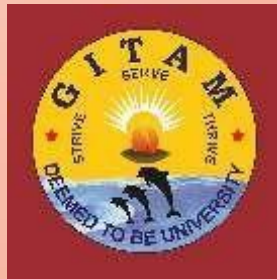**GANDHI INSTITUTE OF TECHNOLOGY AND MANAGEMENT (GITAM)**

(Deemed to be University)

VISAKHAPATNAM * HYDERABAD * BENGALURU

Accredited by NAAC with A++ Grade

GITAM School of Humanities and Social Sciences

CURRICULUM AND SYLLABUS

2 Year Postgraduate Programme
PPSYC01: M.A. Applied Psychology

w.e.f. 2023-24 admitted batch
(Updated on July 2024)

REGULATIONS

1.1 ADMISSION

Admission into Two- Year full time M.A. in Applied Psychology is governed by the admission regulations of GITAM (Deemed to be University).

1.2 ELIGIBILITY AND ADMISSION CRITERIA

The minimum requirement is a bachelor's degree in psychology or a related field with at least 55% marks.

Following are the criteria for selection for admission into the M.A. Applied Psychology Program:

The candidates are selected based on their bachelor's degree marks and a personal interview, which focuses on their area of interest, communication skills, and a passion for understanding people and their behavior.

The final selection of candidates for admission is based on i) the graduation marks and a personal interview, and ii) the rules of admission, including reservation rules as stipulated by the university from time to time.

1.3 CHOICE BASED CREDIT SYSTEM

Choice Based Credit System (CBCS) is introduced with effect from the admitted batch of 2020–21 based on UGC guidelines to promote:

- Student-centric learning
- Students pick up courses of their choice
- Students learn at their own pace

Learning outcomes are specified, leading to what a student should be able to do at the end of the program.

1.4 MEDIUM OF INSTRUCTION

The medium of instruction will be English. The method of instruction shall comprise classroom lectures, self-learning, guest lectures, presentations, role plays, group discussions, seminars, case discussions, practice school, and project work.

1.5 REGISTRATION

Every student must register himself or herself for each semester individually at the time specified by the institute or university.

1.6 ATTENDANCE REQUIREMENTS

A student whose attendance is less than 75% in all the courses put together in any semester will not be permitted to attend the semester-end examination, and he or she must repeat the semester.

However, the Vice-Chancellor, on the recommendation of the Principal or Director of the Institute, may condone the shortage of attendance for students whose attendance is between 66% and 74% on genuine medical grounds and on payment of the prescribed fee.

EVALUATION: CONTINUOUS ASSESSMENT AND EXAMINATIONS

The assessment of the student's performance in a theory course shall be based on two components: continuous evaluation (40 marks) and a semester-end examination (60 marks).

A student must secure an aggregate of 40% in the course in the two components put together to be declared to have passed the course, subject to the condition that the candidate must have secured a minimum of 24 marks (i.e., 40%) in the theory component at the semester-end examination.

Practical, project work, and practice school courses are completely assessed under continuous evaluation for a maximum of 100 marks, and a student must obtain a minimum of 40% to secure a pass grade. Details of the assessment procedure are furnished below in the following Table:

S. No.	Course Type	Marks	Type of Assessment	Scheme of Evaluation
1.	Theory (Core, Specialization, and Elective)	40	Continuous Evaluation	The method of continuous evaluation would be decided by the course instructor.
		60	Semester-End Examination	60 marks for the semester-end examination
	Total	100		
2	Practical Course	100	Continuous Evaluation	i. 50 Marks for the record book ii. 50 Marks for viva voce conducted by a panel of examiners.
3.	Project Work	100	Continuous Evaluation	i. 50 Marks for the Project Report by the Project Supervisor. ii. 50 Marks for viva voce conducted by apanel of examiners. .
4.	Practice School	100	Continuous Evaluation	i. Supervisor Evaluation: 80 marks (20 marks per semester) ii. Viva: 20 marks (final semester)
5	MOOC	100	Continuous Evaluation	i. 50 Marks: The method of continuous evaluation would be decided by the course instructor. ii. Internal Examination: 50 Marks

In addition to the core courses, students also have electives, a Massive Open Online Course (MOOC), specialization, VDC course, project work and practice school as part of their curriculum.

1.7 EXAMINATION –DURATION AND PATTERN

The duration of each examination will be three hours. The following shall be the format of the question papers for different theory courses:

S. No.	Pattern	Marks
1.	**Section A:** Five Short Answer Questions each carrying 4 marks	5 x 4 = 20
	(Five out of eight questions to be answered, at least one question from each unit)	
2.	**Section B:** Five essay-type questions (2 questions from each unit, with internal choice)	5 x 8 = 40
	Total	**60**

1.8 PRACTICE SCHOOL

Practice School is spread across the four semesters and is credited in the final semester. The practice school constitutes a total of 60 hours in each semester.

- Practice School I: Observations / Case Study
- Practice School II: Interviews / Assessments
- Practice School III: Problem / Case Diagnosis
- Practice School IV: Intervention

Practice School Evaluation

- Supervisor Evaluation: 80 marks (20 marks per semester)
- Viva: 20 marks (final semester)

A board comprising the program coordinator, one senior faculty member, and an additional member from the department would conduct the viva voce for the practice school at the end of the fourth semester.

1.9 PROJECT WORK

The candidate must submit a dissertation in the IV semester, which will be evaluated for 100 marks. A certificate of originality duly certified by the project supervisor must accompany the research project report.

Project Work Evaluation

Project Report: 50 Marks

Viva: 50 Marks

The project viva voce would be conducted by a board comprising the project supervisor, an external expert, and a senior faculty member from the department.

1.10   RETOTALLING AND REAPPEARANCE

Students can request the retotalling of the theory answer script of the semester-end examination by paying the prescribed fee within one week after the announcement of the results.

A student who has secured a 'F' grade in any theory course of any semester will have to reappear for the semester-end examination of that course along with his or her juniors.

A student who has secured a 'F' grade in practice school or project work shall have to improve his report and reappear for the viva voce at the time of the special examination.

There is no provision for re-evaluation, as the university already follows a double evaluation process.

1.12 SUPPLEMENTARY EXAMINATIONS AND SPECIAL EXAMINATIONS

The odd-semester supplementary examinations will be conducted after conducting regular-semester examinations, usually in April or May.

The even-semester supplementary examinations will be conducted after conducting regular odd-semester examinations, usually in November or December.

A student who has completed his or her period of study and still has an "F" grade in final semester courses is eligible to appear for the special examination normally held during summer vacation.

A student who has completed the stipulated period of study for the MA program and has a failure grade ('F') in not more than 3 subjects in the III and IV semesters may be permitted to appear for the special examination.

1.13 GRADING SYSTEM

Table: Grades and Grade Points

S. No.	Grade	Grade Points	Absolute Marks
1	O (outstanding)	10	90 and above
2	A+ (Excellent)	9	80 to 89
3	A (Very Good)	8	70 to 79
4	B+ (Good)	7	60 to 69
5	B (Above Average)	6	50 to 59
6	C (Average)	5	45 to 49
7	P (Pass)	4	40 to 44
8	F (Fail)	0	Less than 40
9	Ab(Absent)	0	-

Based on the students' performance during a given semester, a final letter grade will be awarded at the end of the semester in each course. The letter grades and the corresponding grade points are given in the table below:

A student who earns a minimum of 4 grade points (P grade) in a course is declared to have successfully completed the course and is deemed to have earned the credits assigned to that course, subject to securing a GPA of 5 for a pass in the semester.

This is applicable to both theory and practical papers. In the case of the practice school and dissertation, the minimum pass percentage shall be 40%.

1.14 GRADE POINT AVERAGE

A grade point average (GPA) for the semester will be calculated according to the formula:

$$GPA = \Sigma\,[C.\,G] / \Sigma\,C$$

Where,
C = number of credits for the course,
G = grade points obtained by the student in the course.

To arrive at the cumulative grade point average (CGPA), a similar formula is used, considering the student's performance in all the courses taken in all the semesters completed up to the point in time.

The requirement of a CGPA for a student to be declared to have passed on the successful completion of the MA program and for the declaration of the class is as shown in the following table:

Table: CGPA and the Award of the Class

Distinction	**≥ 8.0***
First Class	**≥ 6.5**
Second Class	**≥ 5.5**
Pass	**≥ 5.0**

*In addition to the required CGPA of 8.0, the student must have necessarily passed all the courses of every semester in the first attempt.

The student who successfully completes the entire program in the first attempt shall be eligible for the awards and prizes. The results shall be announced 30 days from the date of the last examination.

1.15 INTERACTION WITH INDUSTRY

To make the MA course more relevant to the student's needs, close interaction with faculty members from other institutes shall be arranged through the following means:

1.15.1 Guest and Visiting Faculty

Senior professors and other professionals from related fields shall be invited periodically to serve as guests and visiting faculty. At least two guest lectures by professionals shall be arranged each semester.

1.15.2 Educational Visits

Students shall make at least **one educational visit** each semester. Students would prepare a brief account of the key takeaways from the visit. The visits would be focused on practical exposure to relevant subjects in each semester.

1.17.3 Practice School

Students must fulfil the requirements of practice school. They can complete practice school in school, organization, hospital, or NGOs settings where they gain experiential training in their area of interest or specialization. They will have to submit a report on the key takeaways from the practice school.

1.16 RULES FOR EVALUATION

- The theory papers for the end-of-semester examinations will be evaluated by two examiners. The examiners may be internal or external examiners. The average of the two evaluations shall be considered for the award of a grade in that course.

- If the difference in marks awarded by the two examiners of the theory course exceeds 20 percent, the paper will have to be referred to a third examiner for evaluation. The average of the two nearest evaluations of these shall be considered for the award of the grade in that course.

1.17 ELIGIBILITY FOR THE AWARD OF MA DEGREE

1.17.1 Duration of the Program

A student is ordinarily expected to complete the MA program in four semesters over two years. However, a student may complete the program in no more than four years, including the study period. However, the above regulation may be relaxed by the Vice Chancellor in individual cases for cogent and sufficient reasons.

1.17.2 Project Report

The report of the project work shall be submitted on or before the last day of the course.

1.17.3 Eligibility for the Award of MA Degree

A student shall be eligible for the award of the MA degree if he or she fulfils the following conditions:

1. Registered and successfully completed all the courses and
2. Successfully acquired the minimum required credits as specified in the curriculum within the stipulated period
3. Has no dues to the institute, hostels, libraries, etc.
4. No disciplinary action is pending against him or her.

2.0 PROGRAM EDUCATIONAL OBJECTIVES AND PROGRAM SPECIFIC OUTCOMES

GITAM (deemed to be university) offers a two-year full-time M.A. in Applied psychology. This program aims at providing students with a blend of theoretical knowledge in psychology as well as an orientation to the applied aspects of psychological practice.

2.0.1 Program Educational Objectives (PEOs)

1. To analyse key concepts and theoretical approaches in several areas of psychological science and use scientific reasoning to evaluate psychological phenomena

2. To describe, compare and analyze psychological theories, ideas, and research findings and apply it to the core domains of psychology.
3. To apply relevant sources of scientific knowledge to identify, frame, and generate novel solutions to psychological problems prevalent in the society.
4. To interpret, predict and apply psychological principles to personal, social, and organizational issues.
5. To be able to analyze the theories, principles, and concepts of inter disciplinary areas as they relate to behaviors and wellbeing
6. To recognize, appreciate, and respect the complexity of socio-cultural, national and international diversities in the inquiry and analysis of psychological issues.
7. To understand and apply research methods in psychology and execute basic and applied research designs to conduct psychological research.

2.0.2 Program Specific Outcomes (PSOs)

1. To analyze the key concepts and theoretical approaches in psychology and use scientific reasoning to evaluate psychological phenomena
2. To interpret, predict and apply psychological principles to personal, social, and organizational issues.
3. To make appropriate use of psychological concepts, theories, and research findings to design and plan interventions to individual, social, and cultural issues in different psychology domains.
4. To effectively plan and execute a career in psychology applied to Clinical, Organizational and other applied areas in Psychology.

3.0 CURRICULUM STRUCTURE

3.1 Courses in the MA Program

1. A foundational course in venture development
2. Core courses in psychology, including theory and practical courses
3. Program electives
4. Courses based on specialization
5. MOOC on yoga and meditation for wellness
6. Practice School
7. Project Work

3.2 Semester and Credit System

Each academic year consists of two semesters. The M.A. program has a curriculum and course content (syllabi) for the subjects recommended by the concerned Board of Studies and approved by the Academic Council. Each course is assigned a certain number of credits depending on the number of contact hours per week. In general, credits are assigned to the courses based on the following contact hours per week per semester:

- One credit for each lecture or tutorial hour per week
- One credit for two hours of practical per week
- Four credits are assigned to the project work
- Four credits are assigned to the practice school

The curriculum of the M.A. Applied Psychology Program is designed to have a total of 109 credits. A student is said to have successfully completed a semester program of study when he or she earns all the credits of that semester, i.e., he or she has no 'F' grade in any subject of that semester.

Course Type	Courses	Credits
Foundational Course	1	02
Core Courses	18	72
Program Electives	2	04
Core Specialization	5	20
MOOC	1	03
Project Work	1	04
Practice School	1	04
Total	**28**	**109**

SEMESTER-WISE COURSE STRUCTURE

SEMESTER I

S. No	Course Category	Code	Course Title	Session T	Session P	Session Total	Marks CA	Marks SE	Credits
1	Core	PSYC6001	Fundamentals of Psychology	4		4	40	60	4
2	Core	PSYC6011	Applied Social Psychology	4		4	40	60	4
3	Core	PSYC6021	Systems & Theories of Psychology	4		4	40	60	4
4	Core	PSYC6031	Psychopathology	4		4	40	60	4
5	Core	PSYC6041	Quantitative Research Methods	4		4	40	60	4
6	Core	PSYC6051	Stress Interventions	3	2	4	40	60	4
7		VDC111	Venture Discovery	2		2	100		2
8			Practice School 1						
								Total	26

SEMESTER II

S. No	Course Category	Code	Course Title	Session T	Session P	Session Total	Marks CA	Marks SE	Credits
1	Core	PSYC6061	Qualitative Research Methods	4		4	40	60	4
2	Core	PSYC6071	Yoga and Meditation for Wellness * (MOOC)	2	2	3	40	60	3
3	Core	PSYC6081	Positive Psychology	4		4	40	60	4
4	Core	PSYC6091	Developmental Psychology	4		4	40	60	4
5	Core	PSYC6101	Applied Cognitive Psychology	4		4	40	60	4
6	Core	PSYC6111	Psychological Experimentation		8	4	100		4
7	Elective	PSYC6121	Cyber Psychology	4		4	40	60	4
		PSYC6131	Psychology of Criminal Behavior						
			Practice School 2						
								Total	27
*MOOC Online Course									

SEMESTER III

S. No	Course Category	Code	Course Title	T	P	Total	CA	SE	Credits
						Session	Marks		
1	Core	PSYC7001	Psychological Assessment I	4		4	40	60	4
2	Core	PSYC7011	Psychological Assessment II		8	4	100		4
3	Core	PSYC7021	Counseling and Psychotherapy	4		4	40	60	4
4	Core	PSYC7031	CBT	4		4	40	60	4
5	Core	PSYC7041	Indian Psychology	4		4	40	60	4
6	Core	PSYC7051	Biological Bases of Behavior	4		4	40	60	4
7	Core	PSYC7061	Statistics in Psychology	4		4	40	60	4
8			Practice School 3						
								Total	28

SEMESTER IV

Choose any one Basket from the following.

S. No	Basket	Code	Course Title	T	P	Total	CA	SE	Credits
						Session	Marks		
1	Health Psychology Basket	PSYC7071	Health Psychology	4		4	40	60	4
2		PSYC7081	Solution-Focused Brief Therapy	4		4	40	60	4
3		PSYC7091	Mental Health in General Care	4		4	40	60	4
4		PSYC7101	Aging and Health	4		4	40	60	4
5		PSYC7111	Animal Assisted Therapy in Counseling	4		4	40	60	4
1	Clinical Psychology Basket	PSYC7121	Clinical Psychology and Practice	4		4	40	60	4
2		PSYC7081	Solution-Focused Brief Therapy	4		4	40	60	4
3		PSYC7131	Exceptional Children	4		4	40	60	4
4		PSYC7141	Clinical Psychology Interventions	4		4	40	60	4
5		PSYC7111	Animal Assisted Therapy in Counseling	4		4	40	60	4
1	Organizational Behavior Basket	PSYC7151	Organizational Psychology	4		4	40	60	4
2		PSYC7081	Solution-Focused Brief Therapy	4		4	40	60	4
3		PSYC7161	Behavioral Economics	4		4	40	60	4

4		PSYC7171	Consumer Behavior	4		4	40	60	4
5		PSYC7181	Psychology of Human Resource Management	4		4	40	60	4
1	Rehabilitation Psychology Basket	PSYC7191	Psychology of Rehabilitation	4		4	40	60	4
`2		PSYC7201	Psychology in Education	4		4	40	60	4
3		PSYC7131	Exceptional Children	4		4	40	60	4
4		PSYC7211	Substance Abuse Treatment and Management	4		4	40	60	4
5		PSYC7111	Animal Assisted Therapy in Counseling	4		4	40	60	4
6	Core	PROJ3999	Project		8	4	100		4
7	Core	PSYC7221	Practice School		8	4	100		4
								Total	28

Practice School is spread across the four semesters and is credited in the final semester.
The practice school constitutes a total of 60 hours in each Semester.

- The students can complete practice school in Schools/Organizations/Hospitals/NGOs settings wherein they gain experiential training.
  - Practice School - I: Observations & Case Study
  - Practice School - II: Interviews & Assessments
  - Practice School - III: Problem/Case Diagnosis
  - Practice School - IV: Planning an Intervention
- Assessment
  - Faculty Supervisor: 40 Marks (10 each Semester)
  - Field Supervisor: 40 Marks (10 each Semester)
  - Viva: 20 Marks (Final Semester)

PSYC6001: FUNDAMENTALS OF PSYCHOLOGY

INTRODUCTION: Psychology is the scientific study of behaviour and mental processes. As a science, psychology uses systematic method to observe, describe, predict and explain human behavior and mental process. Psychologists approach their studies in an orderly and systematic way in order to obtain objective evidence. The primary goals of psychology thus is to Understand and Control behavior.

COURSE OBJECTIVES:

1. Introduce the student to the breadth and depth of the discipline
2. Introduce the basic concepts and areas in psychology
3. Enable the student to understand the cognitive, personality and motivational concepts
4. Introduce the student to psychological assessments
5. Enable the student to understand and appreciate individual differences.

COURSE OUTCOMES: After this course, Students will be able to

1. Describe the basic theories, principles, and concepts of psychology
2. Apply psychological theories, principles, and concepts to everyday life
3. Understand about different branches in Psychology and their applied aspects
4. Apply psychological concepts to everyday life, including industry and organizations
5. Accommodate people with different styles of behavior and thinking processes

UNIT I

Introduction to psychology: nature and scope of psychology, historical perspective; definition and goals of psychology; approaches: biological, evolutionary, cognitive, psychodynamic, humanistic, behavioral, cross-cultural perspective. Methods: experiment, observation, interview, case study, questionnaire.

Specializations in psychology: evolutionary psychology, neuropsychology, cognitive psychology, developmental psychology (child development, adolescent development, adulthood, and geriatric psychology), clinical psychology, counseling psychology, health psychology, special groups (learning disability, mentally challenged, etc.), educational psychology, social psychology, environmental psychology, organizational psychology, theoretical psychology, feminist psychology, cross-cultural psychology, consciousness studies, sports psychology, forensic psychology, recent trends.

UNIT II

Perception: sensory and perceptual processes; pattern recognition; attention; perception of objects, space and time; feature and attribute perception; perceptual organization; plasticity of perception; illusions; states of consciousness.
Learning: models and theories of learning; learning paradigms; skill acquisition and transfer of learning; language acquisition.

UNIT III

Memory: functions and processes; models and theoretical views; influences on memory processes; neuro-physiological perspective; aspects of memory deterioration and improvement.
Higher cognitive processes: thinking and language, concept formation, problem-solving; decision processes, meta-cognition.

UNIT IV

Emotional intelligence: definition and models of emotional intelligence, assessment of emotional intelligence
Personality: nature and theories of personality; personality assessment; determinants of personality.

UNIT- V

Intelligence: nature of intelligence; theories and models of intelligence; psychological tests and assessment of intelligence; issues in intelligence testing; creativity.
Individual differences: genetic and environmental bases of individual differences inhuman behavior.

Psychological   assessment and testing: introduction to psychological testing: personality tests, intelligence tests, neuropsychological tests.

Text Books:

1. Baron, R. A., & Misra, G. (2018). Psychology Indian Subcontinent Edition. Pearson Publisher
2. Goleman, D. (1995). Emotional Intelligence. New York: Bantom Books.

Reference Books:

1. Coon, D., & Mitterer, J. O. (2007). Introduction to Psychology. Cengage, Wadsworth.
2. Morgan, J.B., & Gilliland, A.R. (2007). An Introduction to Psychology. Vishvabharti. New Delhi
3. Smith, E.E., Nolen-Hoeksema, S., Frederickson, B.L., Loftus, G.R., Bem, D. J., & Maren, S. (2003). Atkinson & Hilgard's Introduction to Psychology (14th Ed). Thomson-Wadsworth, Bangalore

PSYC6011: APPLIED SOCIAL PSYCHOLOGY

INTRODUCTION: This course provides an overview of the major concepts in the theory and application of social psychology. It teaches students to discuss and think critically about a variety of issues that impact social behavior. The course will cover application of socialpsychology in organizational, environmental, and legal context.

COURSE OBJECTIVES

1. Appreciate how individual behavior is influenced by social and cultural contexts.
2. Understand the application of perspectives, theories and principles of social behaviours
3. Identify group behaviours, leadership styles and communication patterns.
4. Understand that elements of prosocial and aggressive behaviors.
5. Understand how social problems can be analyzed using social psychology theories.

COURSE OUTCOMES: The Course on Social Psychology enables the student to:

1. Understand the application of social perception and cognition
2. Identify the role of attitudes and other social behavioural phenomena in social situations
3. Understand factors influencing group behavior leadership, and interpersonal communication
4. Identify the impact of prosocial and aggressive behaviours
5. Apply knowledge of social psychology to solve societal problems

UNIT- I

INTRODUCTION: Nature and Scope of Applied Social Psychology; Roles of Applied Social Psychologists; Research Methods in Applied Social Psychology: Experimental and Non-Experimental Methods, Mixed Methods research; Correlational Approach and Cross-Cultural Research.
SOCIAL PERCEPTION AND SOCIAL COGNITION: Factors Affecting Social Perception; Impression Formation and Impression Management; Fundamental of Social Cognition; Attribution Theories; Bias in Social Cognition

UNIT – II

ATTITUDES AND ATTITUDE CHANGE: Formation of Attitudes; Measurements of Attitudes; Theories of Reasoned and Planned Action; Attitude Change

PREJUDICE, STEREOTYPING, AND DISCRIMINATION: Interventions to Reduce Prejudice; Implicit Bias; Gender Stereotypes; Forms of Discrimination; Strategies to Prevent Discrimination

UNIT- III

GROUP PROCESSES AND LEADERSHIP: Group Phenomenon: Social Facilitation, Social Loafing, De-individuation; Group Processes: Cooperation Vs. Competition; Leadership: Definition and Function; Leadership Approaches: Trait, Style, Skills, Situational, and Power and Influence; Authentic Leadership

COMMUNICATION: Communication Models; Verbal and Non-Verbal Communication; Language and Social Interaction; Barriers in Communication

UNIT- IV

AGGRESSION: Theoretical Perspectives: Trait, Situational, and Social Learning; Social and Personal Determinants of Aggression; Prevention and Control of Aggression
PEACE PSYCHOLOGY: Trends in Peace Psychology; Conflict Resolution; Non-Violence and Peace

UNIT- V

SOCIAL PSYCHOLOGY AND ENVIRONMENT: Environmental Stressors: Noise, Pollution and Climate; Interventions for Environmental Management: Water Conservation,Waste Management, and Recycling
SOCIAL PSYCHOLOGY AND LEGAL SYSTEM: Social Psychology and Law: Police Interrogation, Eyewitness Testimony, and Prison Climate; Social Psychology and Crime: Crime and Delinquency, Anti-Social Behaviors, Frustration-Aggression Hypothesis

Text Books:

1. Myers, D.G., Abell, J., & Sani, F. (2014). Social Psychology, Tata McGraw-Hill
2. Misra, G., (1990). Applied Social Psychology in India. Sage. New Delhi.

Reference Books:

1. Pandey. (1988). Psychology in India: The State-of-the-Art. Indian Council of Social Science Research. (2) Sage. New Delhi
2. Pandey, J. (2002). Psychology in India Revisited: Developments in the Discipline. (Vol.3) SAGE, London.
3. Semin, G.R., & Fiedler, K. (1996) Applied social psychology. Sage, London.

PSYC6021: SYSTEMS AND THEORIES OF PSYCHOLOGY

This paper introduces the basic historical perspective of psychology and outlines the emergence of Psychology as a field of study. The course provides an overview of important philosophical traditions and different systems of psychology, such as Structuralism, Functionalism Behaviorism and Psychoanalysis.

COURSE OBJECTIVES

1. Review the major systems and theories of modern psychology;
2. Survey the development of evolutionary and comparative psychology and its contribution to modern Psychology;
3. Present the roots of each psychological system and a comparison of the major schools of thought;
4. Discuss key historical and social events that chartered the history of Psychology;
5. Demonstrate the ways in which psychological knowledge, skills, and values can be applied in a variety of settings.

COURSE OUTCOMES

1. Comprehend philosophical concepts from diverse traditions;
2. Trace the evolution of Psychology as a modern science;
3. Describe the features of the early schools of Psychology;
4. Evaluate the Psychoanalytic movement and Neo-analytic concepts;
5. Analyze the limitations of the psychology as a science.

UNIT I

Introduction to Pre-Scientific Psychology – *Eastern* - An overview of Jaina, Buddhist, Hindu, Islamic, Sufi; *Western* - Greek traditions, mind and body dualism from Descartes to James.

UNIT II

Early Schools of Psychology – Lamarck; Darwin; Evolutionism; Comparative psychology; Wundt and the spread of Experimental Psychology; Titchener and Structuralism; Functionalism; the Wurzburg School.

UNIT III

Psychoanalysis - Sigmund Freud & Psychoanalysis; Neo-Freudians – Jung, Adler, Fromm, Horney; Erikson & Identity.

UNIT IV

Later Schools & Theories – Behaviorism; Gestalt Psychology; Humanistic Psychologies; and Existential Psychology.

UNIT V

Limitations of Psychology and Current Psychological Paradigms – Challenges in current Psychology; Difference between the subject matter of natural and socio-behavioral sciences; Development of Psychological Thought in India – the concepts of mind, self and spirit from the Upanishads to thinkers like Vivekananda and Aurobindo.

Text Books:

1. Bem, S. & de Jong, L.H. (2006). *Theoretical Issues in Psychology: An Introduction*. London: Sage.
2. Wolman, B.B. (2012). Contemporary theories and systems in Psychology, Springer Nature
3. Hussain, A. (2018). *Applied Islamic Psychology: A Fresh Interpretation*. New Delhi: Global VisionPublishing House.

Reference Books:

1. Lawson, R.B., Graham, J.E. & Baker, K.M. (2007). *A History of Psychology: Globalization, Ideas andApplications*. Upper Saddle River: Prentice-Hall.
2. Lundin, R.W. (1972). *Theories and Systems of Psychology*. Lexington: Heath.
3. Rao, K.R., Paranjpe, A.C. & Dalal, A.K. (2008). *Handbook of Indian Psychology*. New Delhi:Cambridge University Press.

PSYC6031: PSYCHOPATHOLOGY

This paper on Psychopathology, presents an overview of issues related to diagnostic features, epidemiology, developmental factors, etiology, and descriptive psychopathology for a wide range of psychological disorders, including anxiety disorders, mood disorders, somatoform disorders, psychotic disorders, eating disorders, personality disorders, sexual and gender identity disorders, substance use disorders, cognitive disorders, and others.

COURSE OBJECTIVES:

1. To acquaint students with various manifestation of psychopathology.
2. To impart knowledge and skills required for diagnosis of psychopathological conditions.
3. To introduce the students to the different perspectives and models regarding the causation of mental illness and dysfunctional behavior.

COURSE OUTCOMES:

1. Identify and differentiate major psychiatric disorders by their phenomenology and understand the models of causality
2. Demonstrate knowledge of cultural differences related to mental health issues
3. Get an idea about the treatment options of the disorders

UNIT I

CLASSIFICATION SYSTEMS IN PSYCHOPATHOLOGY: History, Classification of mental disorders (ICD 10 and DSM 5); Differentiating features of DSM IV and DSM 5; Theoretical background and approaches to psychopathology (psychodynamic, behavioral, cognitive, phenomenological, biological and socio-cultural); Models for description of abnormal behavior; Case history and MSE; Diagnosis; Recent advances

UNIT II

THEORIES AND MODELS OF DISORDERS: Panic, Phobia, Obsessive Compulsive Disorders, Post-Traumatic Stress Disorders, Generalized Anxiety Disorders, Somatic Symptom Disorders (Conversion disorders or Somatoform Disorders), Dissociative disorders, Schizophrenia & Bipolar disorders.

UNIT III

PSYCHO-PHYSIOLOGICAL DISORDERS: Theories: personality disposition; Coronary Heart Disease; Asthma, Skin Disorders including Allergies, Eczema & Psoriasis, Rheumatoid arthritis, Gastro-intestinal Disorders, Diabetes and Menstrual disorders**.**

UNIT IV

DISORDERS OF PERSONALITY: Adjustment disorders, Impulse control disorders, Substance related disorders, eating and sleep disorders, Sexual and Gender identity disorders

UNIT V

CHILDHOOD AND ADOLESCENT DISORDERS: Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders & Intellectual Disability, Conduct & Emotional Disorders.

ORGANIC MENTAL DISORDERS: Changing views of brain function and dysfunction; Neuro-pathological considerations; common syndromes like Dementia, Delirium and Amnestic Disorders etc.

Text Books:

1. Barlow, D. H., & Durand, V. M., & Hofmann, S. (2017). Abnormal psychology: An integrative approach (8th ed.). Wadsworth Cengage Learning eBooks.
2. Beauchaine, T.P., & Hinshaw, S.P. (2017). Child and Adolescent Psychopathology, (3rd ed.). John Wiley & Sons, Hoboken, N.J

Reference Books:

1. Butcher, J. N., Mineka, S., & Hooley, J. M. (2007). Abnormal Psychology (13/e) Pearson Education
2. Sarason, I.G., & Sarason, B.R. (2006). Abnormal Psychology: The Problem of Maladaptive Behavior. (11th ed). Prentice Hall of India.
3. Diagnostic & Statistical Manual of Mental Disorders – 5th ed. (DSM - V). (2014) APA Publication, Washington DC.

PSYC6041: QUANTITATIVE RESEARCH METHODS

This course introduces the systematic method of reviewing and enhancing scientific knowledge. Beginning with identification of the problem, the course runs through sample design, data collection, analysis and reporting.

COURSE OBJECTIVES

1. Introduce research as a scientific method;
2. Outline the various types of research;
3. Enlist and describe the various types of research design;
4. Discuss the various sampling and data collection techniques;
5. Describe the structure, contents and manuscript styling of research reports.

COURSE OUTCOMES

1. Distinguish between the various types of research;
2. Draw out a research design based on a research problem;
3. Identify the various sampling methods;
4. Describe the various data collection methods;
5. Delineate the components of a research report.

UNIT I

Introduction – Nature of Research and the Scientific Method; Types of research - Descriptive/Analytical; Fundamental/Applied; Exploratory/Formulative; Conceptual/Empirical; Action Research; Comparative Research; Diagnostic Research.

UNIT II

Design of Research - The Research Process; Identifying research gap; Problem statement; Hypothesis; Research Questions; Theoretical and Conceptual Frameworks; Conceptual and Operational Definitions; Research Design – Experimental Research; Non-experimental Research.

UNIT III

Sampling – Census and Sample; Probability Sampling (Simple Random Sampling, Stratified Random Sampling, Area and Cluster Sampling; Non-Probability, sampling methods; Snowball Sampling; Sample Size Estimation; Sampling errors.

UNIT IV

Data Collection, Analysis and Presentation – Observation; Interview; Questionnaires; Rating Scales; Data Preparation; Data Analysis; Presentation of Data.

UNIT V

Writing a Research Report – Structure and contents of a research document; the challenge of writing; the role of grammar and usage; mastering the paragraph; the writing process; acknowledging and academic debts; Styles; APA 7th edition style of manuscript development; introduction to endnote, Mendeley and Grammarly.

Text Books:

1. Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International.
2. Bhattacherjee, A. (2012). *Social Science Research: Principles, Methods and Practices*. Tampa: Creative Commons.

Reference Books:

1. McGregor, S.L.T. (2018). *Understanding and Evaluating Research: A Critical Guide*. New York: Sage.
2. Levy, P. (2017). *Research Design*. New York: Guilford.
3. Privitera, G.J. (2015). *Student Study Guide with IBM SPSS Workbook for Research Methods forthe Behavioral Sciences*. London: Sage.
4. Rooney, B.J. & Evans, A.N. (2008). *Methods in Psychological Research*. New York: Sage.
5. Walliman, N. (2011). *Research Methods: The Basics*. London: Routledge.

PSYC6051: STRESS INTERVENTIONS

INTRODUCTION:

Stress is a fact of life, wherever one is and whatever one is doing. One cannot avoid stress butcan learn to manage it. That is why it's important to know oneself and carefully consider the causesof stress. The key is to develop an awareness of how one interprets, and reacts to, circumstances. This awareness will help one develop coping techniques for managing stress. This paper focuses on both the theoretical aspects and practical methods to manage stress. This is an ability enhancing course.

COURSE OBJECTIVES:

1. Introduce to students to the concept of stress, its manifestations in different situations
2. Provide understanding of effective stress management with a practical orientation.
3. Differentiate between the various sources of stress in psychological, physiological and social domains.
4. Introduce concepts of organizational stress and act as a precursor to further specialized courses
5. Enable students to practice stress free educational and organizational environment by bridging the gap between indigenous and western methods of dealing with stress

COURSE OUTCOMES:

1. Identify the nature of stress, its consequences, and about the optimum levels (eustress)
2. Identify job and organizational stress and factors associated with them.
3. Gain an understanding and provide practical application of stress management techniques.
4. Tackle various lifestyle disorders caused by stress using the eclectic techniques of both Indian and western origins.
5. Improve the overall work environment and engage more people into practices that would culminate in comprehensive health.

UNIT 1

Learning about sources of stress and its symptoms: Nature of stress- various sources of stress: environmental, social, physiological and psychological; Symptoms of stress - emotional response, physiological & behavioral; Post Traumatic Stress Disorder.

UNIT II

Moderators of stress and health behavior, - personality; Personal characteristics contributing to stress- Role of emotions and Cognitive distortions; Social Support- Hardiness, Psycho-social support, Adaptive and Maladaptive Behaviours- Defense mechanisms and Coping styles. Reducing the Potential for Stress: Enhancing Social Support, Improving One's Personal Control, Organizing One's World Better, Exercising: Links to Stress and Health, Preparing for Stressful Events

UNIT III

Organizational stress**:** Concept- different perspectives, Eustress; Causes of job stress**:** organizational structure and change, properties of work and work settings, job role, shift work. Consequences of Job Stress: Job Satisfaction, Performance, absenteeism; Burnout and Psychological First-aid.

UNIT IV

Stress management interventions I**:** Problem-Solving and Time management; Cognitive Approaches- Cognitive restructuring, Conflict Resolution, Decision making, Optimal Functioning, Resilience building, Nutrition and Other Lifestyle issues.

UNIT V

Stress management interventions II: Physical and psychological relaxation methods- Yoga, Meditation, Vipassana, and other Mindfulness relaxation techniques.

Text Books:

2. Matteson, M.T. & Ivancevich, J.M. (1987). Controlling work stress: Effective human resources and management strategies. San Francisco: Josey Bass.
3. Seaward, B. L. (2017). Managing stress. Jones & Bartlett Learning.

Reference Books:

1. Pestonjee, D.M. (1992). Stress and coping. New Delhi: Sage Publications.
2. Sarafino, E. P., & Smith, T. W. (2011). Health Psychology: Biopsychosocial Interactions (7th edition). John Wiley & Sons: USA.
3. Ross, R. R., & Altmair, E.M. (1994). Interventions in occupational stress. New Delhi: Sage
4. Srivastava, A.K. (1999) Management of occupational stress: Theories and practice. NewDelhi: Gyan Publishing House.

PSYC6061: QUALITATIVE RESEARCH METHODS

This course introduces the learner to qualitative research vis-a–vis mainstream quantitative research in psychology. The course outlines the recent history of qualitative psychology and gives brief guidelines to qualitative data collection, analysis and report writing.

COURSE OBJECTIVES

1. Present the history of qualitative methods in Psychology;
2. Outline the data collection methods in qualitative research;
3. Introduce concepts in qualitative data analysis;
4. Discuss ethics in qualitative research;
5. Delineate guidelines of qualitative research report writing.

COURSE OUTCOMES

1. Outline the history of qualitative methods in Psychology;
2. Examine the various data collection methods and the contexts in which they are relevant;
3. Summarize concepts and methods of qualitative data analysis;
4. Comprehend ethical issues involved in qualitative research;
5. Understand the structure and guidelines involved in qualitative research reporting.

UNIT I

Background to Qualitative Methods in Psychology – What is qualitative research? Quantitative Vs Qualitative research; Ontology Vs epistemology; the growth of qualitative methods; Methods in qualitative Research – Grounded theory, Case study, narrative, qualitative interview, focus groups, ethnography, participant observation.

UNIT II

Qualitative Data Collection – Qualitative interview – the development of qualitative interview schedule, how to conduct qualitative interview? How to analyze a qualitative interview? Focus Groups - the development of focus groups, how to conduct focus groups? How to analyze focus groups? Ethnography - the development of ethnography, how to conduct ethnography? How to analyze ethnography?

UNIT III

Qualitative Data Analysis – Transcription; issues in transcription; the Jefferson approach to transcription; Thematic analysis; using grounded theory; social constructionist discourse analysis; conversation analysis; Foucauldian discourse analysis; phenomenology; narrative analysis.

UNIT IV

Ethical Considerations – The development of ethics in psychology; general ethical principles for qualitative research; ethical procedures in qualitative research; debriefing - methodological and ethical issues.

UNIT V

Qualitative Report Writing – Characteristics of a good qualitative report; the qualitative ethos; the structure of a qualitative report; the ethics of report writing and publication.

Text Books:

1. Howitt, D. (2010). Introduction to Qualitative Research Methods in Psychology: Putting Theory into Practice. Harlow: Pearson.
2. Smith, J.A. (2015). Qualitative Psychology: A Practical Guide to Research Methods. New York: Sage.

Reference Books:

1. Bloomberg, L.D. & Volpe, M. (2012). Completing Your Qualitative Dissertation: A Roadmap from Beginning to End. New York: Sage.
2. Camic, P.M. (2021). Qualitative Research in Psychology: Expanding Perspectives in Methodology and Design. Washington: American Psychological Association.
3. Frost, N. (2011). Qualitative Research Methods in Psychology: Combining Core Approaches.Berkshire: Open University Press.
4. Higginbottom, G. & Liamputtong, P. (2015). Participatory Qualitative Research Methodologies in Health. New York: Sage.
5. Holliday, A. (2007). Doing and Writing Qualitative Research. London: Sage.
6. Largan, C. & Morris, T. (2019). Qualitative Secondary Research: A Step-by-Step Guide. London: Sage.
7. Silverman, D. (2020). Qualitative Research. London: Sage.

PSYC6081: POSITIVE PSYCHOLOGY

This course will provide an introduction and broad overview to the central topic areas of positive psychology, including the concepts of flourishing, wellbeing and happiness. It focuses on how psychological research has explored the concepts of happiness, wellbeing and flourishing, and how theoretical approaches to these concepts has developed over time.

COURSE OBJECTIVES

1. To introduce positive psychology;
2. Enlist the constituents of happiness and well-being;
3. Discuss the concepts of positive cognition and healthy coping strategies;
4. Illustrate positive approaches in dealing with day-to-day problems;
5. Present a possible future of positive psychology from the perspective of interventions.

COURSE OUTCOMES

1. Comprehend concepts of positive psychology;
2. Delineate the constituents of happiness and well-being;
3. Analyze and apply the concepts of positive cognition and healthy coping;
4. Appreciate the role of yoga, meditation and spirituality in enhancing positivity;
5. Adopt a more optimistic perspective on human potential, motives, and capacities.

UNIT I

Introducing Positive Psychology - Defining Positive Psychology; Basic Dimensions and Themes of Positive Psychology - Western and Eastern Historical Perspectives in Positive Psychology; Scope of Positive Psychology; Relationship between Indian Psychology and Positive Psychology.

UNIT II

Positive Emotional states - Theories, Causes and Impacts of Happiness and Wellbeing; Evolutionary perspectives in the obstacles to happiness; Strategies for enhancing happiness and subjective wellbeing; Emotion-focused coping – crying, humor, pleasure talk; and Emotional Storytelling.

UNIT III

Positive Cognition: Virtues, Character Strengths, Signature Strengths and Flow; Optimism; Positive Coping Strategies to enhance and sustain the self; meditation, yoga, faith and spirituality; social support; relaxation; reframing.

UNIT IV

Positive Relationships: Attachment, Love and Flourishing Relationships; Socioemotional selectivity; Emotional Intelligence; Positive Families; Sustaining relationships through Gratitude, Empathy, Compassion, Altruism and Forgiveness; Cross-cultural perspectives in Subjective Wellbeing.

UNIT V

Towards the Future: Evidence based Positive Psychology Interventions; the Applications ofPositive Psychology in Organizations, Health, Clinical, and Educational settings.

Text Books:
1. Carr, A. (2008). *Positive Psychology: The Science of Happiness and Human Strengths*. New Delhi: Routledge.
2. Snyder, C. R. & Lopez, S.J. (2007). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. New Delhi: Sage.

Reference Books:

1. Husain, A. & Nazam, F. (2018). *Applied Positive Psychology*. New Delhi: Research India Press.
2. Kumar, U. Archana & Prakash, V. (2015). Eds. *Positive Psychology: Applications in Work, Health and Well Being*. New Delhi: Pearson.
3. Seligman, M.E.P. (2002). *Authentic Happiness*. New York: Free Press.

PSYC6091: DEVELOPMENTAL PSYCHOLOGY

Developmental Psychology is the scientific study of how people change and stay the same over time. This course therefore examines the patterns of growth, change, and stability in behavior occurring throughout the life span.

COURSE OBJECTIVES

1. Provide a conceptual foundation of human development through the life span;
2. Discuss the nuances of normal human development and psychological aspects;
3. Examine various periods of life span;
4. Facilitate an awareness of the physical, cognitive, language, emotional and moral development stages of life;
5. Understand human development in Indian context.

COURSE OUTCOMES

1. Demonstrate understanding of issues and problems related to human change during the life cycle;
2. Demonstrate knowledge of theories of development throughout the lifespan, including processes of growth and change in children and adolescents and main life transitions which adults may be expected to experience;
3. Demonstrate knowledge of the significant factors affecting individuals throughout the lifespan;
4. Articulate theoretical perspectives on child, adolescent, and adult development and apply them tothe understanding of the problems throughout the lifespan;
5. Understand the sociocultural contexts of human development.

UNIT I

Periods of Life Span Development - Concept of Human Development; Prenatal development; Birth and Infancy; Childhood; Adolescence; Adulthood - Early, Middle and Late adulthood including end of life.

UNIT II

Genes, Environment and Development – Nature and Nurture; Genetic and environmental influences; individual differences; Heredity and environment

UNIT III

Theories of Development - Psychosexual theory, Psychosocial theory, Piaget and Vygotsky; Cognitive Theories; Learning theories; Kohlberg's theory of moral development.

UNIT IV

Domains of Human Development: Physical Development; Cognitive development; Language development; Emotional development; Moral development; Personality development; Spiritual Development; Gender Roles and Sexuality including last stages of life.

UNIT V

Socio-Cultural Contexts for Human Development – Family; Peers, Media & Schooling;
Human development in the Indian perspective; Human Development in the Indian context.

Text Books:

1. Feldman, R.S. & Babu, N. (2018). *Development Across the Life Span*. New Delhi: Pearson.
2. Santrock, J.W. (2012). *Life Span Development*. New Delhi: McGraw Hill.

Reference Books:

1. Hurlock, E. B. (2017). Developmental psychology a life-span approach. McGraw-Hill Education.
2. Panda, K.C. (2012). *Elements of Child Development.* Kalyani Publishers.
3. Santrock, J. W. (2011). *Child Development*. New Delhi: McGraw Hill.
4. Seligman, C.K. & Rider, E.A. (2008). *Life-Span Human Development*. Boston: Cengage.
5. Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. Rawat: New Delhi.

PSYC6101: APPLIED COGNITIVE PSYCHOLOGY

Cognitive Psychology has a lot of application value. In this paper, students are introduced to different brain-related aspects of our behavior such as attention, perception, learning, memory and,decision making etc. Students will be taught about each of these aspects of cognitive behavior and the theories related to these concepts. Along with this background, students will also learn how to improve cognitive behavior related to different areas such as learning, memory, attention and decision making etc. All these functions are directly related to effective functioning of an individual.Thus, during this course, students will develop great insight into application of psychological knowledge to human life.

Course Objectives:

1. To introduce basic concepts and theoretical developments in perception, memory, attention, language and reasoning
2. To make them understand how the study of failures in cognition for special populations can enhance the understanding of normal cognitive processes.
3. Understand the brain and its cognitive functioning by exploring different paradigms in cognitive psychology
4. Describe the basic processes and theories involved in attention and perception.
5. Explore the processes of language acquisition & production and emotional expression

UNIT l

Foundation and Approaches: What is Cognitive Psychology? Definition of Cognitive Psychology; brief history of cognitive Psychology; Research methods in Cognitive Psychology; Paradigms of Cognitive Psychology; Cognitive Neuro Psychology and Cognitive Neuroscience.

UNIT II

Visual Perception and Attention: Pattern recognition -Top down and bottom-up approaches in understanding perception. Theories of Gestalt school, Osgood and Gibson. Attention: Selective and Divided attention, Signal detection theory.

UNIT III

Concept of Learning and Memory: Concept, theories of Learning: Pavlov & Skinner. Concepts of memory: Models of memory: Atkinson- Shiffrin and Baddeley-Hitch. Forgetting, memory-enhancing techniques. Application of memory in different fields.

UNIT IV

Language and Emotions: Properties of Language - Process of Language Comprehension - Language Acquisition - Neuropsychology of Language. Theories of emotions: James-Lange theory, Cannon-Bard Theory, and Schachter-Singer theory.

UNIT V

Thinking and Reasoning: Problem solving and expertise; creativity; Reasoning: deductive and inductive reasoning; Judgment and decision making. Individual and gender differences in cognition. Metacognition: Meaning and concept; Development process of metacognition; Components of metacognition and Application of metacognitive models to other fields.

Text Books:
1. Galotti, K M. (2015). Cognitive psychology: In and out of the laboratory. Sage Publisher.
2. Pandey, J. (2002). Psychology in India revisited: Developments in the discipline Physiological foundation and human cognition. SAGE, New Delhi.

Reference Books:

1. Robinson-Riegler, B. & Robinson-Riegler, L. (2008). Cognitive Psychology: Applying the Science of the mind. Pearson Ed.
2. Solso, R. L., MacLin, M. K., & MacLin, O. H. (2005). Cognitive psychology. Pearson Education.
3. Sternberg, R. J. (1996). Cognitive psychology. Harcourt Brace College Publishers.
4. Eysenck, M. W., & Keane, M. T. (2005). Cognitive psychology: A student's handbook. Taylor & Francis.
5. Neisser, U. (2014). Cognitive psychology: Classic edition. Psychology press.

PSYC6111: PSYCHOLOGICAL EXPERIMENTATION

This is one of the practical papers, and in this paper, students are introduced to laboratory research for the first time. During this course, students will learn about every step related to laboratory research. They will be taught different aspects related to a problem, hypothesis, subjects, controlling of different variables, recording of data and finally, discussing the results and stating conclusions about the experiment. This paper has great implications in shaping the interests of the students, as a proper understanding of different aspects of laboratory research will develop an insight into research. Thus, this paper is a foundation for developing an interest in research.

OBJECTIVES:

1. To provide training in planning and conducting experiments
2. To enhance creativity through the process of designing and setting up experiments.
3. To nurture the skill of observation.
4. To acquaint students with various experimental designs.
5. To facilitate understanding of psychological constructs and their application to problem-solving.

COURSE OUTCOMES:

1. Able to design sound and controlled psychological experiments.
2. Able to conduct research using the techniques and apparatus appropriate to experimentationin the psychology laboratory.
3. Able to control different variables in an experiment.
4. Able to analyze and write a brief report on their experiments. This practice will help them inwriting research papers systematically.
5. They can evaluate and interpret research and communicate research findings.

CONTINUOUS ASSESSMENT: conduction of Experiments and records

1. The student is required to conduct 10 experiments, at least one from each unit, and writedetailed reports of these experiments.
2. Students would design and conduct an experiment (in groups) on any one topic from anyunit and prepare a detailed report on it.

UNIT -I

PERCEPTION AND ATTENTION:

i. Illusion in perception
ii. Size constancy
iii. Extrasensory perception tests
iv. Reaction time – simple, discriminative, choice

UNIT -II

COGNITIVE PROCESSES

i. Signal detection – ROC
ii. Concept formation – Verbal and Abstract
iii. Problem-solving
iv. Rational learning

v. Stroop effect

UNIT -III LEARNING

i. Trial and error vs. insight
ii. Interference in learning
iii. Serial vs. paired-associate earning
iv. Transfer in learning.

UNIT -IV MEMORY

i.   Short-term memory
ii. Mnemonic strategy and memory
iii. Immediate memory and meaningfulness
iv. Organization in memory
v.   Memory for associated and unassociated words
vi. Memory for unattended material.
vii. Repetition and rehearsal in memory

UNIT-V

MOTIVATION AND EMOTION

i. Zeigarnik effect
ii. Level of aspiration
iii. Feedback/Knowledge of results

Text Books:

1. Rajamanickam, M. (2005). Experimental psychology with advanced experiments (Vol. 1 & 2). Concept Publishers, New Delhi.

2. Solso, Robert L. & Mac Lin, M. Kimberly (2008). Experimental Psychology: A Case Approach. Pearson Education

Reference Books:

3. Banu, S. (2010). Experimental Psychology. Pearson, New Delhi

PSYC6121: CYBER PSYCHOLOGY

The core premise of Cyber psychology is to understand the underlying psychological processes that influence human thinking, inferences and behaviours associated with online connectivity. This course explores the wide range of cyber psychological processes and research activities conducted in this emerging field equipping the students to discover potential growth as a discipline. The key areas of research in this emerging area span across online research methods, understanding the online self and online group behaviour s in particular.

COURSE OBJECTIVES:

1. To provide an understanding of the emergent discipline of cyber and internet psychology.
2. To enable students to understand the functioning of the self, dyads, groups and societies inthe virtual world.
3. To enable students to develop an understanding of the real self and virtual self.
4. To identify social networking behaviour al phenomena in both real and virtual situations
5. To provide an understanding of the nature of cybercrimes

COURSE OUTCOMES:

1. Describe research methods in the field of cyber-Psychology by examining principles.
2. Understand how the concept of self differs from the virtual self that influences individual's thoughts, feelings and behaviour, in turn, their influence on our interactions with others.
3. Identify social networking behaviour al phenomena in both real and virtual situations
4. Recognize how living in his/her social world affects other people's thoughts, feelings, andactions and vice versa
5. Apply knowledge of cyber psychological factors in interpersonal interaction

UNIT I

Cyber psychology Research Methods; The Online self; Social identities; Possible selves in cyberspace; Personality and Internet use; Technology across Lifespan: Children, Adolescents, Adults and Older Adults interface with technologies.

UNIT II

Children and teens' use of digital technologies: the digital divide; illegal content and cyberbullying and trolling; cyberstalking; characteristics of pedophiles; identity development; cyber media and social activism; radicalization; instant gratifications; positive aspects of social media; policing cybercrime and understanding cybercrime dynamics

UNIT III

Traditional offline relations to online relationships; contemporary online spaces; cultural considerations of online relations; Technology interference in couple and family relationships; Online dating relations, stages and social consequences of online interactions; dating deceptions.

UNIT IV

Technology and Learning; E-Learning; Time and Functional displacement effects; problematic internet usage; online gaming and gambling addictions; Mass marketing tricks; online shopping issues; cognitive and motivational errors.

UNIT V

Digital health care: Managing and sharing of health digitally; Digital health interventions; Online support communities; digital inclusion of disadvantaged populations; immersive virtual therapies.

Text Books:

1. Attrill-Smith, A., Chri, Keep, M., & Kuss, D. J., (2019). The Oxford Handbook of Cyberpsychology. Oxford University Press.
2. Norman, K. (2017). Cyberpsychology: An Introduction to Human-Computer Interaction. Cambridge University Press

PSYC6131: PSYCHOLOGY OF CRIMINAL BEHAVIOR

While seemingly different, the disciplines of law, investigative sciences and psychology have elements in common. Psychology can assist in the improvement of legal decision-making and forensic investigative capabilities.

COURSE OBJECTIVES: The Objectives of this Course are**:**

1. To illustrate the relevance of psychology in broader fields of application.
2. To enlist the areas in law and forensics, which require an understanding of psychological functioning; and
3. To familiarize the students with research in criminal and forensic psychology.
4. To enhance the understanding of criminal behaviour
5. To provide a psychological perspective in correcting criminal behaviour.

COURSE OUTCOMES:

1. Identify the psychological phenomena that influence criminal behaviour
2. Enlist psychological techniques useful in understanding criminal behaviour
3. Aid forensic investigation through a psychological understanding of perpetrators of crime
4. Enhance understanding of criminal behaviour
5. Gain a psychological perspective on correcting criminal behaviour

UNIT I

A brief history of forensic psychology; pioneers in this field and their contribution; Lie Detection and False Confession – The complexity and pervasiveness of deception; The Polygraph – The process of polygraphing, weaknesses of polygraphing techniques; An alternative polygraph-based testing – The Guilty Knowledge Test; False Confession.

UNIT II
Criminal Profiling and psychological autopsies – The process of profiling; Characteristics of serial killers; Geographic profiling; psychological autopsies.

UNIT III
Eyewitness testimony and Hostage Taking – The Manson Criteria; Stress and Weapons Focus, Unconscious transference; leading or suggestive comments; preexisting expectations; witness confidence; when the eyewitness is a child; hypnosis; the cognitive interview; Hostage Taking.

UNIT IV
Insanity defense – Postpartum mental illness and maternal filicide; battered women syndrome, rape trauma syndrome and posttraumatic stress disorder.

UNIT V

Correctional Psychology – Legal Rights – Right to treatment; Inmates with mental disorders; Solitary Confinement; Community-based Correction; Group Homes; Family Preservation Model.

Text Books:

1. Costanzo, M., & Krauss, D. (2012). Forensic and Legal Psychology: Psychological Science Applied to Law. New York: Worth.
2. Bartol, C.R. & Bartol, A.M. (2022). Introduction to Forensic Psychology (6th edition). New Delhi: Sage.

Reference Books

1. Blackburn, R. (1993). The Psychology of Criminal Conduct: Theory, Research and Practice. Chichester: Wiley & Sons.
2. Dhanda, A. (2000). Legal Order and Mental Disorder. New Delhi: Sage.
3. Harari, L. (1981). Forensic Psychology. London: Batsford Academic.

PSYC7001: PSYCHOLOGICAL ASSESSMENT – I

This course on Psychological assessment introduces students to the principles and practice of psychological tests. The course familiarizes the student with a number of widely used norm-referenced tests of intellectual ability, aptitudes, personality, vocational interests, attitudes and values, and how these tests are used individually and in combination as part of psychological assessment in various settings. The course focuses on the strengths, limitations, interpretation and presentation of findings from a variety of assessment instruments. Students will learn about the ethical and social implications of assessment in various contexts, including socially and linguistically diverse populations.

COURSE OBJECTIVES:

1. To summarize the principles and practice of psychological tests
2. To train students in various psychological assessment techniques
3. To impart skills necessary for selecting and applying different tests for different purposes such as evaluation, training, rehabilitation etc.
4. To assess various psychometric concepts related to tests, steps in test construction and evaluation and characteristics of good tests
5. To describe ethical guidelines, new developments and controversies associated with testing

COURSE OUTCOMES:

1. Demonstrate an understanding of various psychometric concepts related to tests, steps in testconstruction and evaluation and characteristics of good tests

2. Identify the need for different types of tests, theoretical background and their usage in different conditions

3. Demonstrate knowledge and use of current tests and assessment tools for assessing personality, intelligence, aptitude, interest and other areas.

4. Discuss new developments and controversies associated with testing.

5. Implement psychological assessment methods in educational, occupational, clinical, health and counseling settings.

UNIT- I

General introduction to the field: Nature and Scope of Psychological Assessment, History of Psychological Assessment, Components of Psychological Assessment- Differentiating between Psychological Testing and Psychological Assessment, Factors Affecting Psychological Assessment.

Procedures, Ethical considerations in Psychological Assessment, Socio-cultural Factors in Psychological Assessment.

UNIT- II

Behavioural observation and Interview: Introduction to Behaviour al Observation, Sampling in Behaviour al Observation-Time and Event Sampling, Recording Observation Data- Interaction Matrix, Behaviour Coding and Frequency Tallies, Reliability in Observation- Understanding Observer Accuracy, Internal Consistency and Inter-observer Agreement Self- Monitoring as a tool in Behavioural Assessment-Applicability, recording techniques and reactive effects, Interview-

Structure, Functions and Characteristics, Tactics in interviewing, Interviewing skills, Validity of the Interview and Common Errors in Interviewing

UNIT - III

Psychological Testing: Measurement of Intelligence, Measurement of Aptitude, Achievement and Interest, Assessment of Personality- self-report inventories, projective and non-projective tests. Indian Psychological Tests

UNIT - IV

Psychological Test construction: Item writing, Item analysis, Response sets in Tests scores, Reliability, Validity and Norms, Psychological scaling and Attitude scale construction-Method of equal-appearing intervals, Method of summated ratings, Method of cumulative scaling

UNIT- V

Applications of Psychological Assessment: Psychological Assessment in the Educational Setting, Psychological Assessment in the Occupational Setting, Psychological Assessment in the Clinical Setting, Psychological Assessment in Counselling and Guidance, and Psychological Assessment in Health Care Settings.

Text Books:

1. Singh, A.K. (2004) Tests measurements and Research Methods in Behavioural sciencePatna: Bharati Bhavan Publishers and Distributors.
2. Kaplan, R., & Saccuzzo.   (2007) Psychological Assessment and Theory by Cengage, Wadsworth.

Reference Books:

1. Chadha, N.K., (2009). Applied Psychometry. Sage Publications
2. Anastasi, A., & Urbina, S. (1997) Psychological Testing. New Jersy: Prentice Hall International.

PSYC7011: PSYCHOLOGICAL ASSESSMENT - II (Practical)

This is a practical paper focused on teaching students about the administration of different psychological tests (both objective and projective). Some basic tests in the area of intelligence, personality, aptitudes and interests are taught to the student with a focus on developing the skill to independently be able to use a psychological test, score, interpret and write a Psychological test report.

COURSE OBJECTIVES:

1. To train students for Psycho diagnostics and Psychological assessment.
2. To appropriately use a number of widely used tests of intellectual ability, aptitudes, personality, vocational interests, attitudes and values.
3. . To impart skills necessary for selecting and applying different tests for different purposes such as evaluation, training, rehabilitation etc.
4. To impart knowledge and skills required for Neuropsychological testing, psychological assessment and diagnostic testing.
5. To execute appropriate psychological assessment in educational and vocational and clinical settings

COURSE OUTCOMES:

1. Gain an understanding of the administration of different psychological tests in specified domains like intelligence, personality etc.
2. Identify the need for different types of tests, theoretical background and their usage in different conditions
3. Develop mastery in the administration of some basic tests
4. Demonstrate knowledge and use of current tests and assessment tools for assessing personality, intelligence, aptitude, interest and other areas.
5. Score, analyze and interpret test results and be able to report some basic popular psychological tests findings

UNIT - I

NATURE OF PSYCHOLOGICAL ASSESSMENT: Clinical interview and observation, history taking; Contributions and limitations of traditional versus contemporary methods including behavioural methods of assessment; Problems of validation of projective and other clinical tests; Rationale for each psychological test to be administered and reasons for selecting a given test for a given patient/subject; Clinical implications of psychological test results. Ethics of psychological testing.

DIAGNOSTIC INTERVIEW AND MENTAL STATUS EXAMINATION: Decision Tree for

Differential Diagnosis

UNIT - II

ASSESSMENT OF DEVELOPMENTAL PROGRESS: Cognitive Assessment: Vineland Social Maturity Scale, WAIS, WISC, Group test of Intelligence, Draw-a-man test, StandardProgressive Matrices

(SPM), Cattell's Culture Fair Intelligence Scale, Colored Progressive Matrices (CPM) Bhatia Battery of Performance Intelligence Test, Seguin Form Board Test, Kamat-Binet Test

UNIT -III

ASSESSMENT OF PERSONALITY AND ADJUSTMENT: MBTI, 16PF, Personality Assessment

System, Edwards Personal Preference Schedule, Neo Five-factor inventory-revised, STAI, Children STAI, Beck Anxiety Inventory, Beck Depression Inventory, Emotional problem scale, Hamilton depression inventory, EPQ, CAT, TAT, MMPI, Rorschach (Becks)

UNIT- IV

NEUROPSYCHOLOGICAL ASSESSMENT: Psycho-physiological assessment: Assessment of psycho-physiological indices of arousal/anxiety (e.g., GSR, Heart Rate etc.) and to correlate with those of subjective reports of the same. Neuropsychological Assessment: Wechsler Memory Scale, Bender Visual Motor Gestalt Test, Luria Nebraska Neuropsychological Battery Child/Adult, NIMHANS Battery, AIIMS Battery

UNIT-V

ASSESSMENT OF APTITUDE: Differential Aptitude Test Battery, Indian Classificatory

System of Vocational Expression Blank, Study Habit and Reading Interest Inventory, David's battery of Differential Aptitude

WRITING PSYCHOLOGICAL REPORTS: Synthesizing and integrating different test results; diagnostic interpretation; differential and final diagnosis.

Text Books:

1. Golden, C.G., Moses, J.A., Coffman, J.A., Miller, W.R., & Strider, F.D., (1983). Clinical Neuropsychology: Interface with neurological & psychiatric disorders. Grune & Stratton, U.K.
2. Harsen, M., & Bellack, A.S.(1981). Behavioural Assessment: A practical handbook by Pergamon Press, New York.

Reference Books:
1. Kaplan, R. & Saccuzzo. (2007). Psychological Testing. Cengage, Wadsworth

   Aiken, L.R., & Groth-Marnat, G., (2009).Psychological Testing and Assessment. (12/e) Pearson Education.
2. Lezak, M. D., & Lezak, M. D., (2004). Neuropsychological Assessment. Oxford University Press, Oxford
3. Manuals for various tests
4. Weiner, B., (1983). Clinical Methods in Psychology. John Wiley, New York

PSYC7021: COUNSELING AND PSYCHOTHERAPY

This course provides a basic training in psychotherapy and counseling theory and skills. It combines academic, practical and experiential components within a supportive and challenging environment. During this course, the students will be given an in-depth knowledge of some of the psychotherapeutic approaches including person-centered and cognitive behavioural approaches. They will gain an understanding of different therapeutic models and current developments in theory and practice, with the help of suitable case study examples.

COURSE OBJECTIVES:

1. To familiarize the students with the nature and process of counseling,
2. To make them understand the major theories and techniques of psychotherapy and counseling
3. To make them understand the process of counseling and psychotherapy
4. To make them understand the counseling relationship and the ethical guidelines in counselingand therapy.
5. To expose them to counseling and psychotherapy applications in different settings.

COURSE OUTCOMES:

1. Different approaches to counseling and psychotherapy
2. Micro counseling techniques in counseling
3. The process and techniques of counseling and psychotherapy
4. Ethical issues and specific considerations in psychotherapy and counseling
5. Application in different settings and clinical populations

UNIT- I

INTRODUCTION*:* Meaning, purpose and goals of counseling, with special reference to India; Professional issues, ethics, education and training of the counselor, Counseling Skills.

UNIT -II

COUNSELING PROCESS: Counseling relationship; Counseling Interview, Stages of Counseling, Characteristics of Counseling Relationship.

UNIT -III

APPROACHES TO COUNSELING I: Psychoanalytic approach; Existential-Humanistic Approach; Client-Centered Approach; Gestalt Therapy Transactional Analysis, Indian Approaches

UNIT -IV

APPROACHES TO COUNSELING II*:* Behaviour therapy; Cognitive Behaviour therapy; Rational Emotional Therapy, Group Psychotherapy, Family therapy.

UNIT -V

COUNSELING APPLICATIONS: Child Counseling, Family Counseling, Counseling in Schools, Career Counseling, Group Counseling, Crisis Intervention Counseling, Alcohol and Drug Abuse, HIV Counseling

Text Books:

1. Belkin G. S., (1988). An Introduction to Counseling. W. G. Brown Publishers
2. Sommers-Flanagan, J., & Sommers-Flanagan, R. (2018). Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques. John Wiley & Sons.

Reference Books:

1. Brammer, L. M., & Shostrom, B.L. (1977). Therapeutic Psychology: Fundamental of counseling psychotherapy. (3rd ed) Englewood Cliffs: Prentice Hall
2. Capuzzi, D., & Gross, D. (2006). Counseling and Psychotherapy: Theories and Interventions(4th ed), Pearson Education.
3. Ewan, G. (2007). Person Centered Counseling Psychology – An Introduction. Sage
4. Gladding, S. T., (2018). Counseling: A Comprehensive Profession. (6th Ed). Pearson Education.
5. Nelson J., (1982). The Theory and Practice of Counseling Psychology. Holt Rinehart& Winston, New York.

6. Ray W., Windy, D., & Sheelagh, S. Handbook of Counseling Psychology (Eds.), II Ed.

PSYC7031: COGNITIVE BEHAVIOR THERAPY

Cognitive Behaviour Therapy is an increasingly popular form of psychological therapy. This course introduces the students to Cognitive Behavioural Therapy within a context of other therapeutic methods using a wide range of learning techniques. This will equip the students with a basic knowledge and understanding of CBT theory and practice, skills in basic CBT interventions that can be incorporated into mental health practice and an understanding of measurement of outcomes

COURSE OBJECTIVE:

1. To provide in-depth understanding of cognitive behaviour therapies and their applications.
2. To provide in-depth understanding of Albert Ellis cognitive behaviour therapies and their applications
3. To make students aware and apply Meichenbaum's cognitive therapy.
4. To help students compare various cognitive therapies.
5. To make students apply cognitive therapies to various psychological conditions.

COURSE OUTCOMES: After doing this course in CBT, the students should be able to:

1. Understand the rationale of the cognitive behaviour al therapy approaches
2. Examine all elements that maintain a problem, including thoughts (cognitions), feelings, behaviour and the environment.
3. Be ready to face practical clinical situations and also help them to plan the treatment
4. Understand cognitive case formulation and its importance.
5. Understanding and applying SITs.

UNIT I
Beck's Cognitive Therapy— Introduction: Underlying theoretical framework, Research Evidence, Basic Principles of Treatment; overview of treatment: developing the therapeutic relationship, Planning treatment and Structuring Sessions, Applications and effectiveness

UNIT II
The distinctive features of Ellis's Rational Emotive Behaviour Therapy—The REBT "Situational ABC" Model; Assessment and research evidence, Techniques, Effectiveness, and applications.

UNIT III
Meichenbaum's Cognitive Therapy—Self-Instructional Training; Stress Inoculation; Imagery Training; Research and Applications.

UNIT IV

Cognitive Case conceptualization; Cognitive restructuring: Socratic Questioning; Comparative Analysis of different cognitive behaviour therapies.

UNIT V

Practical approach to CBT, analysis and therapy under supervision: CBT based treatment specifically for certain clinical conditions: CBT for anxiety disorders and depression, CBT for panic and phobic disorders, and mindfulness training for OCD and depression: Letting Go, Concentration and Meditation.

Text Books:

1. Kennerley, H., Kirk, J., & Westbrook, D. (2017). An Introduction to Cognitive Behaviour Therapy: Skills and Applications. United Kingdom: Sage Publications Ltd.
2. Beck, J.S. (1995). Cognitive therapy: Basic and beyond. New York: Guilford Press.

Reference Books:

1. Ellis, A. (1970). The Essence of Rational Psychotherapy: A comprehensive approachto treatment. New York: Institute for Rational Living.

2. Meichenbaum, D. (1978). Cognitive-behaviour modification: An integrative approach. New York: Plenum Press.

3. Meichenbaum, D. (1985). Stress inoculation training. New York: Pergamon Press

4. Walen, S.R., Digiuseppe, R., & Dryden, W. (1992). A practitioner's guide to rational-emotive therapy. Oxford University Press. Inc.

PSYC7041: INDIAN PSYCHOLOGY

 Indian Psychology is a paper designed to introduce students at the postgraduate level to an essential developing field of Indian Psychology. Indian Psychology is a system derived from indigenous thought systems and therefore is clearly best suited to address Indian-specific psychological issues and problems. During this course, students are taught how relevant it is to know Indian culture, ethos, ancient literature and philosophy in order to understand and apply psychological principles to Indians. Keeping this intention, the students are taught outlines of major systems and theories of Indian psychology. Students are introduced to fundamentalconcepts such as Self, Consciousness, Emotions and Motivations etc. This paper also discusses the application of Indian Psychological concepts in understanding human behaviour in society, education, health and organizations

COURSE OBJECTIVES:

1. To initiate the student into the developing field of Indian psychology.
2. To make the students understand the relevance of Indian Psychology in the Indian context.
3. To develop a perspective of psychological processes based on Indian thought.
4. To review major systems and theories of Indian psychology in their applied aspects.
5. To provide a basic understanding of empirical research in the field of Indian Psychology

COURSE OUTCOMES: After completing this course, the students will be able to

1. Understand the need for the emergence of Indian Psychology
2. Understand the philosophical roots of Indian Psychology
3. Apply Indian Psychological concepts in the areas of Therapy, Education, Psychology etc.
4. Understand Yoga and be able to apply this knowledge in everyday life.
5. Understand empirical research on Indian Psychology.

UNIT I

RELATIONSHIP BETWEEN CULTURE AND PSYCHOLOGY: Changing perspectives; Emergence of cultural, cross-cultural and indigenous psychologies; The non-western perspectives on psychology; Relevance of Indian Psychology

UNIT II

INTRODUCTION TO INDIAN PSYCHOLOGY: What is Indian psychology?; The philosophical and cultural background of Indian psychology; History of Schools and Systems– The Sāṃkhya-Yoga, Nyāya-Vaiśeṣika, Vedānta-Mīmāṃsā, Buddhist, Jaina, Lokāyata/Cārvāka schoolsof thought, Contemporary thinkers; Scope and Methods of Study, An Overview.

UNIT III

PRINCIPLES OF INDIAN PSYCHOLOGY: Being: Consciousness and the Self, Knowing: Mind and Cognition, Feeling: Emotion and Sentiments, Action: Motivation and Volition, Person and Personality.

UNIT IV

PRACTICES: *Gunas:* Review of Empirical Research, *Siddhis:* Theories and Empirical Support, Pure Conscious States: Psychological Insights from *Bhagavad Gita-*Doctrine of *Nishkama Karma-*characteristics of *Sthitoprajana ;* Qualities of Bhakta: the concept of *Kshetra* and *Kshetrajana*

UNIT V

IMPLICATIONS AND APPLICATIONS: Clinical, Pedagogic, Social, Psychological, Organizational, Spiritual

Text Books:

1. Rao, K. R., Paranjpe, A. C., & Dalal, A. K., (2008). Handbook of Indian psychology. Cambridge University Press India, New Delhi.

Reference Books:

1. Radhakrishnan, S. (1973). Bhagavad-Gita. Harper & Row Publications.

2. Mathijs Corlinissen, R.M., Misra, G., and Varma, S. (2014). Foundations of Indian Psychology. Pearson,New Delhi.

INTRODUCTION: What are the biological factors that affect our behaviour? Biological psychology looks at the interplay between biological processes and mental states. Brain, nerve cells and hormones also affect our behaviour and feelings. We can understand more about the human condition when we recognize how biology affects behaviour. This paper focuses on the neuroanatomy, basic brain functions, behaviour al genetics, neuropsychology as well as the organization of the nervous system in relation to sensation and motor output.

COURSE OBJECTIVES:

1. To introduce the biological bases of psychological processes and behaviour
2. To acquaint the students with the biological basis of behaviour, including psychophysiology, behaviour genetics and neurochemistry
3. To acquaint the students with the knowledge of basic brain functions and their role in human behaviour with the elaboration on brain dysfunction and its impact on human behaviour
4. To apprise the students of the knowledge of neuropsychological lobe functions and dysfunction in neurological disorders
5. To acquaint the students with the knowledge of different sensory and physiological systems and the effect of stress on these systems

COURSE OUTCOMES:

1. Demonstrate a basic understanding of the function of the nervous system and the brain.
2. Demonstrate how behaviour and mental processes are linked to biological processes.
3. Understand the organization and functional differentiation of the nervous system and its various parts and the neuropsychological functions
4. Explain the biological basis for the development of abnormal behaviour and mental illness.
5. Understand different sensory systems processes and the psychological consequences of their disturbances and understand different physiological systems and their relationship to CNS and mental illness.

UNIT I

INTRODUCTION: Basic reasoning in the biology of behavior, human evolution, genes & behavior , types of cells, hormones and glands, Evolution of the nervous system, neurons, nerve impulse transmission, graded potentials, spike potentials, **Research methods**: Neuro-anatomical, neuro-chemical, neuro-physiological, neuropsychological, monitoring neural activity, Biofeedback.

UNIT II

THE NERVOUS SYSTEM: Peripheral Nervous System (somatic, autonomic), Central Nervous System (spinal cord, medulla, cerebellum, cerebral cortex and hemispheres, limbic system, basal ganglia) functional asymmetry of cerebral hemispheres.

UNIT -III

NEUROPHYSIOLOGICAL CORRELATES OF BEHAVIOUR: Neurophysiology of arousal, attention, wakefulness, and sleep; psychophysiology of perception, emotions and motivation; physiological and chemical correlates of learning and memory, disturbances of memory-amnesia.

UNIT IV

NEUROPSYCHOLOGICAL BASIS OF BEHAVIOUR: Lobular functions, disturbances in different neurological conditions like stroke, head trauma and tumours-aphasia, disturbances of language and memory-aphasia and amnesia; **Neuropsychological testing**- neuropsychological batteries.

UNIT V

SPECIAL SENSORY SYSTEMS: vision, audition, taste, smell etc. and their relationship to behaviour and its disturbances

PHYSIOLOGICAL SYSTEMS: Physiological systems and their control by CNS & effects of behaviour (gastro intestinal, cardiac, reproductive, respiratory, skin etc.), psychosomatic complications of stress.

Text Books:

1. Carlson, N., & Mellissa, A. (2021). Physiology of Behaviour, Pearson Higher Education
2. Morgan, J. E., & Ricker, J. H. (2017). Textbook of clinical neuropsychology. (Eds.). Taylor & Francis.

Reference Books:

1. Kalat, J.W. (2006). Biological Psychology. Wadsworth/Thomson Learning, Belmont, CA.
2. Levinthal, C.F. (1996). Introduction to Physiological Psychology (3rd Ed). Prentice Hall
3. Lezak, M. D., & Lezak, M. D., (2004). Neuropsychological Assessment. Oxford university Press, Oxford.
4. Pinel, J.P.J. (2007). Biopsychology (6th ed). Pearson Education.
5. Walsh, K. (1994) Neuropsychology: A Clinical Approach. Churchill Livingstone, NewDelhi.

PSYC7061: STATISTICS IN PSYCHOLOGY

This paper is focused on providing an introduction to basic statistical analyses commonly employed in the behavioural and social sciences. The topics covered include the measures of central tendency, variability, probability and samples, correlation, hypothesis-testing, *t*-tests, ANOVA, and chi-square. This course emphasizes on developing students' understanding of the definitional and conceptual aspects of statistical formulas as opposed to a strict focus on mathematical computations.

COURSE OBJECTIVES:

1. To acquaint the students with different statistical methods, their uses and interpretations.
2. To familiarize students with various graphical representations of data.
3. To equip students with knowledge and skills for framing and testing research hypotheses.
4. To acquaint students with various parametric and non-parametric inferential statistics for analyzing data.
5. To enable students to analyze the data of practical project work and dissertation.

COURSE OUTCOMES:

1) Understand the basic statistical concepts and their need and usage in research

2) Understand and interpret a great deal of information by learning about types of variables, types of data, types of comparisons and methods of interpretation.

3) Decide on appropriate statistical procedures for analyzing a particular dataset.

4) Interpret results obtained from the statistical procedures to conclude the hypotheses.

5) This course will build a strong base for students and help them establish an empirical and scientific basis for research in psychology.

UNIT I:

DESCRIPTIVE STATISTICS AND PROBABILITY: Samples and populations; Central tendency and variability; Graphically describing data; Percentiles, percentile ranks and standard scores.

UNIT II:

Probability: Concept, definition, and principles; Validity criteria for hypothesis testing; Characteristics of normal distribution curve; Applications of the normal distribution curve

UNIT III:

INFERENTIAL STATISTICS: Inferences: Standard error for measures of central tendency and variability; Hypothesis testing and statistical significance – null hypothesis, statistical significance, Type I and II errors, one-tailed and two-tailed hypotheses.; Effect Size; Analysis of differences between two conditions – the t-test.; Analysis of differences between three or more conditions – one-way ANOVA.; Analysis of variance with more than one independent variable – factorial ANOVA.; Analysis of covariance – ANCOVA; Measures of association X2 – goodness-of-fit, testing other hypotheses, test for independence.

NONPARAMETRIC STATISTICS: Difference between parametric & nonparametric statistics.; Chi-square test; Spearman's rho; Mann-Whitney's U and Wilcoxon's signed-ranks test; Kruskall-Wallis and Friedman's test

UNIT IV:

BASIC CONCEPTS OF RESEARCH METHODOLOGY: Variables – their manipulation and control; Sources of bias and ethical issues in research; Sampling – probability sampling and non-probability sampling methods; Writing a research report – structure and format, style of writing.

UNIT V:

TYPES OF RESEARCH: Experimental research – laboratory experiments, field experiments;. Non- experimental research – ex-post facto research, field study, survey research, Correlational research, etc.; Qualitative research – the clinical tradition, case study method, ethnographic tradition, content analysis.

Text Books:

1. Aron, A., Coups, E., & Aron, E. (2016). Statistics for Psychology. Pearson Education
2. Coolican, H. (2017). Research methods and statistics in psychology. Taylor and Francis.

Reference Books:

1. Kurtz, A.K. & Mayo, S.T. (1979). Statistical Methods in Education and Psychology. Narosa Publishing House.

2. Levin, J., & Fox, J. A. (2006). Elementary Statistics in Social Research. Pearson Allyn andBacon, Boston, MA.

3. Mangal, S. K., (2006). Statistics in Psychology and Education. Prentice-Hall, New Delhi.

4. Siegel, S. & Casstellan, N. J. (1988) Nonparametric statistics for the Behavioural Sciences (2nd Ed). McGraw Hill, New York.
5. Pathak, R.P. (2010). Research in Education and Psychology. Pearson, New Delhi.
6. Mangal, S.K., & Mangal, S. (2009). Research Methods in Behavioural Sciences. PHL Learning Pvt.Ltd. New Delhi.
7. Neuman, L.W. (2007). Social Research Methods. (6th ed). Pearson Education

PSYC7071: HEALTH PSYCHOLOGY

INTRODUCTION: Health psychology is a rapidly expanding discipline that can be defined as the practice and application of psychological methods to the study of behaviour relevant to health, illness and health care and provides one with the theoretical background and professional skills required for health psychology research and interventions. The program also focuses on the development of skills required to work in multidisciplinary teams, independently analyze problems, evaluate clinical programmes and report on clinical issues. Furthermore, students will learn to apply the intervention methods to the well-being of the physically ill and the self- management of chronic diseases.

COURSE OBJECTIVES:

1. To understand the significance of the emerging area of health psychology within a life-span perspective.
2. To explore the importance of social and psychological processes in the experience of health-promoting and health-compromising behaviours.
3. To identify the role of health care services in pain management and enhancement of patient's quality of life.
4. To understand behavioural risk factors and intervention techniques in chronic illnesses.
5. To identify the latest trends and future challenges in health psychology.

COURSE OUTCOMES:

1. Understand the scope and goals of health psychology.
2. Identification of the role of coping, resilience and social support in health behaviours.
3. Assessment of patient and provider behaviours in health settings.
4. Identification of psychological issues in chronic and terminal illnesses.
5. Identification of the latest trends in health and health psychology.

UNIT-I

INTRODUCTION TO HEALTH PSYCHOLOGY: Definition-What is health; Mind-body relationships; Historical viewpoints–Early cultures, Middle Cultures, Renaissance and after; Need for Health psychology–changing patterns of illness, advances in technology and research, expanded healthcare services, increased medical acceptance; Contributions to health; development, gender and socio-cultural factors in health-related behaviour; Traditional health beliefs and practices; Current perspectives- Bio-psycho-social perspective, Life span perspective; Relationship of health psychology with other sciences; Application of Health psychology– Careers and Research.

UNIT – II

HEALTH BEHAVIOUR S: Introduction; Health Promotion; Changing Health Habits; Health promoting behaviours; health-compromising behaviours (Obesity, Eating disorders, alcoholism and problem drinking, smoking).

STRESS: What is Stress? What makes events stressful? Sources of Chronic Stress.

COPING, RESILIENCE AND SOCIAL SUPPORT: Coping with stress and resilience; coping and external resources, outcomes and interventions; Social Support.

UNIT- III

USING HEALTH CARE SERVICES: Who Uses Health Services? Misusing health services; Patients, Providers and Treatments; The Nature of Patient-Provider Communication; Results of poor patient-provider communication; The Placebo Effect; Pain Management; Quality of Life.

UNIT IV

MANAGEMENT OF CHRONIC AND TERMINAL DISORDERS: Management of

Chronic Illness; Psychological Issues in Advancing and Terminal Illness; Heart Disease, Hypertension, Stroke and Type II Diabetes; Psycho-neuroimmunology and Immune-related disorders: HIV Infection and AIDS, Cancer, Arthritis and Type I Diabetes

UNIT –V

FUTURE CHALLENGES AND OPPORTUNITIES FOR HEALTH PSYCHOLOGY:

Trends in Health and Health Psychology; Becoming a Health Psychologist; Role of a health psychologist in health promotion and health services; Pandemic and Health; Health and Well-being as Sustainable Development Goal

Text Books:

1. Taylor. E. S. (2018). Health Psychology. New York, McGraw-Hill.
2. Marks, D. F., Sykes, C. M., & McKinley, J. M. (2003). Health psychology: Overview and professional issues. In A. M. Nezu, C. M. Nezu, & P. A. Geller (Eds.), Handbook of psychology: Health psychology, Vol. 9, pp. (5–23). John Wiley & Sons Inc.

Reference Books:

1. Sarafino, E. P., & Smith, T. W. (2011). Health Psychology: Biopsychosocial Interactions(7th edition). John Wiley & Sons: USA
2. Baum, A., Gatchel, R. J., Krantz, D.S., & Gatchel, R.J. (1997). An Introduction to Health Psychology. McGraw-Hill, Boston.
3. Brannan, L., & Feist, J. (1996). Health Psychology: An Introduction to Behaviour and Health. Brooks/Cole -Cengage, Pacific Grove, CA.
4. Fogel, C.I., & Woods, N.F. (1995). Women's Health Care: A Comprehensive Handbook. (Eds.). SAGE, Thousand Oak, CA.

PSYC7081: SOLUTION-FOCUSED BRIEF THERAPY

This is a therapy course that trains the students to explore in depth the brief psychotherapy process and techniques. It helps to understand the basic principles as well as increase practical skills in applying SFBT techniques. The students will also learn about research-based evidence and will be introduced to other brief psychotherapies.

COURSE OBJECTIVES:

1. To provide in-depth understanding and history of SFBT therapy
2. To understand the therapeutic process and techniques of SFBT
3. To equip students in SFBT skills for effective application.
4. To help students learn and compare various brief psychotherapies.
5. To make students apply SFBT and other brief therapies to various psychological conditions and settings.

COURSE OUTCOMES:

1. Understand the rationale of the SFBT
2. Explore the process and various techniques of SFBT.
3. Apply SFBT skills during the therapy.
4. Apply SFBT in different psychological conditions and settings.
5. Compare different types of brief therapies.

CONTINUOUS ASSESSMENT: Assignment/seminars, case studies, practice therapy exercises.

UNIT I

Introduction – Brief Therapy; Historical Development of SFBT; SFBT Model - Theoretical Foundations, Assumptions, Major Tenets; Paradigm shift-problem vs solution focused; Strengths and Limitations; Goals of SFBT.

UNIT II

Therapeutic Process and Techniques- Pre-Session Change; Problem-Free Talk; Goal Setting; Solution Talk; Exceptions, Reframing, Normalizing, Summarizing, Do One Thing Different; Presupposing change; Scaling; Homework; End of Session Feedback; Follow Up Sessions; Practice Exercises.

UNIT III

SFBT Skills – Questioning Skills - Miracle questions, Scaling questions, Exception questions, Coping questions, Indirect (Relationship) questions, Follow up questions; Therapist Language Skills; Complimenting Skills; Listening & Formulating Skills - listen, absorb & Formulate; Practice Exercises.

UNIT IV

SFBT Applications and Evidence based Research - Effectiveness with Clinical Populations;School Settings, Health care Settings, Organizational Settings, Family Settings.

UNIT V

Other Brief Therapies: Exposure Therapy; Dialectical Behaviour Therapy; Interpersonal Psychotherapy; Time-limited Dynamic Psychotherapy; Short-term Psychodynamic Psychotherapy.

Text Books:
1. De Shazer, S., Dolan, Y., Korman, H., Trepper, T., McCollum, E., & Berg, I. K. (2021). More than miracles: The state of the art of solution-focused brief therapy. Routledge.
2. DeJong, P., & Berg, I. K. (2008). Interviewing for Solutions, (3rd Ed). Pacific Grove, CA. Brooks/Cole.

Reference Books:

1. Franklin, C., Trepper, T. S., Gingerich, W. J., & McCollum, E. E. (Eds.). (2012). Solution-focusedbrief therapy: A handbook of evidence-based practice. Oxford University Press.
2. Lutz, A. B. (2013). Learning solution-focused therapy: An illustrated guide. American PsychiatricPub.
3. Nelson, T. S., & Thomas, F. N. (Eds.). (2012). Handbook of solution-focused brief therapy: Clinicalapplications. Routledge.
4. Metcalf, L. (2021). Counseling toward solutions: A practical, solution-focused program for workingwith students, teachers, and parents. Routledge.
5. Dewan, M. J., Steenbarger, B. N., & Greenberg, R. P. (Eds.). (2018). The art and science of briefpsychotherapies: a practitioner's guide. American Psychiatric Pub.
6. Walter, J. L., & Peller, J. E. (2013). Becoming solution-focused in brief therapy. Routledge.
7. Quick, E. K. (2008). Doing what works in brief therapy: A strategic solution focused approach.Academic Press.

PSYC7091: MENTAL HEALTH IN GENERAL CARE

Health in its broadest sense includes physical and mental health. Health workers in the recent years have become interested in dealing with mental health problems in general health centers. Mental illnesses have been shown to be common, occurring in all societies and in all sections of the population, causing immense suffering and disability.

COURSE OBJECTIVES:

1. Enable the student to enlist common mental health issues encountered in general health care settings.
2. Identify methods to detect psychological ill-health in the non-psychiatric context.
3. Educate the students about the symptoms that are medically unexplained.
4. Impart knowledge about problems arising due to loss and violence.
5. Educate the students about mental health problems in childhood and adolescence.

COURSE OUTCOMES:

1. Identify psychological distress states in the general health setting.
2. Distinguish between psychotic and non-psychotic disorders.
3. Analyse biological versus psychological aetiology of distress states.
4. Identify the problems arising due to loss and violence.
5. Understand the mental health problems in childhood and adolescence

UNIT I

Behaviour s that cause concern – violent behaviour and aggression; confusion and agitation; suicide; seizures; disturbances among the elderly.

UNIT II

Symptoms that are medically unexplained – Multiple Physical Complaints; Fear and panic; sleep problems; fatigue; loss of a body function.

UNIT III

Problems arising from loss and violence – Trauma; Intimate Partner Abuse; Sexual Assault; Bereavement.

UNIT IV

Problems in childhood and adolescence – Learning disturbances; ADHD; Child abuse; Misbehaviour ; Enuresis; Depression in adolescents.

UNIT V

Mental Health in other contexts – Reproductive Health; Health of Prisoners; Refugees; Disasters; Caring for carers.

Text Books:

1. Pilgrim, D. (2014). Key Concepts in Mental Health. London: Sage.
2. Patel, V. (2003). Where There is No Psychiatrist. A Mental Health Care Manual. Glasgow: Gaskel.

Reference Book:

1. Goldberg, D.P. (1992). Common Mental Disorders: A Bio-Social Model. London: Routledge. Washington DC: American Psychiatric Publishing Inc.

PSYC7101: AGING AND HEALTH

This course introduces the students to the concepts of ageing related health concerns from a psychological perspective. It highlights the phenomena of healthy ageing and further elaborates on health perspectives and ageing, common health conditions in old age, mental health of older adults and techniques and strategies for health promotion of older persons. The course also discusses the pertinent issues of long-term care and end-of-life care for older adults, along with community and public health issues and concerns.

COURSE OBJECTIVES:

1. To develop an understanding of the health perspectives and ageing.
2. To describe mental health in the context of ageing.
3. To identify health promotion topics, techniques and strategies for older persons.
4. To explain the long-term care and end-of-life care for older adults.
5. To examine the community health and public health issues and concerns.

COURSE OUTCOMES:

1. Understand the health perspectives in the context of ageing.
2. Demonstrate mental health concerns of older persons.
3. Examine the various health promotion topics, techniques and strategies for older adults.
4. Evaluate the role of long-term care and end-of-life care in the life of older persons.
5. Analyse the importance of community health and public health initiatives.

UNIT I
Introduction: Concept of Ageing and Health; Health perspectives and Ageing; Common health conditions associated with Ageing; Health Screening and Preventive Care; Introducing Healthy Ageing; Factors influencing Healthy Ageing.

UNIT II
Mental Health and Ageing - Mental Health of Older Adults; Common mental health issues; Stress Management; Social and Emotional Support: Family Support, Online Support, Pet Support, Religious and spiritual support; Intergenerational support.

UNIT III
Health Promotion - Empowering Older Adults: Improving Communications, Promoting Health Behaviour Change; Exercise: Importance of Exercise, Exercise for Disease Prevention and Functional Improvement; Nutrition and Weight Management: Good Nutritional Habits; Strategies for Weight loss and Maintenance; Complementary and Alternative Medicine (CAM): Types of CAM, Popular CAM Techniques.

UNIT IV
Long-Term Care and End-of-Life Care: Long -Term Care; Types of Caregiving; Long-Term Care Alternatives; End-of-Life Care; Death with Dignity.

UNIT V
Community and Public Health Concerns - Community Health: Community Organization, Community

Volunteering, Community Health Advocacy; Public Health: Social Security, Culture and Public Health Policy, Disparities in Health and Health Care.

Text Books:
1. Haber, D. (2019). Health promotion and aging: Practical applications for health professionals. Springer Publishing Company.
2. Squire, A. (2002). Health and well-being for older people: Foundations for practice. Bailliere Tindall.

Reference Books:

1. Chatterjee, P. (2019). Health and Wellbeing in Late Life: Perspectives and Narratives from India(p. 195). Springer Singapore. https://doi.org/10.1007/978-981-13-8938-2
2. Victor, C. R., Rajan, S. I., & Balagopal, G. (2017). Elderly care in India: Societaland state responses. Springer Singapore. https://doi.org/10.1007/978-981-10-3439-8
3. Coll, P. P. (2019). Healthy Aging: A Complete Guide to Clinical Management. Springer Cham.https://doi.org/10.1007/978-3-030-06200-2

PSYC7111: ANIMAL ASSISTED THERAPY IN COUNSELING

This course traces the neurobiological roots of the Human-Animal social connection and outlines how animals can be identified and trained for therapy. The course also outlines animal assisted interventions across a spectrum of counseling theories and applications of animal assisted therapy for various populations and contexts.

COURSE OBJECTIVES

1. Present a definition and neurobiological bases of human-animal social connection;
2. Outline the bases of selection, training and evaluation of animals for therapy work;
3. Discuss ethical issues related to animal assisted therapy;
4. Explore the principles of animal-assisted therapy across the spectrum of counseling theories;
5. Illustrate the contexts in which animal-assisted therapy can be applied.

COURSE OUTCOMES

At the end of the course, the learner will be able to:

1. Define Animal-Assisted Therapy
2. Identify the parameters for selection, training and evaluation of animals for therapy work;
3. Understand risks involved and ethical concerns in animal-assisted therapy;
4. Apply the principles of animal-assisted therapy alongside various theories of counseling;
5. Analyze the scope for applying animal-assisted therapy across various contexts.

UNIT I

Introduction – Definition; Neurobiology of the Human-Animal social connection; General benefits; General risks involved; recommended competency areas; Research in Animal-Assisted Counseling and related areas.

UNIT II

Selection, Training and Evaluation of an animal for therapy work – Therapy Dogs; Therapy Cats; Therapy Horses; Small Therapy Animals; Therapy Farm Animals; Socialization; Touch Desensitization; Obedience Training; Teaching Special Skills and Trick Training; Canine Good Citizen Test; Therapy Dogs International – Testing Requirements; Handler-Animal Team Evaluation.

UNIT III

Risk Management and Ethics – Clients with animal fears or phobias; professional disclosure and informed consent to participate in AAT; Client Screening or AAT; Serving as an advocate for the therapy animal; recognizing stress in therapy animals; understanding your animal's communication; prevention of injury and infection during AAT; Moral Implications.

UNIT IV

Animal Assisted Interventions and Counseling Theories - Psychodynamics of AAT within counseling; Human-Animal Relational Theory; AAT and Person-Centered Counseling; AAT and Cognitive Behavioral Counseling; AAT and Behavioral Counseling; AAT and Adlerian Counseling; AAT and Psychoanalytic Counseling; AAT and Gestalt Counseling; AAT and Existential Counseling; AAT and Reality Counseling; AAT and Solution Focused Counseling.

UNIT V

Animal Assisted Therapy Applications – Animal Assisted Play Therapy; AAT with Elderly Clients; AATwith Hospitalized Clients; AAT with Hospice and Palliative Care Clients; AAT with Clients in Prisons and Juvenile Detention Centres; Crisis and Disaster Response.

Text Books:

1. Chandler, C.K. (2017). Animal-Assisted Therapy in Counseling. New York: Routledge.
2. Barker, S.B., Vokes, R.A. & Barker, R.T. (2019). Animal-Assisted Interventions in Health Care Settings:A Best Practices Manual for Establishing New Programs. West Lafayette: Purdue University Press.

Reference Books:

1. Fine, A.H. (2010). Handbook on Animal-Assisted Therapy: Theoretical Foundations and Guidelines forPractice. Boston: Academic Press.
2. Parish-Plass, N. (2013). Animal-Assisted Psychotherapy: Theory, Issues & Practice. West Lafayette:Purdue University Press.

PSYC7121: CLINICAL PSYCHOLOGY AND PRACTICE

This course introduces students to clinical psychology, including topics such as historical development, major paradigms that inform treatment and research, diagnostic procedures and ethics. The course also explores some of the most common causative factors and trains the student in clinical practice including treatment plan.

COURSE OBJECTIVES:

1. To train the students in historical developments and major theories of clinical psychology.
2. To help them understand the causative factors for psychological disorders.
3. To equip students in diagnosis and prognosis procedures.
4. To help students learn and compare various aspects of the treatment process.
5. To make students understand the ethical and training requirements

COURSE OUTCOMES:

6. Understand the introductory concepts of clinical psychology
7. Explore the etiological factors
8. Apply the diagnostic and prognostic methods during psychotherapy
9. Implement the treatment plan and procedures
10. Explore ethical guidelines and requisite training.

UNIT I
Introduction – Definition and Nature; Historical Development of the field; History of Clinical Psychology in India; Theoretical Orientations – psychodynamic, behavioral, cognitive, humanistic, biological and sociocultural; Role of Clinical Psychologists.

UNIT II
Etiology - Biological Factors: Genetic defects, Chemical imbalances and Brain abnormalities; Psychosocial Factors: Early deprivation, Neglect and abuse, Separation, Trauma; Socio-culture Factors: Group prejudice and discrimination, Poverty and unemployment, social change, Urban stressors -Violence and Homelessness.

UNIT III
Diagnosis and Prognosis - Problems and methods of diagnosis: Physiological Examination, Mental status examination, Observation, Case-History, Interview Method, Psycho-Diagnostic Tests, Case Formulation, Differential Diagnosis with Decision Tree.

UNIT IV
Treatment – Treatment Plan: Principles and Components; the 'Art' of psychological practice; Evidence-based practice for common mental disorders; The Clinical Team.
UNIT V
Ethics & Training - Ethical and professional issues; Policies related to mental health in India and outside India; Frameworks of psychological practice – Scientist practitioner, Scholar practitioner, Clinical scientist.

Text Books:

1. Davey, G., Lake, N., & Whittington, A. (Eds.). (2021). Clinical psychology. Routledge.
2. Castonguay, L. G., Constantino, M. J., & Beutler, L. E. (Eds.). (2019). Principles of change: How psychotherapists implement research in practice. Oxford University Press.

Reference Books:

1. Carr, A. (2012). Clinical Psychology: An Introduction. London: Routledge.
2. Bhatia, M.S. (2008). Textbook of Clinical Psychology. New Delhi: New Age International.
3. McKay, D. (2020). Clinical Psychology. Routledge
4. Barlow, D. H. (Ed.). (2021). Clinical handbook of psychological disorders: A step-by-step treatmentmanual. Guilford publications.
5. Carr, A. & McNulty, M. (Eds.). (2016). The handbook of adult clinical psychology: An evidence-basedpractice approach. Routledge.
6. Pomerantz, A.M. (2017). Clinical Psychology: Science, Practice and Culture. New Delhi: Sage.

PSYC7131: EXCEPTIONAL CHILDREN

This course includes identifying characteristics of the exceptional child, resources in the community about the possible interventions which are available. The course also deals with the psychological aspect of disabled and gifted children and the social care introduced for them. The course focuses on Identifying the risk factors of different developmental disabilities and on providing psychosocial intervention aiming to facilitate a positive change in the health behaviour of children.

COURESE OBJECTIVES:

1. Know about exceptional children, their characteristics including that of gifted populations.
2. Critically learn and analyse all areas and categories of inclusive and special education.
3. Gain knowledge about IDEA and all aspects of requirements of IDEA (Individuals with Disabilities Education Act).
4. Critically learn the various facets of exceptionality and the various degrees of inclusion and mainstreaming.
5. Implementing and designing remediation of some exceptional children's categories.

COURSE OUTCOMES:

1. Understand the differences between disabled and non-disabled children.
2. Explore the causes of disabilities and disorders in children and their prevention and treatment.
3. Identify the importance of family and community in the development of child with special needs.
4. Show Expertise in appreciating the special needs of children with different disabilities and disorders.
5. Apply psychological principles to enhance outcomes for exceptional learners.

UNIT- I

1. **INTRODUCTION:** Introducing the world of differences; Definition and terminology, relationship of delayed development and disability; Incidence and prevalence in India; The child at risk: poverty and gender issues; Rights of the disabled child; Issues in classification and labeling; Genetic and environmental factors in disability; Prevention of disability; Early detection, screening, identification and assessment in the community and at centre-based programmes; Need for intervention: Prevention, education and rehabilitation; Normalization and mainstreaming; Understanding the family with a special child; Rights of the disabled.

2. **GIFTED CHILDREN:** Behaviour; Characteristics and Emotional disturbances; Implications.

UNIT- II

THE CHILD WITH MENTAL RETARDATION: Difference between mental illness and retardation, approaches to measurement, intelligence and adaptive behaviour ; Current classification; Causative factors, characteristics of children with MR, impact on family, prevention; Associated conditions like ADHD and behaviour al problems; Principles in intervention: intervention, self-help, educational, vocational and prevocational, counseling the parent.

UNIT- III

THE CHILD WITH LEARNING DISABILITY: Definition of learning disability, difference between disability and difficulty, (problem of labeling) criteria for identification and diagnosis; Characteristics of children - sensory motor, perceptual, language difficulties, consequences on school achievement, causes and correlates of learning disability; Associated problems, assessment of learning disability; Methods of evaluating progress; Counseling and remediation

UNIT- IV

THE CHILD WITH SENSORY HANDICAP–AUDITORY, SPEECH, VISUAL: Definition,

Cause, Implications of Disorder – cognitive, emotional, social, educational; Language, social and emotional development; Early identification, intervention and remediation; Role of family and social support; Adjustment and emotional problems, counseling the family and dealing with problems.

UNIT- V

CHILDREN WITH BEHAVIOUR DIFFICULTIES AND DISORDERS: Attention Deficit disorders, autism, emotional - behaviour al disorders and other developmental disorders; Definition, Cause, Implications of Disorder – cognitive, emotional, social, educational; Language, social and emotional development; Early identification, intervention & remediation;Role of family & social support; Adjustment & emotional problems, counseling the family & dealing with problems.

Text Books:

1. Kapur, M. (1997). Mental Health in Indian schools. Sage, New Delhi.
2. Mangal, S. K. (2012). Educating Exceptional Children. Prentice-Hall of India, New Delhi.

Reference Books:

1. Nakra, O. (1998). Children and learning difficulties. Allied Publishers, New Delhi.

2. Thapa, K.,Aalsvoort, G. M., & Pandey, J. (2008). Perspectives on learning disabilities in India: Current practices and prospects. Sage Publications, Thousand Oaks.

Impart knowledge and skills necessary to carry out psychological interventions in mental health problems with required competency. The students are introduced to factors that lead to the development of an effective working therapeutic alliance, setting therapy goals, evaluation of success of therapy in producing desired changes, and variables that affect the therapy processes. Further, the aim is to equip the students with various theories of clinical problems, and intervention techniques, and their advantages and limitations.

COURSE OBJECTIVES

1. Introducing the student to the conceptual underpinnings of evidence base for various approaches to psychotherapy and behavior change and understand the differences between various therapy approaches
2. To help in conceptualizing client problems using various theories.
3. Describe the distinction between process and outcome in psychotherapy
4. To impart skills for using psychotherapies with clients through workshops, case discussions, role plays, observations
5. Demonstrate basic practical skills with regard to record generation (note-writing) and management (development of problem list and treatment plan).

COURSE OUTCOMES

1. Demonstrate a working knowledge of the theoretical application of various approaches of therapy to clinical conditions and an ability to articulate how the models are similar and different from each other.
2. Demonstrate ability to link theory-practice and assimilate clinical, professional, academic and ethical knowledge in their role of a therapist
3. Demonstrate an ability to provide a clear, coherent, and succinct account of a patient's problems and to develop an appropriate treatment plan
4. Demonstrate a sense of working collaboratively on the problem and ability to foster an effective alliance
5. Set realistic goals for intervention taking into consideration the social and contextual mediation.

Unit I
Introduction to Psychotherapy: Definitions, objectives, issues related to training professional therapists; ethical and legal issues involved in therapy work; rights and responsibilities in psychotherapy; issues related to consent (assent in case of minors); planning and recording of therapy sessions; structuring and setting goals; pre- and post-assessment, therapeutic relationship

Unit II
Behavior and cognitive therapies: Origin, principles & methodologies, problems and criticisms, empirical status, behavioral assessment, Desensitization, Extinction, Skill training, Operant procedures - (token economy, contingency management), Aversion, Self-control, cognitive behavior therapy, dialectical behavior therapy, problem-solving therapy, mindfulness-based cognitive therapy, schema-focused therapy.

Unit III
Systemic therapies: Origin, theoretical models, techniques, stages, process, outcome, indications, and research & current status with respect to family therapy, marital therapy, group therapy, sex therapy, interpersonal therapy;

Therapy in special conditions: Therapies and techniques in the management of deliberate self-

harm, bereavement, traumatic, victims of man-made or natural disasters, in crisis, personalitydisorders, chronic mental illness, substance use, HIV/AIDS, learning disabilities, mentalretardation, and such other conditions where integrative/eclectic approach is the basis of clinical intervention

Unit IV

Therapy in different conditions and physiological therapy: Therapies and techniques in the management of deliberate self-harm, bereavement, trauma-informed interventions, crisis interventions, personality disorders, chronic mental illness, substance use, HIV/AIDS, LGBTQ affirmative, Biofeedback, Progressive muscular relaxation, autogenic training, biofeedback, eye-movement desensitization, and reprocessing

Unit V

Psychosocial rehabilitation: Rehabilitation services, resources, medical and psychosocial aspects of disability, assessment, group therapy, supportive therapy and other forms of empirically supported psychotherapies for core and peripheral members

Text Books:

1. Bloch, S (2006). An introduction to the psychotherapies (3rd ed.). New York: Oxford Medical Publications
2. Wedding, D., & Corsini, R. J. (2013). Current psychotherapies. Cengage Learning.

Reference Books:

1. Bellack, A.S. & Hersen, M. (1998). Comprehensive Clinical Psychology (Vol. 6). London: Elsiever Science Ltd
2. Graham, P.J. (1998). CBT for children and families (2nd ed.). London: Cambridge University Press.
3. Hawton, K., Salkovskis, P.M., Kirk, J. and Clark, D.M. (1989). Cognitive Behavior Therapy for Psychiatric problems: A practical guide. New York: Oxford University Press.
4. Rimm D.C., & Masters, J.C. (1979). Behavior therapy: Techniques and empirical findings. New York:Academic Press.

PSYC7151: ORGANIZATIONAL PSYCHOLOGY

Organizational Psychology is one of the advanced papers with great application value. In this paper, students are taught how to apply psychological principles in an organization and about different aspects related to organizations. Knowledge is imparted to the students in matters such as the importance of interpersonal skills in the workplace, manager's functions, roles and skills, leadership, motivation and organization culture etc. This is really an interesting paper for a budding psychologist who is eager to carve his/her career as an organizational psychologist.

COURSE OBJECTIVES:
1. Understand basic concepts regarding organizational Psychology
2. Summarize perceptual and motivational factors of organizational psychology
3. Analyze the foundations of group behaviour
4. Comprehend the structure in organizations
5. Explore organizational culture and change management

COURSE OUTCOMES:

1. Explore the functions, roles and skills of management including study of attitudes
2. Understand the motivational and perceptual processes and theories
3. Explain group behaviour and group dynamics in organizations.
4. Study the different types of organizational structures and lines of command
5. Analyze the organizational culture, managing organizational change and organizational development techniques.

UNIT -I

INTRODUCTION: Organizational Behaviour – Nature – Management Functions – Management Roles – Management Skills – Systematic Study; Foundations of Individual Behaviour -Attitudes – Types of Attitudes.

UNIT -II

PERCEPTION AND MOTIVATION: Perception - Factors – Motivation – Nature; Theories of Motivation – Hierarchy Needs Theory – Two-Factor Theory – Expectancy Theory; Applications of Motivation.

UNIT -III

FOUNDATIONS OF GROUP BEHAVIOUR : Groups – Nature – Classification; Stages of Group Development – Group Structure – Group Decision-Making; Leadership – Nature –Theories – Trait Theories – Behaviour al Theories – Contingency Theories.

UNIT -IV

ORGANIZATIONAL STRUCTURE: Nature – Work Specialization – Departmentalization

– Chain of Command – Span of Control – Centralization and Decentralization; Organizational Designs – The Simple Structure – The Bureaucracy – The Matrix Structure – The Team Structure –The Virtual Organization – The Boundary less Organization.

UNIT -V

ORGANIZATIONAL CULTURE AND CHANGE MANAGEMENT - Organizational Culture

– Nature – Culture's Functions - Approaches to Managing Organizational Change – Lewin's
  Model
– Kotter's Plan for Implementing Change – Organizational Development Techniques.

Text Books:

1. Mullins, L.J. (2007). Management and Organizational Behaviour. Oxford Publishers,New Delhi.

2. McShane, S.L. and Von Glinow, M.A. (2008). Organizational Behaviour. McGraw Hill Publications, NewDelhi.

Reference Books:

1. Pareek, U. (2008). Organizational Behaviour. Oxford Publishers, New Delhi.

PSYC7161: BEHAVIORAL ECONOMICS

The course aims to ground students in the areas of behavioural economics, concentrating on how psychology integrates into modern economic models. It emphasizes how people make theirchoices or decisions during ambiguous situations. The course makes students understand the irrational side of decision making process and advances made in the field of behavioral sciences.

Course Objectives:

1. Interpret the principles underlying the field of behavioural economics and other approaches to behaviour change.
2. To focus on decision making and develop a holistic understanding of the concepts in both economics and psychology
3. To critically review the interconnections between the concepts
4. To know the application and limitations of these models that affect choices
5. Insights into the frontier of research and its application in behavioural economics

Course Outcomes:

1. Describe the nature scope and structure of behavioural economics
2. Understand the nature of pReference Books: and factors affecting pReference Books:
3. Grasp the utility models economics and psychology
4. Understand different kinds of biases and beliefs and know the aspects of self-evaluation
5. Evaluate social norms; policy analysis and applications

UNIT I
Nature of Behavioural Economics: Evolution of behavioural economics; relationship with other disciplines; Scope and structure; Evidence and Consilience; The neoclassical/ standard model and behavioral economics in contrast

UNIT II
Social Preferences: Nature of social preferences; factors affecting social preferences; modelling; reciprocity models

UNIT III
Values, Preferences and Choices: The evolutionary biology of utility; Rationality of irrationality; Types of Utility and the neuro-scientific basis of Utility

UNIT IV
Beliefs, Heuristics and Biases: The Standard Model; Self-evaluation bias; Projection bias; Causes of irrationality and Magical beliefs

UNIT V
Decision making under Uncertainty: Prospect theory; Loss aversion; Decision weighting; mental accounting; Discounting and Criticism; Time Discounting and the Long and Short Run. Policy analysis – norms and markets, labor markets, market clearing, public goods; applications – logic and knowledge, voluntary contribution, compensation design.

Text Books:

1. Wilkinson, N., & Klaes, M. (2012) Introduction to Behavioural Economics. Palgrave,Newyork.
2. Gigerenzer, G. (2008). Gut Feelings: Short Cuts To Better Decision Making.

Reference Books:

1. Thaler, R.H., & Sunstein, C.S. (2008). Nudge. Yale University Press
2. Kahneman, D. (2011). Thinking, Fast and Slow. Farrar, Straus and Giroux.
3. Duhigg, C. (2012). The Power of Habit. Random House.
4. Dhami, S. (2015). Foundations of Behavioral Economic Analysis.

PSYC7171: CONSUMER BEHAVIOUR

The course provides an overview and application of consumer behaviour. The course provides a comprehensive understanding on consumer decision making process, brand management, advertising and consumer research. Contemporary trends and issues are captured with conceptual frameworks including the advent of technology and its impact on marketing and consumer behaviour. The course touches the application of classical theories as well as appreciation of contemporary research. Students will have a thorough understanding of markets and their engagement strategies on consumers across social media platforms.

COURSE OBJECTIVES:

1. To introduce the student to the concept of consumer behaviour.
2. To understand contemporary research trends in consumer behaviours.

3. To understand the role of marketers in persuading consumers.

4. To impart knowledge on the impacts of culture on consumer purchase decisions
5. To understand consumer decision making and marketing ethics

COURSE OUTCOMES:

1. Have a strong and comprehensive understanding of the consumer behaviour principles
2. Have a deeper and more comprehensive examination and understanding on the model of consumer decision-making
3. Understand the hidden motives of marketers that inadvertently effect consumer behaviour.
4. Understand the impact of cross cultural factors affecting consumer pReference Books:
5. Understand the importance of consumer research and social responsibility

UNIT I: Consumers, Marketers, and Technology

Technology-Driven Consumer Behaviour; Market segmentation and Real-time bidding; Targeting, and Positioning.

UNIT II: The Consumer as an Individual

Consumer Motivation and Personality; Consumer Perception; Consumer Learning; Consumer Attitude Formation and Change

UNIT III: Communication and Consumer Behaviour

Persuading Consumers: From Print and Broadcast Advertising to Social and Mobile Media; Reference Groups and Word-of-Mouth

UNIT IV: Consumers in their Social and Cultural Settings

The Family and Its Social Standing; Culture's Influence on Consumer Behaviour; Subcultures and Consumer Behaviour; Cultural values and consumer behaviour; Cross-Cultural Consumer Behaviour: An International Perspective

UNIT V: Consumer Decision-Making, Marketing Ethics, and Consumer Research

Consumer Decision-Making and Diffusion of Innovations; Marketing Ethics and Social Responsibility and Consumer Research.

Text Books:

1. Schiffman, Joe, Wisenblit, S., Kumar, R., & Leon, G. (2018). Consumer Behaviour. (12th Edition). Pearson.
2. Solomon. M. R. (2016). Consumer Behaviour: Buying, Having, and Being. (12th) Pearson.

Reference Books:

1. Jerry Olson (2009). Consumer Behaviour & Marketing Strategy; McGraw-Hill Education; 9edition.
2. Wayne D. Hoyer, Deborah J. MacInnis, Rik Pieters. (2017). Consumer Behaviour. Cengage Learning; 7 edition.

PSYC7181: PSYCHOLOGY OF HUMAN RESOURCE MANAGEMENT

This course is designed to provide students with an understanding of human resource management (HRM) functions within organizations, including an appreciation of the roles of HRM specialists in designing and implementing effective HRM policies and practices and developing the knowledge, skills and concepts needed to resolve actual human resource management problems or issues.

COURSE OBJECTIVE:

1. To make the student understand the functions, systems, policies, and applications of Human Resource Management in industrial organizations.
2. To make the student adept with the multitude of differences among employees in anorganization
3. To make the student aware of different practices in employee life cycle at an organization.
4. To make student aware of the redressal mechanisms and counselling needs of employeesin an organization
5. To make students aware of the various laws pertinent to employees, unions and organizations in the Indian and global context

COURSE OUTCOMES:

1. Have in-depth knowledge about the importance, functions, rules, laws and regulations of personnel management with respect to the organization

2. Communicate effectively with individuals, groups and communities and communicate in ways appropriate to the management discipline for various audiences and contexts

3. Select and effectively use appropriate technologies relevant to psychological research and practice; recognizing their advantages and limitations when applied to management
4. Plan and organize recruitment drive for an eclectic set of organizations based on the company's key requirements, mission and vision.
5. Conduct personal and employee-specific growth and development sessions as well as handlethe training needs of the employees in an organization.

UNIT- I

Introduction**:** Meaning Importance and Functions, the Strategic Role of HRM, Human Resource Development Systems, Human Resource Management Environment in India, Manpower Planning.

UNIT-II

Employee Selection, Development and Growth: Recruitment, Selection and Induction, Staff Training and Development, Career Planning.

UNIT-III

Motivation, Job Design and Appraisal**:** Motivation and Productivity, Job Description, Analysis and Evaluation, Employee Motivation and Job Enrichment, Performance Monitoring and Appraisal.

UNIT-IV

Compensation Planning: Employee Compensation, Laws and Rules Governing Employee Benefits and Welfare, Compensation and Salary Administration.

UNIT-V

Managing Industrial Relations: Regulatory Mechanisms Guiding Industrial Relations, Employee Discipline, Suspension, Dismissal and Retrenchment. Employee Grievance Handling, Trade Unionism, Employers' Association, Collective Bargaining, Industrial Conflict Resolution, Industrial Democracy and Workers Participation.

Text Books:

1. Flippo, Edwin B. (2008).Personnel Management. Tata McGraw Hill Publishing Co,New Delhi.
2. Dessler (2007). Human Resource Management. Pearson Education. NewDelhi.

Reference Books::

1. Louis and Gomitz Mejia et al. (2008). Managing Human Resources. Pearson Education, New Delhi.
2. Rao, V.S.P. (2008). Human Resource Management - Text and Cases. ExcelBooks, New Delhi.

PSYC7191: PSYCHOLOGY OF REHABILITATION

The course deals with the psychological aspect of disabled patient and the psycho social care introduced for them. Identifying the risk factors of neurological and mental disorders and providing psycho social intervention aiming to facilitate a positive change in the health behaviour of patients is the focus of this paper. The students learn about different disabilities and their diagnosis and rehabilitation services available.

COURSE OBJECTIVES:

1. To enable the students to appreciate the special needs of people with different disabilities due to different ailments.
2. To Gain insight into causes of disabilities in people and their prevention and treatment.
3. To understand the nature of disabilities arising in childhood and identify various individual and family centered intervention techniques for the same.
4. To recognise substance abuse disorders and identify various intervention programs for the same.
5. To understand the nature of adult and neurological disabilities and identify intervention programs.

COURSE OUTCOMES:

1. Understand the meaning, scope and goals of Rehabilitation Psychology and approaches.
2. Demonstrate knowledge of disability classifications and types of rehabilitation.
3. Understand different rehabilitation approaches for disabilities arising in childhood and be able to apply them to make society inclusive.
4. Recognize substance abuse disorders and identify intervention programs for the same.
5. Understand different rehabilitation approaches for adult and neurological disabilities and be able to apply them as required.

UNIT- I

NATURE AND SCOPE OF REHABILITATION PSYCHOLOGY: Definition, historical; perspective, scope and methods; Functions of Rehabilitation Psychology: General and specific functions; History and Philosophy of Disability Rehabilitation; Goals and objectives of rehabilitation; Multi-disciplinary approach to rehabilitation: Biological, medical, psychological, educational, recreational and social aspects.

ORGANIZATION AND MANAGEMENT: Evolution of Non-Government Organizations, the background Characteristics of Organization and Capacity Building of Non-Government Organizations

UNIT- II

DISABILITIES: DISABILITY - CONCEPT AND DEFINITIONS: Classification of various disabilities, Incidence and prevalence;

TYPES OF DISABILITIES: Definition, Cause, Implications of Disorder – cognitive, emotional, social, educational; Language, social and emotional development; Early identification, intervention and remediation;

UNIT-III

DISABILITIES ARISING IN CHILDHOOD: autism, cerebral palsy, multiple handicaps, seizure disorders, rheumatologic disorders, cancer, and other disorders. – Diagnosis, Cause, Assessment, Planning Intervention, Psychological evaluations, Consultation and education regarding emotional, behaviour al and cognitive issues, Neuropsychological evaluations, Neuropsychological rehabilitation intervention for memory impairment and other cognitive difficulties, Non-pharmacological pain management strategies, Compensatory strategies, Individual, group and family psychotherapy, Sibling support, Wellness promotion, Stress management for caregivers

UNIT - IV

SUBSTANCE ABUSE DISORDERS: Diagnosis, Cause, Assessment, Planning Intervention, Psychological evaluations, Consultation and education regarding emotional, behaviour al and cognitive issues, Neuropsychological evaluations, Neuropsychological rehabilitation intervention for memory impairment and other cognitive difficulties, Non-pharmacological pain management strategies, Compensatory strategies, Individual, group and family psychotherapy, Sibling support, Wellness promotion, Stress management for caregivers

UNIT- V

DISORDERS OF ADULT ONSET: Other disorders such as: stroke, spinal cord injury, brain injury, multiple sclerosis, Parkinson's disease, amputation, cancer, Alzheimer's disease, arthritis, pain syndromes, neurological disorders, traumatic brain injury, other medical conditions requiring rehabilitation – Diagnosis, Cause, Assessment, Planning Intervention, Psychological evaluations, Consultation and education regarding emotional, behaviour al and cognitive issues, Neuropsychological evaluations,

NEUROPSYCHOLOGICAL REHABILITATION INTERVENTION for memory Impairment and other cognitive difficulties, Non-pharmacological pain management strategies, Compensatory strategies, Individual, group and family psychotherapy, Sibling support, Wellness promotion, Stress management for caregivers.

Text Books:
1. Brown Roy I., and E. Anne Hughson, 1987. Behaviour al and Social Rehabilitationand Training. John Wiley and Sons Ltd.
2. Cifu, D. X. (2020). Braddom's physical medicine and rehabilitation E-book. Elsevier Health Sciences.

Reference Books:

1. Bolton, B. E. (1976). *Handbook of measurement and evaluation in rehabilitation*. University Park Press.

2. Issue and Trends in Rehabilitation Research by Chadha N.K. and Nath S., 1993, Friends Publication, Delhi.

3. Rehabilitation: Attitude and Reality by Gokhale S.D., Rehabilitation Coordination India, 1987, Tata McGraw-Hill Publishing Company Limited, New Delhi.

4. Current Topics in Rehabilitation Psychology by Golden C.J., 1984, Grune and Stratton

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

6. Best and Promising Practices in Developmental Disabilities by Alan Hilton and Ravic Ringlaben, 1998, Pro-Ed, Texas.

7. Disability: Challenges Vs Responses by Ali Baquer and Anjali Sharma, 1997, Concerned Action Now, New Delhi.

8. Beyond Disability: Towards an Enabling Society by Gerald Hales, 1996, SAGE Publications, New Delhi.

9. Disabling Barriers – Enabling Environments by John Swain, Vic Finkelstein, Sally French and Mike Oliver, 1994, SAGE Publications, New Delhi.

10. Persons with Disabilities in Society by Jose Murickan and George kutty, 1995,Kerala Federation of the Blind, Trivandrum

11. Status of Disability in India – 2000 by Kundu, C.L., 2000, RCI New Delhi.

12. Children with Disabilities by Mark L. Batshaw, M.D., Fourth Edition, 2000, Paul H. Brookes Publishing Co.

PSYC7211: SUBSTANCE ABUSE TREATMENT AND MANAGEMENT

INTRODUCTION: This paper is to introduce to the students the fundamental determinants of substance abuse and dependence along with deeper insights into specific substances of abuse, associated symptoms and medical conditions. The course also outlines significant psychosocial approaches to treatment and relapse prevention. The course provides various models of prevention across diverse settings.

COURSE OBJECTIVES:
1. To review the determinants of substance abuse and dependence
2. To classify the various substances of abuse.
3. Examine the different psychosocial treatment approaches to substance abuse.
4. Evaluate the management of associated medical conditions of substance abuse.
5. Devise models of substance abuse prevention.

COURSE OUTCOMES:
1. Comprehend the underlying neurobiological, psychological, behavioral and sociocultural factors to substance abuse and dependence.
2. Gain clear insight into specific substances of abuse.
3. Demonstrate an understanding of the various psychosocial treatment approaches.
4. Appraise the management of associated medical conditions.
5. Assess various models of prevention

UNIT I:

Determinants of Abuse and Dependence: Neurobiological factors of drug dependence and addiction; Psychological factors in determinants of abuse and dependence; behavioral aspects; sociocultural factors and their implications.

UNIT II:

Substances of Abuse: Alcohol use disorders; Amphetamines and Other Stimulants; Sedative; Hallucinogens; Nicotine; Caffeine

UNIT III:

Psychosocial Treatment Approaches: Self-Help Programs; Alternative Support Groups; The Therapeutic Community; Individual Psychotherapy; Group Therapy; Family Approaches; Cognitive and Behavioral Therapies; Relapse Prevention

UNIT IV:

Management of Associated Medical Conditions: Maternal and neo-natal effects of alcohol and drugs; Medical complications of Drug Use; Acute and Chronic Pain; Substance Use Disorders in Individuals with Co-occurring psychiatric disorders

UNIT V:

Models of Prevention: School based programs; harm reduction; work setting; Substance abuse policy – Indian perspective

Text Books:

1. Lowinson, J.H., Ruiz, P., Millman, R.B. & Langrod, J.G. (2005). Substance Abuse: A Comprehensive Textbook. Philadelphia: Lippincott Williams & Wilkins.
2. Dodgen, C. E., & Shea, W. M., (2000). Substance Use Disorders Assessment and Treatment.New York: Academic Press.

Reference Books:

1. Korsmeyer, P., & Kranzler, H.R., (2008). Encyclopedia of Drugs, Alcohol & AddictiveBehavior. New York: MacMillan.
2. Fitzgerald, H.E. (2018). Alcohol Use Disorders: A Developmental Science Approach toEtiology. Oxford: Oxford University Press.
3. Raines, J. (2014). Substance Abuse: Prevalence, Genetic & Environmental Risk Factors & Prevention (Substance Abuse Assessment, Interventions and Treatment). New York: NovaScience Publisher

PSYC7201: PSYCHOLOGY IN EDUCATION

Educational Psychology is the scientific study of human learning with specific reference to the classroom setting. The field concerns itself with how people learn the instructional process, student outcomes and individual differences in the teaching-learning process.

COURSE OBJECTIVES:

1. To introduce the students to psychological principles, theories, and methodologies as they pertain to the issues of teaching and learning in schools.
2. To enable students to identify and discuss key elements of classroom planning, management, and instruction and how these can be used to address individual differences and create culturally compatible classrooms.
3. To facilitate the application of theories of learning and developmental concepts in interpreting instruction.
4. To analyze the different learning disorders and health problems in students and provide interventions.
5. To compare the factors that cognitive, behaviour al, and constructivist theorists believe influence the learning process.

COURSE OUTCOMES:

1. Demonstrate sufficient knowledge of the psychological theories and principles pertaining to the educational process.
2. Demonstrate an understanding of issues and problems related to the teaching – learning process within the classroom context.
3. Demonstrate an awareness of the key factors contributing to differences in the learning process, including physiological, psychological and socio-cultural factors.
4. Evidence an understanding of the varied mechanisms of classroom planning, management, and instruction, so as to meet diverse learner requirements.
5. Apply different teaching learning methodology to teach children with learning disorders and various health issues.

UNIT- I The Field of Educational Psychology- Learning and Teaching Environments Today-- The Role of Educational Psychology and its Role, Using Research to improve Learning experiences.

UNIT -II Understanding Students' Development- Defining development, The Brain and Cognitive Development, Piaget's theory of Cognitive Development, Vygotsky's Sociocultural Perspective. Physical development, Bronfenbrenner's theory and the social context of development, Identity and Self Concept, Moral development, Kohlberg's theory of Moral development.

UNIT- III Learner Needs and Differences- Intelligence and differences in Intellectual capacities, Differences in Learning and Thinking styles, Understanding students with Learning Challenges-

Learning Disabilities, Hyperactivity and Attention disorders, Communication Disorders, Emotional or Behaviour al Difficulties, Students with Intellectual Disabilities, Students with Health and Sensory impairments- cerebral palsy and multiple disabilities, seizure disorders, Other health concerns- Asthma, HIV AIDS and Diabetes, Visual and Auditory Impairments, Students with Autism spectrum disorders, Understanding Students who are Gifted or Talented. Linguistic and Cultural diversities- Differences in Language, Economic, Social, Ethnic and Racial differences in the classroom, Gender in teaching and learning, creating culturally compatible classrooms
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UNIT - IV Behaviour al, Cognitive and Constructivist views in Learning- Using Operant Conditioning Techniques –Applied Behaviour Analysis, Functional Behaviour al Assessments, Positive Behaviour Supports and Self-Management, Challenges in the Behaviour al Approach and Bandura's Observational Learning Model. Understanding Memory and teaching for deep and long lasting knowledge-Constructing Declarative Knowledge through meaningful connections, Developing Procedural Knowledge. Metacognition, Learning strategies, Problem Solving, Creativity, Critical thinking and Argumentation, Teaching for Transfer, Collaborative and Cooperative Learning, Service Learning, Learning in a digital world, Observational Learning, Self- regulated Learning.

UNIT- V Teaching and Assessments- Creating and Maintaining a Positive Leaning Environment, Classroom management and effective communication, Culturally responsive management, dealing with Discipline Problems. Teaching every student- Different Teaching approaches, Teacher expectations. Classroom assessment and authentic classroom assessments, Grading and High Stakes testing, Effects of grading on students and communicating with Families.

Text Books:
1. Woolfolk, A. (2019) Educational Psychology-14th Edition. Ohio: Pearson Education
2. Boucher, R. (1999). Students in Discord. Connecticut; Greenwood Press.

Reference Books:
1. Rathvon, N. (1999). Effective School Interventions. New York: The Guilford Press
2. Aggarwal, J.C. (2014) Essentials of Educational Psycholgy-3rd edition. New Delhi: Vikas Publishing
3. Mangal, S.K. (2007) Essentials of Educational Psychology. New Delhi: Prentice-Hall.

GITAM School of Humanities and Social Sciences

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