trauma and Disaster Management.

PAPER 402- PSYCHOTHERAPEUTIC INTERVENTIONS

Departmental 17 (DSE)

CREDIT = 4

MARKS =50

Outcomes of the course:

1. The students will gain understanding of various critical concepts of psychotherapy like therapeutic boundaries, the characteristics of the client and the characteristics of the therapist;
2. The students will obtain comprehensive knowledge about the theoretical processes underlying Psychodynamic Psychotherapy;
3. The students will gain thorough understanding of the core processes of Psychodynamic Psychotherapy;
4. The students will gain comprehensive understanding of handling clients using skills and techniques from Humanistic Psychotherapy;
5. The students will gain comprehensive understanding of handling clients using skills and techniques of Existential Therapy;
6. The students will learn various psychotherapeutic techniques using the principles of Classical and Operant conditioning;
7. The students will learn the practical application of the process of systematic desensitization and other exposure procedures;
8. The students will learn the theory, principles and the applications of the process of biofeedback;
9. The students will learn the application of contingency management and token economy system;
10. The students will learn the connection between thoughts, emotions and behaviours;
11. The students will learn the process of thought restructuring and the development of alternative core beliefs;
12. The students will gain comprehensive understanding of handling clients by using the skills and techniques of Rational Emotive Behaviour Therapy.

Module I: PSYCHOTHERAPY: INTRODUCTION AND CRITICAL ISSUES

Psychotherapy defined; Client characteristics; Therapist characteristics; Psychotherapy relationship; Therapeutic boundaries; Psychotherapy research.

Module II: PSYCHODYNAMIC PSYCHOTHERAPY

Psychoanalysis: Background and Basic principles; Techniques of psychodynamic psychotherapy; Later developments; Treatment applications; Case illustrations.

Module III: HUMANISTIC THERAPY

Client-centered therapy - Theoretical bases, Techniques in psychotherapy, Treatment applications and Case illustrations.

Module IV: EXISTENTIAL THERAPIES

Existential Psychotherapy and Gestalt therapy - Theoretical bases, Techniques in psychotherapy, Treatment applications and Case illustrations.

Module V: BEHAVIORAL THERAPY

Techniques based on classical and operant conditioning: systematic desensitization, exposure techniques, contingency management, token economy, biofeedback procedures. Applications.

Module VI: COGNITIVE-BEHAVIORAL THERAPY

Therapeutic techniques based on Beck's cognitive therapy and Ellis' Rational Emotive Therapy. Applications.

PAPER 403: INTERVENTION TECHNIQUES

Departmental 18 (DSE) CREDIT = 4 MARKS =50

Outcomes of the course:

1. Development of skills required for separating individuals from their problems through narrative therapy;
2. Managing anxiety disorders through execution of relaxation techniques;
3. Practical knowledge of execution of exposure and response prevention for Obsessive Compulsive Disorder;
4. Management of symptoms associated with Obsessive Compulsive Disorder;
5. Thought restructuring for overcoming depression;
6. Modification of negative automatic thoughts to overcome depression;
7. Modification of core beliefs to overcome depression;
8. Development of skills for the execution of Transactional Analysis;
9. Execution of Transactional Analysis for various disorders;
10. The students will develop expertise in conducting various forms of behaviour modification through practical exposure;
11. Development of practical skills required for conducting parental counselling;
12. Development of techniques for reducing undesirable behaviours;
13. Development of techniques for increasing desirable behaviours;
14. Knowledge of conducting Art Therapy;
15. Developing the skills required for art journaling;
16. Practical execution of Art Therapy.
17. Using Art for identification of Sexual Abuse;
18. Understanding of Psychodynamic symbols through art

MODULE I: NARRATIVE THERAPY

Understanding the core concepts of Narrative Therapy, case conceptualization in narrative therapy and critically evaluating the fundamentals of narrative therapy.

MODULE II: EXPOSURE AND RESPONSE PREVENTION FOR OBSESSIVE COMPULSIVE DISORDER

Steps followed in ERP, rationale behind ERP and applications.

MODULE III: COGNITIVE BEHAVIOUR THERAPY FOR DEPRESSION

Steps to be followed, techniques to be used and applications of CBT techniques in Depressive disorders.

MODULE IV: TRANSACTIONAL ANALYSIS FOR PROBLEMS IN SOCIAL COMMUNICATION

Steps to be followed, techniques to be used and applications of the same in various disorders.

MODULE V: PARENT MANAGEMENT FOR EXTERNALIZED DISORDERS IN CHILDHOOD

Specific techniques of applied behaviour analysis and parent management training for externalized disorders in Childhood.

MODULE VI: Augmentative therapy

Art therapy (Development & history, definitions, scope and its functions, what it is & what it is not, materials and media used and their therapeutic qualities. Clinical Art therapy, Art Psychotherapy- From psychopathology to psychotherapy through art expressions. Psychodynamic symbols and meaning. Art based assessments: Bridge Drawing Test by Hays & Lynos, Art Indicators of childhood sexual abuse in adult survivors using D.A.P. Test, How to see an art work and interpret – Observation & Analysis Instruments for drawing and two dimensional creative process, developed by Gavron Tami, Bat-Or Michal, Amalia Sali, (2012)

- psycho drama
- role of play
- Yoga & meditation

SEMESTER IV:

Specialization : REHABILITATION PSYCHOLOGY (DSE)

REHABILITATION PSYCHOLOGY, PSYCHOLOGICAL REHABILITATION AND INTERVENTION & VOCATIONAL GUIDANCE AND COUNSELING

PAPER 411 - REHABILITATION PSYCHOLOGY

Departmental 16 (DSE) CREDIT = 4 MARKS =50

Outcomes of the course:

1. Students can develop rehabilitation plans that address individual learning styles and strengths of individuals with a disability.
2. Students can demonstrate understanding of various public and private disability benefits systems and the influence on rehabilitation, independent living, and employment.
3. Students can explain the requirements of benefits available to people with disabilities through systems such as workers' compensation, long-term disability insurance, and social

security.

4. Students can utilize job and task analyses methodology to determine essential functions of jobs for employment planning and placement, worksite modifications or job restructuring.

5. Students can apply the techniques of job modification/restructuring and the use of assistive

devices to facilitate placement of people with disabilities.

6. Students can apply transferable skills analysis methodology to identify alternative vocational and occupational options given the work history and residual functional capacities of individuals with a disability.

7. Students utilize career/occupational materials to assist the individual with a disability in vocational planning.

MODULE I

Rehabilitation Psychology: Definition, historical perspective, scope and methods.

Functions of Rehabilitation Psychologist.

MODULE II

Psychological Approach to Rehabilitation: Assessment, diagnosis, treatment and certification

Role of psychologist in disability and rehabilitation Understanding psychological needs of caregivers and working with families of persons with disabilities

MODULE III

Personality development of persons with disabilities Lifespan development of persons with disabilities Personality traits and coping styles

MODULE IV

Work settings of rehabilitation psychologists. Designing training programmes for rehabilitation psychologists Training need analysis, implementation of training programmes

MODULE V

Research problems in disability rehabilitation

Research designs Recent trends in research in rehabilitation psychology

MODULE VI

Issues around the role of being caregivers, autonomy and informed consent, ethical and legal issues in social integration, rights issues, professional code of conduct

PAPER 412- PSYCHOLOGICAL REHABILITATION AND INTERVENTION

Departmental 17 (DSE)

CREDIT = 4

MARKS =50

Outcomes of the course:

1. Students can assess individuals' with a disability readiness for gainful employment and assist individuals with a disability in increasing this readiness.

2. Students can provide prospective employers with appropriate consultation information to facilitate prevention of disability in the workplace and minimize risk factors for employees and employers.

3. Students can consult with employers regarding accessibility and issues related to ADA compliance.

4. Students can describe employer practices that affect the employment or return to work of individuals with disabilities and utilize that understanding to facilitate successful employment.

5. Students can identify work conditioning or work hardening strategies and resources as part of the rehabilitation process.

6. Students can conduct and utilize labor market analyses and apply labor market information to the needs of individuals with a disability.
7. Students can identify transferable skills by analyzing the consumer's work history and functional assets and limitations and utilize these skills to achieve successful job placement.

MODULE I

Definition and basic principles of psychological intervention. Psychotherapy: Concept and definition. Role of psychotherapy in the field of disability. Individual therapy and group therapy.

MODULE II

Types of Psychological Interventions: Psycho analytic therapy, Client-centered therapy, Cognitive Behaviour therapy, Rational – Emotive therapy, Supportive therapy

MODULE III

Augmentative therapy- Art therapy (Development & history, definitions, scope and its functions, what it is & what it is not, materials and media used and their therapeutic qualities. Clinical Art therapy, Art Psychotherapy- From psychopathology to psychotherapy through art expressions. Psychodynamic symbols and meaning. Art based assessments: Bridge Drawing Test by Hays & Lynos, Art Indicators of childhood sexual abuse in adult survivors using D.A.P. Test, How to see an art work and interpret – Observation & Analysis Instruments for drawing and two dimensional creative process, developed by Gavron Tami, Bat-Or Michal, Amalia Sali, (2012))

- psycho drama
- role of play
- yoga & meditation

MODULE IV

Behaviour therapy Theoretical basis of behaviour therapy. Various forms of behaviour therapy: Relaxation techniques, Systematic desensitization Assertive training. Bio-feedback

MODULE V

Behaviour modification technology

Role of reinforcement in behaviour modification. Behaviour modification techniques to decrease undesirable behaviour. Behaviour modification techniques to increase desirable behaviours.

MODULE VI

Parent management – the role of parents in handling children with special needs. Care-giver burden assessment and management.

PAPER 413 VOCATIONAL GUIDANCE AND COUNSELING

Departmental 18 (DSE) CREDIT = 4 MARKS =50

Outcomes of the course:

1. Students can utilize appropriate job placement strategies (client-centered, place then train, etc.) to facilitate employment of people with disabilities.
2. Students can apply career development theories as they relate to individuals with a disability with disabilities.
3. Students can effectively use employment supports to enhance successful employment.
4. Students can assist individuals with a disability with developing skills and strategies on the job.

MODULE I

Importance of vocational guidance and counselling in disability rehabilitation
Vocational assessment: Traditional vs. contemporary approaches Job survey Job analysis and definition

MODULE II

Vocational training

Strategies of job training Job training in simulated and community settings Training aids and devices Work behaviour

MODULE III

Job placement and employment model:

- Open competitive employment
- Supported employment
- Sheltered employment
- Self employment Empowerment of persons with disabilities by economic independence

MODULE IV

concept of Counseling Counselling – concept and definition Aims and objectives of counselling Characteristics of a good counsellor Counselling skills.

MODULE V

Models of counselling:

Egan's model Adaptive model Social skills training

MODULE VI

Types of counseling:

- Individual counseling & Group counseling
- Parental counseling
- Marital counseling
- Family counseling Critical issues in rehabilitation counseling

PAPER 407: PRACTICUMS VI: INTERNSHIP & ART THERAPY

Departmental 19 (CC) CREDIT = 4 MARKS =50

Outcomes of the course:

1. The students will develop expertise in conducting various forms of therapy through practical exposure;
2. Development of practical skills required for conducting parental counselling;
3. Development for practical skills required for conducting family therapy;
4. Development of practical skills required for conducting group counselling;
5. Development of techniques for reducing undesirable behaviours;
6. Development of techniques for increasing desirable behaviours;
7. Knowledge of conducting Art Therapy;
8. Developing the skills required for art journaling;
9. Practical execution of Art Therapy.

Module I: Case work up and Management

Regular work & performance at Internship will be evaluated by internship guide. Minimum 3 psychological interventions have to be carried out by the candidate, with at least 1 child case, 2 out of which have to be recorded in lab note books with details of the case work-up and the counseling procedure undertaken by the candidate. Module II : Management Plan Candidates will be required to chart out a detailed therapeutic plan for the case-history provided to them, at the end of the semester. (20 marks)

Module III : Practical: Art Therapy

Hands on experience with materials and media: a) pencil b) oil pastel c) paper d) individual based introduction of water colour & sketch pen e) craft tools like scissor, paper knife. Exposure to art therapy chamber and client art work – a case discussion. Individual client's art work and respective case discussion. Phenomenological approach followed in: Learning to observe the 'process' and reflecting on it through regular individual work. Learning the process of art journaling through individual work and expression. Learning by doing how to summarize a session – relationship between the person-process-product. Learning how to conduct an interview after art work in session. (30 marks)

PAPER 409: TERM PAPER (PROJECT)

Departmental 20

(CC) CREDIT = 8

MARKS =100

Master's Thesis Learning Outcomes

1. The student knows the theoretical bases for statistical analyses of results from empirical studies: the logical and philosophical bases of empirical research; probability; operationalization of psychological variables.
2. Knows basic statistical methods used to describe variables, describe relationships between variables, and to verify research hypotheses through inferential statistics.
3. Understands the scientific method in the context of empirical sciences, its advantages and limitations.
4. Is acquainted with specific scientific psychological terminology, distinguishes theoretical from operational concepts.
5. Knows the methods of measurement of mental properties of humans, including various social situations, and of identification of principles governing mental processes.
6. Knows the basic concepts of intellectual property and uses them in academic life.
7. The student is able to find, analyse, evaluate, select and integrate information using various sources.
8. Can formulate research questions and hypotheses, and operationalize them. Can create a research plan adequate to the research question.
9. Presents research questions with statistical concepts and translates them to hypotheses, which is then verified using appropriate methods of statistical inference.
10. Has advanced research skills encompassing construction of research tools and conducting experiments, which allow for solving complex problems in various fields of psychological research.
11. Has advanced oral presentation skills, in English language and can prepare a presentation in the form of a research report or conference poster.
12. Uses computer programs: statistical packages, calculation spreadsheets, text editors, to perform calculations and describe results from empirical studies.
13. Can determine the ethical value of own research and scientific pursuits.
14. Can conduct substantive argument, utilizing personal views that are based on critical analysis of works from various fields of knowledge, and can create synthetic summaries on their basis.
15. Can refer to appropriate psychological theory to explain a specific psychological issue.
16. Can critically analyse popular psychological publications and separate views based on common sense from scientific data.
17. The student is prepared and has the foundations to conduct independent empirical research. Presents and evaluates their results responsibly, critically and objectively.
18. Understands ethical standards for scientific research, uses them, following principles of scientific integrity. Is aware of and follow the basic principles of behaviour in an

academic community.

19. Has a sense of responsibility for using acquired psychological knowledge in professional settings.
20. Follows the psychologist's code of ethics in relation to his chosen specialization.

Theoretical Formulation of the selected research topic.

Mode of Evaluation: The students will be evaluated based on their dissertation report, presentation and viva-voce.

Dissertation Presentation & Viva - 50 marks (Evaluation by External Examiner)

Dissertation Report - 50 marks (Evaluation by Dissertation Supervisor)
