

(Abstract)

M.Sc. Clinical and Counselling Psychology Programme in School of Behavioural Sciences, Mangattuparamba Campus - Revised Scheme and Syllabus - Approved- Implemented w.e.f. 2023 admission--Orders issued

ACADEMIC C SECTION

ACAD C/ACAD C1/25700/2023

Dated: 13.12.2023

- Read:-1. U. O. No. ACAD C/ACAD C3/22373/2019 dtd.12.09.2023
2. Circular No. dated ACAD C/ACAD C3/22373/2019 dated 12/09/2023
3. Email dated 07.12.2023 from the Head, School of Behavioural Sciences, Mangattuparamba Campus.
4. Minutes of the meeting of the Department Council held on 18.09.2023

ORDER

1. The revised Regulations for Post Graduate Programmes under Choice Based Credit and Semester System in the University Teaching Departments/Schools were implemented w.e.f. 2023 admissions vide paper read(1) above.
2. As per paper read (2) above, Heads of all Teaching Departments were requested to submit the revised Syllabus in accordance with the approved regulations along with a copy of the Department Council Minutes
3. As per paper read (3) above, the Head, School of Behavioural Sciences Mangattuparamba Campus submitted the Scheme & Syllabus of M.Sc. Clinical and Counselling Psychology Programme to be implemented in the University Teaching Department w. e. f. 2023 admissions.
4. Department Council vide the paper read (4) above approved the aforementioned Scheme & Syllabus of M. Sc. Clinical and Counselling Psychology Programme to be implemented in School of Behavioural Sciences of the University w. e. f. 2023 admission.
5. The Vice Chancellor after considering the matter in detail, and in exercise of the powers of the Academic Council conferred under section 11(1), Chapter III of Kannur University Act 1996, approved the **Scheme & Syllabus of M. Sc. Clinical and Counselling Psychology Programme and accorded sanction to implement the same in School of Behavioural Sciences, Mangattuparamba Campus of the University w.e.f. 2023 admissions, subject to report to the Academic Council.**
6. The Scheme & Syllabus of M.Sc. Clinical and Counselling Psychology Programme, under Choice Based Credit Semester System implemented in School of Behavioural Sciences, Mangattuparamba Campus w.e.f. 2023 admission, is appended and uploaded in the University Web Site.(www.kannuruniversity.ac.in)
7. Orders are issued accordingly.

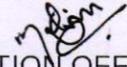
Sd/-

Narayanadas K
DEPUTY REGISTRAR (ACAD)
For REGISTRAR

- To: 1. The Head, School of Behavioural Science, Mangattuparamba Campus.
2. Convener, Curriculum Committee.

- Copy To: 1. The Examination branch (through PA to CE)
2. PS to VC/ PA to PVC/PA to R
3. DR/AR1/AR II (Acad), EXCI, EP IV
4. Web Manager (for uploading in the website)
5. Computer Programmer
6. SF/DF/FC

Forwarded / By Order


SECTION OFFICER







KANNUR UNIVERSITY

M.Sc. CLINICAL AND COUNSELLING PSYCHOLOGY

SCHEME & SYLLABUS

(Under Choice Based Credit & Semester System)

2023 admission onwards

SCHOOL OF BEHAVIOURAL SCIENCES

**Kannur University
Mangattuparamba Campus**



KANNUR UNIVERSITY

The M.Sc programme in Clinical and Counselling Psychology prepares students to be scientist practitioners in the area of counselling and clinical psychology. The program provides students with a firm foundation in both research and clinical skills and develops an understanding and appreciation for the dialectical relationship between the scientific and professional practice of psychology.

As an academic discipline, Counselling/ Clinical Psychology have bright prospects in the contemporary world which is characterized by competition and a mad race for existence. The shortage of counsellors and the lack of awareness about the services offered by the field of counselling/ clinical psychology makes it imperative to adopt a dynamic and pragmatic instructional approach based on an advanced curriculum to attract and motivate students on a large scale to join for courses which purports to the management of psychological issues of different origin and nature.

Health problems associated with mental and physical diseases and disabilities ranging from mild to severe are continuously on the increase. Clinical and Counselling Psychology is emerging as an important discipline in the area of prevention and promotion of health care. Knowledge and experience from various areas of bio-psycho-social sciences are indispensable in health care delivery.

DURATION: 2 Years (4 semesters)

INTAKE: 24 Nos.

OBJECTIVES OF THE COURSE:

The course is organized as a two-year four-semester programme with essential theoretical inputs and supervised clinical practice. On completion of the course the students are expected to:

1. Maintain professional responsibility.
2. Work with psychosocial dimensions of mental and physical diseases to undertake well targeted clinical counselling.
3. Work with community to promote health, quality of life and psychological well-being.
4. Learn to integrate and cooperate with colleagues of helping professionals in other disciplines.
5. Develop skills in practice and research.
6. Learn to adhere to professional ethics.



ELIGIBILITIES:

Admission is offered to students who had completed and passed degree in BSC Psychology (3 Years) or B. A Psychology (3 years) from any universities in India or abroad with a minimum of 50% mark (As per university regulations).

ADMISSION:

The selection of the candidate is based on the marks obtained in the entrance examination.

Entrance examination

Candidate has to undergo two hour written test consisting of 50 objective type questions. There will be 30 questions on General Psychology, 5 questions each on general mental ability, and objective English, and 10 questions on general knowledge and current affairs. Distribution of marks is as follows.

Psychology	: 30 Marks
Mental ability	: 5 Marks
Objective English	: 5 Marks
General Knowledge & Current affairs	: 10 Marks
Total	: 50 Marks

Psychology – Syllabus for entrance examination

Introduction to psychology, biological bases of behaviour, sensation and perception, consciousness, learning, memory, Cognitive processes, human development, motivation and emotion, intelligence, personality, abnormal behaviour, social behaviour, statistics and psychology.

COURSE DETAILS:

A student must register for the required number of courses at the beginning of each semester. No students shall register for more than 24 credits and less than 16 credits per semester.

A total of 82 credits shall be the minimum for successful completion of the course in which a minimum of 60 credits for Discipline Specific Core course and 9 credits for Discipline Specific electives and minimum 8 credit including one course from open elective and 2 courses from other category offered from other departments are mandatory. Those who secure only minimum credit for core/ elective subjects has to supplement the deficiency for obtaining the minimum total credits required for successful completion of the program from the other divisions.

EVALUATION:

The evaluation of a course consists of two parts: Continuous Evaluation (CE) and End Semester Examination (ESE). The total weightage allotted for the theory papers shall be 100, with a maximum of 40% for continuous evaluation and 60% for the end semester examination. The duration of the end semester examination for each paper shall be for 3 hours. The minimum weighted grade point average needed for a pass in a course is 4 (Grade D) while a minimum weighted grade point average 3 is needed in ESE alone.



Examination of Theory Papers (Core, Elective & Open elective)
(End Semester Assessment (ESA))

Question Pattern

Part	Number of Questions to be answered	Number of choice Questions	Total words permitted
A	5 Short Notes	6	200
B	3 Short Essays	5	400
C	3 Essays	5	800
	Total	16	

Examination of Theory Papers (Core, Elective & Open elective)
(Continuous Assessment (CA))

Sl No	Criteria	Percentage
1	Test paper	40%
2	Tutorial with Seminar, presentations/Discussions/Debate, etc.	40%
3	Assignment	20%
		100%

Conduct of Examination:

The vice chancellor will approve the panel of examiners submitted by the Head of the Department. All the teachers of the Department will be the members of the Board of examiners with Head of the Department as the Chairperson. There shall be a minimum of two external examiners. The panel approved by the Vice-Chancellor will be entrusted with the setting of question papers, conduct and evaluation of examination.



KANNUR UNIVERSITY

SCHOOL OF BEHAVIOURAL SCIENCES

VISION

To build competence in students to become mental health professionals and researchers in the field of psychology

MISSION

To provide awareness, knowledge and skills in the discipline of clinical and counselling psychology

PROGRAMME OUTCOMES

- PO 1** : Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.
- PO 2** : Problem Solving: Identify, formulate, conduct investigations, and find solutions to problems based on in-depth knowledge of relevant domains.
- PO 3** : Communication: Speak, read, write and listen clearly in person and through electronic media in English/language of the discipline, and make meaning of the world by connecting people, ideas, books, media and technology.
- PO 4** : Responsible Citizenship: Demonstrate empathetic social concern, and the ability to act with an informed awareness of issues.
- PO 5** : Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
- PO 6** : Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.
- PO 7** : Environmental Sustainability and Global Perspective - Develop an understanding of global standards to foster legal environment. Learn and



practice to critically analyze the legal issues from local, national and international concerns.

PROGRAMME SPECIFIC OUTCOMES

- PSO1** : Equip with the necessary professional skills to serve society by applying their skill set in different fields of practice of psychology.
- PSO 2** : Gain Analytical skills in the field/area of Psychology
- PSO 3** : Understand and appreciate professional ethics and community living.
- PSO 4** : Competency in applying acquired knowledge and skills to solve problems associated with psychological issues
- PSO 5** : Apply decision making methodologies to evaluate solutions for providing mental health services.
- PSO 6** : Inquire critically into their core discipline with equal vigilance towards the changing state of knowledge in their chosen and allied disciplines.
- PSO 7** : Initiative to create social consciousness towards biases and stigma towards mental illness and disorders.
- PSO 8** : Apply the knowledge of interdisciplinary sciences in the domains of Clinical and Counselling psychology
- PSO 9** : Use modern technology effectively while being aware of the ethical issues related to research misconduct and intellectual property rights.
- PSO 10** : Form a part of member in a team with right attitudes
- PSO 11:** Gain the skills necessary to function as a professional mental health practitioner in different psychological settings.



COURSE OUTCOMES

- CO1:** Evaluate the application of psychological processes in real life settings
CO2: Analyze the different personality theories critically
CO3: Explain the use of different research methods in psychology
CO4: Administer appropriate psychological assessments in different settings
CO5: Prepare a clinical case formulation of a person with mental health issues
CO6: Apply different skills and techniques used for effective counselling
CO7: Describe the steps of scientific research processes and report writing
CO8: Provide appropriate psychological services in a mental health setting
CO9: Compare the physical, cognitive and socio-emotional development across different stages of life
CO10: Evaluate different data collection methods used to conduct psychological research
CO11: Develop and standardize psychological assessment by following step by step test construction process.
CO12: Conduct psychological research following APA guidelines and ethical principles

Mapping of Course Outcomes to PSOs/POs

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PS O8	PS O9	PS O10	PS O11	P O1	P O2	P O3	P O4	P O5	P O6	P O7
CO1	5	4	1	3	2	1	2	4	1	1	3	5	5	3	2	2	5	2
CO2	4	5	3	5	4	2	2	2	1	2	5	5	3	4	4	1	5	1
CO3	5	5	4	5	5	5	5	5	5	1	2	5	5	5	5	5	5	3
CO4	5	5	4	5	5	3	4	5	5	3	5	4	5	5	4	5	4	4
CO5	5	5	4	5	4	4	4	3	2	2	5	4	5	5	3	5	3	2
CO6	5	4	5	5	5	5	3	4	1	2	5	4	5	5	4	5	5	1
CO7	5	5	4	5	5	5	5	5	4	2	4	5	5	5	5	5	5	3
CO8	5	4	5	5	5	4	5	5	4	3	5	4	5	5	5	5	5	1
CO9	3	4	1	3	3	4	4	5	2	1	3	4	3	4	3	3	4	2
CO10	5	5	4	5	5	5	5	5	5	1	2	5	5	5	5	5	5	3
CO11	5	4	4	5	3	3	3	4	3	2	5	5	5	5	3	4	4	2
CO12	5	5	4	4	4	4	5	5	4	3	2	5	5	5	4	5	4	3

- Scale:** 5=Completely Matching
 4=Very Strongly Matching
 3= Moderately Matching
 2= Slightly Matching
 1= Least Matching



PROGRAMME STRUCTURE
Distribution of Credit, Hours and Weightage Ratio

FIRST SEMESTER								
Course Code	Title of Paper	Contact Hours/Week			Weightage Ratio			Credits
		L	T/ S	P	ESE	CE	Total	
Discipline Specific Core (DSC) Courses								
MSPSY01DSC01	CLINICAL PSYCHOLOGY- I	3	1	-	60	40	100	4
MSPSY01DSC02	PERSONALITY AND PERSONAL GROWTH	3	1	-	60	40	100	4
MSPSY01DSC03	BEHAVIOURAL PSYCHOMETRICS	3	1	-	60	40	100	4
MSPSY01DSC04	PRACTICAL – I PSYCHOLOGICAL ASSESSMENT & FIELD WORK	-	1	7	60	40	100	4
Discipline Specific Elective (DSE) Course (1 Course has to be chosen from the list)								
MSPSY01DSE01	Advanced Cognitive Psychology	2	1	-	60	40	100	3
		2	1	-	60	40	100	3
MSPSY01DSE02	Health Psychology	2	1	-	60	40	100	3
MSPSY01DSE03	Behavioural Economics							
Total		11	5	7	300	200	500	19
SECOND SEMESTER								
Course Code	Title of Paper	Contact Hours/Week			Weightage Ratio			Credits
		L	T/ S	P	ESE	CE	Total	
Discipline Specific Core (DSC) Courses								
MSPSY02DSC05	CLINICAL PSYCHOLOGY -II	3	1	-	60	40	100	4
MSPSY02DSC06	RESEARCH METHODS IN BEHAVIOURAL SCIENCES	3	1	-	60	40	100	4
MSPSY02DSC07	JOURNAL WORK		1	7	60	40	100	4
Discipline Specific Elective (DSE) Courses (2 Course have to be chosen from the list)								
MSPSY02DSE04	Life span Development	2	1	-	60	40	100	3
MSPSY02DSE05	Behavioural Neuroscience	2	1	-	60	40	100	3
MSPSY02DSE06	Rehabilitation Psychology	2	1	-	60	40	100	3

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MSPSY02DSE07	Educational Psychology	2	1	-	60	40	100	3
MSPSY02DSE08	Psycho-Oncology	2	1	-	60	40	100	3

Interdisciplinary Elective Course- IDC*

MSPSY02IDC01	Sports and Exercise Psychology(Offered to other Department Students)	Total 30hrs/ course	CE			2
			100			
-----	(To be obtained from other Departments)	2	-----**			2

Ability Enhancement- AEC*

MSPSY02AEC01	Enhancement of Character Strength for a better living (Offered to other Department Students)	Total 30hrs/ course	CE			2
			100			
-----	(To be obtained from other Departments)	2	-----**			2

Skill Enhancement- SEC*

MSPSY02SEC01	Personal and professional development skills (Offered to other Department Students)	Total 30hrs/ course	CE			2
			100			
-----	(To be obtained from other Departments)	2	-----**			2

*Note: any 2 courses mandatory from the list of IDC, AEC and SEC

**Note: Evaluation is determined by each department

Total						700	22
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*****Value- Added Course (1 Course has to be chosen from the list)**

MSPSY02VAC01	Personal Growth through Social Orientation	Total 30hrs/ course	CE			2
			100			
MSPSY02VAC02	Academic writing	Total 30hrs/ course	CE			2
			100			

***Note: The course shall be considered as additional credits and shall not be considered for computation of CGPA, Students can opt a MOOC certificate course instead of Value Added Course (VAC)

CE= (Continues Evaluation)

THIRD SEMESTER

Course Code	Title of Paper	Contact Hours/Week			Weightage Ratio			Credits
		L	T/ S	P	ESE	CE	Total	

Discipline Specific Core (DSC) Courses

MSPSY03DSC08	PSYCHOTHERAPEUTICS & CLINICAL PRACTICES	3	1	-	60	40	100	4
MSPSY03DSC09	COUNSELLING & GUIDANCE	3	1	-	60	40	100	4
MSPSY03DSC10	PRACTICAL III PERSONAL		1	7	60	40	100	4

MSc. Clinical and Counselling Psychology – Scheme and Syllabus - 2023 Admission onwards



	GROWTH AND SELF DEVELOPMENT PRACTICES								
Institutional Visit									
MSPSY03DSC11	Institutional Visit	30 Hrs.			60	40	100	2	
Discipline Specific Elective (DSE) Courses (1 Course has to be chosen from the list)									
MSPSY03DSE09	Community Psychology	2	1	-	60	40	100	3	
MSPSY03DSE10	Environmental Psychology	2	1	-	60	40	100	3	
MSPSY03DSE11	Human Recourse Development	2	1	-	60	40	100	3	
Multi-Disciplinary Elective Courses									
MSPSY03MDC01	Psychology in Everyday Life (Offered to other department Students)	3	1		60	40	100	4	
-----	(To be obtained from other departments)	--	--	--	60	40	100	4	
Total					360	240	600	21	
FOURTH SEMESTER									
		Contact Hours/Week			Weightage Ratio			Credits	
Course Code	Title of Paper	L	T/S	P	ESE	CE	Total		
Discipline Specific Core (DSC) Courses									
MSPSY04DSC12	APPLIED SOCIAL PSYCHOLOGY	3	1	-	60	40	100	4	
MSPSY04DSC13	CLINICAL PRACTICUM	-	1	3	60	40	100	4	
Dissertation									
MSPSY04DSC14	RESEARCH DISSERTATION AND VIVA	-	4	4	60	40	100	8	
Discipline Specific Elective (DSE) Courses (1 Course have to be chosen from the list)									
MSPSY04DSE12	Forensic Psychology	2	1	-	60	40	100	3	
MSPSY04DSE13	Positive Psychology	2	1	-	60	40	100	3	
MSPSY04DSE14	Cyber Psychology	2	1	-	60	40	100	3	
Total					240	160	400	19	
Grand Total for all Semesters					2200			81	



SEMESTER – I

FIRST SEMESTER								
Course Code	Title of Paper	Contact Hours/Week			Weightage Ratio			Credits
		L	T/S	P	ESE	CE	Total	
Discipline Specific Core (DSC) Courses								
MSPSY01DSC01	CLINICAL PSYCHOLOGY-I	3	1	-	60	40	100	4
MSPSY01DSC02	PERSONALITY AND PERSONAL GROWTH	3	1	-	60	40	100	4
MSPSY01DSC03	BEHAVIOURAL PSYCHOMETRICS	3	1	-	60	40	100	4
MSPSY01DSC04	PRACTICAL – I PSYCHOLOGICAL ASSESSMENT & FIELD WORK	-	1	7	60	40	100	4
Discipline Specific Elective (DSE) Course (1 Course have to be chosen from the list)								
MSPSY01DSE01	Advanced Cognitive Psychology	2	1	-	60	40	100	3
MSPSY01DSE02	Health Psychology	2	1	-	60	40	100	3
MSPSY01DSE03	Behavioural Economics	2	1	-	60	40	100	3
	Total	11	5	7	300	200	500	19



SEMESTER I

DISCIPLINE SPECIFIC CORE (DSC) COURSE

Course Code: MSPSY01DSC01 Course Name: CLINICAL PSYCHOLOGY -I

Credit	Teaching hours				Weightage Ratio		
	L	T/S	P	Total	ESE	CE	Total
4	3	1	-	4	60	40	100

L= Lecture, T/S= Tutorials/Seminar, P=Practical, ESE= End Semester Evaluation,
CE=Continuous Evaluation

Course Code & Title	MSPSY01DSC01 – CLINICAL PSYCHOLOGY -I		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	I
Course Objectives	The Course aims <ul style="list-style-type: none"> • To study the basics of psychopathology • To know about causes and symptoms of mental illness • To familiarize the DSM and ICD 		

Module	Module Content	Module Outcome
Module 1: Introduction to Psychopathology (12 Hours)	<p>1.1 Concept of normality and abnormality; clinical criteria of abnormality. DSM and ICD. Dimensional, categorical and prototype model of psychopathology.</p> <p>1.2 Classification of psychiatric disorders, evolution of abnormal psychology;</p> <p>1.3 Mental health and mental illness: medical model and concept of disease, Causes</p> <p>1.4 Perspectives of Abnormal Behaviour: Biological, Psychodynamic, Behavioural, Cognitive, And Humanistic, existential and Cultural Perspectives</p>	<p>The student will be able to</p> <ul style="list-style-type: none"> • Analyze the concept of normality and abnormality of the human behaviour • Acquire the working knowledge of bio-psycho-social model to Psychological disorders • Apply DSM Classification of disorders for differentiating psychological disorders

	<p>Suggested readings specific to the module</p> <ol style="list-style-type: none"> 1. Bennett, P. (2011). <i>Abnormal and clinical psychology : an introductory textbook</i>. Mcgraw-Hill/Open University Press. 2. Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). <i>Kaplan & Sadock’s synopsis of psychiatry : behavioral sciences/clinical psychiatry (11th ed.)</i>. Wolters Kluwer. 3. Kearney, C. A., & Trull, T. J. (2011). <i>Abnormal Psychology and Life: A Dimensional Approach</i>. Cengage Learning. 	
<p>Module 2: Understanding Disorders (16 Hours)</p>	<p>2.1 Case History, Mental Status Examination: Signs and symptoms,</p> <p>2.2 Disorders of perception, disorders of thought and speech, disorders of memory, disorders of emotion,</p> <p>2.3 Disorders of experience of self, disorders of consciousness, motor disorders,</p> <p>2.4 Defenses and distortions</p>	<ul style="list-style-type: none"> • Conduct Case history mental status examination to understand psychopathology in detail • Analyze different disorders of psychopathology
	<p>Suggested readings specific to the module</p> <ol style="list-style-type: none"> 1. Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). <i>Kaplan & Sadock’s synopsis of psychiatry : behavioral sciences/clinical psychiatry (11th ed.)</i>. Wolters Kluwer. 2. Casey, P. R., Kelly, B., & College, R. (2019). <i>Fish’s clinical psychopathology : signs and symptoms in psychiatry</i>. Cambridge University Press. 	

<p>Module 3: DSM Classification of Disorders: Anxiety disorders and Stress related disorders</p> <p>(18 Hours)</p>	<p>3.1 Anxiety Disorders– Causes, Symptoms, types, theories, models and Treatment</p> <p>3.2 Obsessive-Compulsive and Related Disorders, – Causes, Symptoms, types, theories, models and Treatment</p> <p>3.3 Trauma- and Stressor-Related, Disorders- –Causes, Symptoms, types, theories, models and treatment</p> <p>3.4 Somatic symptom and Related Disorder- – Causes, Symptoms, types theories, models and treatment.</p> <p>3.5 Dissociative Disorders- Causes, Symptoms, types, theories, models and treatment</p>	<p>Analyze the causative factors and symptoms involved in various psychopathology.</p>
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	<p>Suggested readings specific to the module.</p> <ol style="list-style-type: none"> 1. Sue, D., Derald Wing Sue, Sue, D. M., & Sue, S. (2016). Understanding abnormal behavior (12th ed.). Cengage Learning. 2. American Psychiatric Association. (2013). DSM-5 classification. American Psychiatric Association. 	
<p>Module 4 Mood disorder, Schizophrenia and Organic Mental disorders (14 Hours)</p>	<p>4.1 Schizophrenia Spectrum and Other Psychotic Disorders- Causes, symptoms, types, theories, models and treatment</p> <p>4.2 Bipolar and Related Disorders- Causes, symptoms, types, theories, models and treatment</p> <p>4.3 Depressive Disorders-Causes, symptoms, types, theories, models and treatment</p> <p>4.4 Neurocognitive Disorders -Causes, symptoms, types, theories, models and treatment</p>	<ul style="list-style-type: none"> • Analyze the causative factors and symptoms involved in various psychopathology.
	<p>Suggested readings specific to the module.</p> <ol style="list-style-type: none"> 1. Sue, D., Derald Wing Sue, Sue, D. M., & Sue, S. (2016). Understanding abnormal behavior (12th ed.). Cengage Learning. 2. American Psychiatric Association. (2013). DSM-5 classification. American Psychiatric Association 	
<p>Course Learning Outcomes</p> <p>C01 Interpret the concept of normality and abnormality of the human behavior</p> <p>C02 Demonstrate the working knowledge of bio-psycho-social model to Psychological disorders</p> <p>C03 Analyze DSM Classification of disorders for differentiating psychological disorders</p>		

C04 Analyze the causative factors and symptoms involved in various disorders of childhood and Adolescence

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks) List

1. American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders. Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision (DSM-5-TR), 5. <https://doi.org/10.1176/appi.books.9780890425787>
2. Bennett, P. (2011). Abnormal and clinical psychology : an introductory textbook. McGraw-Hill/Open University Press.
3. Blaney, P. H., Krueger, R. F., & Millon, T. (2015). Oxford textbook of psychopathology. Oxford University Press
4. Buss, A. H. (1966). Psychopathology. John Wiley & Sons.
5. Casey, P. R., Kelly, B., & College, R. (2019). Fish's clinical psychopathology : signs and symptoms in psychiatry. Cambridge University Press.
6. Cockerham, W. C. (2020). Sociology of Mental Disorder. Routledge.
7. Eugene Walker, & Roberts, M. C. (2001). Handbook of clinical child psychology. Wiley.
8. Gelder, M. G., Lopez-Ibor, J. J., & Andreasen, N. C. (2003). New Oxford Textbook of Psychiatry, Volume 2. Oxford University Press.
9. Kapur, M. (1995). Mental Health of Indian Children.
10. Kearney, C. A., & Trull, T. J. (2011). *Abnormal Psychology and Life: A Dimensional Approach*. Cengage Learning.
11. Magnavita, J. J. (2004). Handbook of personality disorders : theory and practice. Wiley.
12. Sharma, S. (1990). Mental hospitals in India. Directorate General of Health Services
13. Sue, D., Derald Wing Sue, & Sue, D. M. (2017). Essentials of understanding abnormal behavior (3rd ed.). Cengage Learning.
14. Weis, R. (2020). Introduction to Abnormal Child and Adolescent Psychology. SAGE Publications.

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

15. Trull, T. J., & Prinstein, M. J. (2013). Clinical psychology. Belmont, CA: Wadsworth/Cengage Learning.
16. Whitbourne, S. K., & Halgin, R. P. (2015). Abnormal psychology. McGraw-Hill.
17. World Health Organisation. (2019). ICD-11. Who.int. <https://icd.who.int/>

Web references

18. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>
19. <https://www.jstor.org/subject/psychology>

TEACHING LEARNING STRATEGIES

- a. Group discussion
- b. Cooperative learning
- c. Brainstorming

- Collaborative learning
- Problem solving
- Explicit Teaching, E-learning (Video)
- Interactive Instruction: Active co-operative learning, Seminars, Group Assignments, Library work and Group discussion
- Presentation by individual student/ Group representative

MODE OF TRANSACTION

- Face to face: Lecture method & Demonstration method
- Learner centered technique: Computer assisted learning & Individual project teaching
- Demonstration
- Lecture and demonstration
- PPTs

ASSESSMENT RUBRICS

End Semester Evaluation		60
Continuous Evaluation		40
Internal Examination	40%	
Assignment	20%	
Seminar/Debate/Discussion/..etc	40%	
Total		100

Sample Questions to test Outcomes.

1. Can you distinguish between DSM and ICD
2. Describe how do culture affects abnormality?
3. What are the implications of different perspectives of abnormality?
4. What are the major categories in disorders of perception?
5. Describe the course and prognosis of separation anxiety disorder

SEMESTER I

DISCIPLINE SPECIFIC CORE (DSC) COURSE

Course Code: MSPSY01DSC02 Course Name: PERSONALITY AND PERSONAL GROWTH

Credit	Teaching hours				Weightage Ratio		
	L	T/S	P	Total	ESE	CE	Total
4	3	1	-	4	60	40	100

L= Lecture, T/S= Tutorials/Seminar, P=Practical, ESE= End Semester Evaluation, CE=Continuous Evaluation

Course Code & Title	MSPSY01DSC02 - PERSONALITY AND PERSONAL GROWTH		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	I
Course Objectives	The Course aims <ul style="list-style-type: none"> • To understand the nature and definition of personality as well as its development • To understand the traits constructs, dynamic processes, variations and maladaptive forms 		

Module	Module Content	Module Outcome
Module 1: Introduction to Personality (15 Hours)	1.1 Personality: definition 1.2 Historical perspectives in personality. 1.3 The scientific method in personality research: Approaches to study Personality, Trait and type theories 1.4 Personality and Psychometric tests. 1.5 Ethics in personality research. 1.6 Current trends and researches in personality psychology.	The student will be able to <ul style="list-style-type: none"> • Explain the historical antecedents of personality theories • Evaluate the current trends and researches in personality psychology
	Suggested readings specific to the module. <ol style="list-style-type: none"> 1. Cloninger, S. C. (2013). Theories of personality : understanding persons. Pearson Education.. 2. Schultz, D. P., & Schultz, S. E. (2017). Theories of personality (11th ed.). Cengage Learning. 	

<p>Module 2: Psychoanalytically oriented personality theories (12 Hours)</p>	<p>2.1 Sigmund Freud and Psychoanalysis 2.2 Neo-Freudian and Post Freudians: Anna Freud, Klein, Mahler, Winnicott and Reich. 2.3 Neo analytic Perspectives: Carl Jung’s analytical psychology. 2.4 Harry Stack Sullivan, Adler’s Individual psychology, Erich Fromm, Erik Erickson and the life cycle, Murray, Horney’s Social and cultural psychoanalysis.</p>	<ul style="list-style-type: none"> • Explain Sigmund Freud’s contribution to the field of personality psychology • Evaluate Neo-Freudian concepts of personality
<p>Suggested readings specific to the module.</p> <ol style="list-style-type: none"> 1. Elis, A., & Abrams, M. (2009). Personality Theories: Critical Perspective. 2. Schultz, D. P., & Schultz, S. E. (2017). Theories of personality (11th ed.). Cengage Learning. 		
<p>Module 3: Behavioural, Humanistic, Existential and cognitive theories (18 Hours)</p>	<p>3.1 The classical conditioning of personality. 3.2 The radical behaviourism: Skinner. 3.3 Dollard and Miller’s stimulus response theory 3.4 Bandura’s Social Cognitive Learning theory. 3.5 Contribution of the behavioural theory to contemporary clinical practice. 3.6 Mowrer’s theory. 3.7 Kurt Lewin’s theory. 3.8 Julian Rotter 3.9 Maslow’s self-actualization. 3.10 Transpersonal psychology. 3.11 Rollo May, Victor Frankle and Existential theory 3.12 Kelly’s Personal Construct Theory 3.13 Critical evaluation of the Behavioural, Humanistic, Existential and cognitive theories</p>	<ul style="list-style-type: none"> • Critically evaluate behavioral Humanistic, Existential and cognitive theories of personality development
<p>Suggested readings specific to the module.</p> <ol style="list-style-type: none"> 1. Elis, A., & Abrams, M. (2009). Personality Theories: Critical Perspective. 3. Frager, R., & Fadiman, J. (2005). Personality and personal growth. Prentice Hall. 		

	<p>4. Frager, R., & Fadiman, J. (2005). <i>Personality and personal growth</i>. Prentice Hall</p> <p>5. Cloninger, S. C. (2013). <i>Theories of personality : understanding persons</i>. Pearson Education.</p>	
Module 4: Eastern Perspectives in Personality (15 Hours)	<p>4.1 Indian Perspective on Personality. Yoga, Zen, Buddhist Perspectives</p> <p>4.2 Sufism and the Islamic tradition</p> <p>4.3 Current status of Indian Personality</p>	<ul style="list-style-type: none"> Understanding eastern perspectives in personality Psychology.
	<p>Suggested readings specific to the module.</p> <p>1. Kuppuswamy, B. (2001). <i>Elements of Ancient Indian Psychology</i>. Konark Publication</p>	
<p>Course Outcomes</p> <p>CO1. Analyze the way in which personality explained by prominent theorists in psychology.</p> <p>CO2. Examine psychoanalytic, socio-behaviouristic and cognitive personality theories</p> <p>CO3. Evaluate humanistic and existential theories of personality</p> <p>CO3. Design theoretical and practical knowledge of personality for the assessment purpose.</p>		
<p>References:</p> <p>Core Compulsory Readings</p> <ol style="list-style-type: none"> Cloninger, S. C. (2013). <i>Theories of personality : understanding persons</i>. Pearson Education. Elis, A., & Abrams, M. (2009). <i>Personality Theories: Critical Perspective</i>. Ewen, R. B. (2014). <i>An introduction to theories of personality</i>. Psychology Press.. Frager, R., & Fadiman, J. (2005). <i>Personality and personal growth</i>. Prentice Hall. Friedman, H. S., & Schustack, M. W. (2012). <i>Personality : classic theories and modern research</i>. Allyn & Bacon. Schultz, D. P., & Schultz, S. E. (2017). <i>Theories of personality</i> (11th ed.). Cengage Learning. Kuppuswamy, B. (2001). <i>Elements of Ancient Indian Psychology</i>. Konark Publication <p>Core Suggested Readings</p> <ol style="list-style-type: none"> Sinha, J. (1958). <i>Indian psychology</i>. Funder, D. C. (1997). <i>The personality puzzle</i>. WW Norton & Co. 		



TEACHING LEARNING STRATEGIES

Lecturing, Flipped Classroom,, ICT enabled lecturing

MODE OF TRANSACTION

Online/Offline

ASSESSMENT RUBRICS

End Semester Evaluation		60
Continuous Evaluation		40
Internal Examination	40%	
Assignment	20%	
Seminar/Debate/Discussion/..etc	40%	
Total		100

Sample Questions to test Outcomes.

1. Critically evaluate Freud's psychoanalytic theory.
2. Analyse the Contribution of the behavioural theory to contemporary clinical practice
3. Evaluate the history of personality studies
4. Analyse the current trends and researches in personality psychology..
5. Explain Kelly's Personal Construct theory
6. Write a note about Bandura's Social Cognitive Learning theory



SEMESTER I

DISCIPLINE SPECIFIC CORE (DSC) COURSE

Course Code: MSPSY01DSC03 **Course Name:** BEHAVIOURAL PSYCHOMETRICS

Credit	Teaching hours				Weightage Ratio		
	L	T/S	P	Total	ESE	CE	Total
4	3	1	-	4	60	40	100

L= Lecture, T/S= Tutorials/Seminar, P=Practical, ESE= End Semester Evaluation,
CE=Continuous Evaluation

Course Code & Title	MSPSY01DSC03 - BEHAVIOURAL PSYCHOMETRICS		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	I
Course Objectives	<p>The Course aims</p> <ul style="list-style-type: none"> • To study the basics of behavioural Psychometrics • To understand the nature and uses of psychological tests and its ethical and social implications • To know about test construction process • To enhance the knowledge in different psychological assessments and its application in different settings. • To familiarize the descriptive and inferential statistics 		

Module	Module Content	Module Outcome
Module 1: Functions and origins of psychological tests (14 Hours)	1.1 The history of psychological testing 1.2 Nature and use of psychological tests 1.3 The testing process- standardized procedures in test administration, influence of the examiner, background and motivation of the examinee, issues in scoring. 1.4 Ethical and social implications of testing	<p>The student will be able to</p> <ul style="list-style-type: none"> • Explain the basic concepts regarding psychological testing • Analyse theory of psychological testing <p>1. Follow ethical and social implications of testing</p>

	<p>Suggested readings specific to the module.</p> <ol style="list-style-type: none"> 1. Anasthasi, A. & Urbina, S. (2016). Psychological testing.(7th ed.).Boston: Pearson. 2. Cohen, R.J., Swerdlik, M.E. (2007). Psychological testing and assessment. New Delhi:The McGraw-hill companies 3. Gregory, R.J. (2017). Psychological testing: History, principles and applications. (7th ed.).Boston: Pearson. 4. Kaplan, R. M., & Sacuzzo, D. P (2012) Psychological Assessment and Theory: Creating and Using Psychological Tests (8thed.). USA: Westview press 5. Singh, A. K. (2015). Tests, measurements and research methods in behavioural sciences. Bharati Bhawan. 	
<p>Module 2: Intelligence and Personality test (16 Hours)</p>	<ol style="list-style-type: none"> 2.1 Types of intelligence tests and examples 2.2 Pre School assessment 2.3 Testing Special Population 2.4 Culture fair tests. 2.5 Need and significance of Personality assessment, 2.6 Projective Techniques- Clinical use of Rorschach Ink blot test and TAT, 2.7 Personality Inventories and self-report measures, 2.8 Other assessment techniques: Interest and attitude scales and opinion surveys 	<ul style="list-style-type: none"> • Evaluate different intelligence tests • Evaluate different types of personality tests. • Recognize the differences between self-report measures and projective techniques in personality assessment
	<p>Suggested readings specific to the module.</p> <ol style="list-style-type: none"> 1. Anasthasi, A. & Urbina, S. (2016). Psychological testing.(7th ed.).Boston: Pearson. 2. Cohen, R.J., Swerdlik, M.E. (2007). Psychological testing and assessment. New Delhi:The McGraw-hill companies 3. Gregory, R.J. (2017). Psychological testing: History, principles and applications. (7th ed.).Boston: Pearson. 4. Kaplan, R. M., & Sacuzzo, D. P (2012) Psychological Assessment and Theory: Creating and Using Psychological Tests (8thed.). USA: Westview press 	

<p>Module 3: Test Construction (14 Hours)</p>	<p>3.2 Test norms: types of norms, development of norms, standardization procedure, Raw Score transformation.</p> <p>3.3 Classification and characteristics of Reliability</p> <p>3.4 Classification and characteristics of validity</p> <p>3.5 Test construction- defining the test, selecting scaling method, constructing the items, testing the items, item analysis, revising the test, publishing the test.</p>	<ul style="list-style-type: none"> • Explain the steps of test construction • Construct a new psychological test and establish reliability and validity
<p>Suggested readings specific to the module.</p> <ol style="list-style-type: none"> 1. Anasthasi, A. & Urbina, S. (2016). Psychological testing.(7th ed.).Boston: Pearson. 2. Cohen, R.J., Swerdlik, M.E. (2007). Psychological testing and assessment. New Delhi:The McGraw-hill companies 3. Gregory, R.J. (2017). Psychological testing: History, principles and applications. (7th ed.).Boston: Pearson. 4. Kaplan, R. M., & Sacuzzo, D. P (2012) Psychological Assessment and Theory: Creating and Using Psychological Tests (8thed.). USA: Westview press 5. Singh, A. K. (2015). Tests, measurements and research methods in behavioural sciences. Bharati Bhawan. 		
<p>Module 4: Application of Psychological test (16 Hours)</p>	<p>4.1 Applications of Psychological testing in Clinical and Counselling Psychology setting,</p> <p>4.2 Testing in health psychology and health care Setting</p>	<ul style="list-style-type: none"> • Evaluate the application of psychological tests in different settings.

	<p>4.3 Tests in educational setting</p> <p>4.4 Forensic applications of assessment</p> <p>4.5 Application in Career guidance settings</p> <p>4.6 Application in Organizational and business setting</p> <p>4.7 Computerized assessment and future of testing</p>	
	<p>Suggested readings specific to the module.</p> <ol style="list-style-type: none"> 1. Anasthasi, A. & Urbina, S. (2016). <i>Psychological testing</i>.(7th ed.).Boston: Pearson. 2. Gregory, R.J. (2017). <i>Psychological testing: History, principles and applications</i>. (7th ed.).Boston: Pearson. 3. Kaplan, R. M., & Sacuzzo, D. P (2012) <i>Psychological Assessment and Theory: Creating and Using Psychological Tests</i> (8thed.).Westview press 4. Singh, A. K. (2015). Tests, measurements and research methods in behavioural sciences. Bharati Bhawan. 	
<p>Course Outcomes</p> <p>CO1. Explain the scientific basis of psychological testing and ethics of psychological testing,</p> <p>CO2. Explain the psychological tests such as intelligence tests, Personality Inventories, Interest scales, attitude scales and its uses.</p> <p>CO3. Evaluate scientific base, application and opportunities in Behavioural Psychometrics</p> <p>CO4. Demonstrate skills in analyzing the reliability and validity of psychological test</p> <p>CO5. Design standard psychometric tests.</p> <p>CO6: Apply psychological tests in different settings.</p>		
<p>References:</p> <p>Core Compulsory Readings</p> <ol style="list-style-type: none"> 1. Anasthasi, A. & Urbina, S. (2016). <i>Psychological testing</i>.(7th ed.).Boston: Pearson. 2. Gregory, R.J. (2017). <i>Psychological testing: History, principles and applications</i>. (7th ed.).Boston: Pearson. 3. Cohen, R.J., Swerdlik, M.E. (2007). <i>Psychological testing and assessment</i>. New Delhi:The McGraw-hill companies 		

4. Kaplan, R. M., & Sacuzzo, D. P (2012) Psychological Assessment and Theory: Creating and Using Psychological Tests (8thed.). USA: Westview press
5. Singh, A. K. (2015). Tests, measurements and research methods in behavioural sciences. Bharati Bhawan..

Core Suggested Readings

1. Groth-Marnat, G. & Wright, A.J. (2016). Handbook of psychological assessment (6th ed).New York: John Wiley.
2. Maloney, M. P., & Ward, M. P. (1976). Psychological assessment: A conceptual approach.
3. Murphy, K.R. & Davidshofer, C. O. (2019). Psychological testing Principles and applications (6th ed). Pearson India Education Services Pvt. Ltd

TEACHING LEARNING STRATEGIES

Lecturing, Flipped Classroom,, ICT enabled lecturing

MODE OF TRANSACTION

Online/Offline

ASSESSMENT RUBRICS

End Semester Evaluation		60
Continuous Evaluation		40
Internal Examination	40%	
Assignment	20%	
Seminar/Debate/Discussion/..etc	40%	
Total		100

Sample Questions to test Outcomes.

1. Critically evaluate the different techniques of behavioural assessment.
2. Analyse the need and significance of different types of intelligence tests?
3. Evaluate the history and origin of projective testing and its application
4. Analyse the treats to psychometric quality.
5. Explain the application of Psychological tests in different setting
6. Evaluate the Computerized assessment and future of testing.

SEMESTER I

CORE COURSE

Course Code: MSPSY01DSC04

Course Name: PRACTICAL I -PSYCHOLOGICALASSESSMENT & FIELD WORK

Credit	Teaching hours				Weightage Ratio		
	L	T/S	P	Total	ESE	CE	Total
4	-	1	7	8	60	40	100

L= Lecture, T/S= Tutorials/Seminar, P=Practical, ESE= End Semester Evaluation, CE=Continuous Evaluation

Course Code & Title	MSPSY01DSC04 PRACTICAL I -PSYCHOLOGICAL ASSESSMENT &FIELD WORK		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	I
Course Objectives	The Course aims <ul style="list-style-type: none"> • To train students in the administration, scoring and interpretation of psychological assessments • To educate and train students to conduct clinical case studies 		

Course contains two sections. Part one focusing on psychological assessment and part two on field work.

SECTION 1- PSYCHOLOGICAL ASSESSMENT

A minimum of 15 tests from the given list are to be conducted and documented during the semester. Tests from the same areas can be substituted. Report of each practical should contain introduction, aim, method, result, discussion, conclusion and references in APA Format.

Modules	Content	Module Outcome
Module 1 Assessment of ability and aptitude	<p>1.1 Assessment of intelligence: Wechsler Scales of Intelligence (Adult/Children) WISC, WAIS, WAPIS,MISIC, Bhatia, Binet Kamat Test, Seguin Form Board, Progressive Matrices</p> <p>1.2 Assessment of Creativity :Passi test of creativity</p> <p>1.3 Assessment of Aptitude: General Aptitude</p>	The students will be able to: <ul style="list-style-type: none"> • Conduct administrations of aptitude and ability tests

	<p>Test Battery, Differential Aptitude Test</p> <p>1.4 Assessment of Achievement test</p> <p>1.5 Assessment of Interests: Strong Interest Explorer</p>	
<p>Module 2</p> <p>Assessment of Personality</p>	<p>2.1 Measures of personality: MBTI, 16 PF, MMPI, EPQ-R</p> <p>2.2. Personality assessment in Work Setting: NEO-PI-3</p> <p>2.3. Projective Tests: Sentence Completion Test, Children's Apperception Test, Thematic Apperception Test, Rorschach Inkblot test, Somatic Inkblot test</p>	<ul style="list-style-type: none"> Administer personality tests to participants/clients
<p>Module 3</p> <p>Assessment in other related areas</p>	<p>3.1 Assessment of Emotions: BDI-II, Emotion Intelligence Test</p> <p>3.2. Assessment of Health: General Health, Mental Health, Quality of Life, Childhood Autism Rating Scale, Adjustment inventory, State-Trait Anxiety inventory</p> <p>3.3 Assessment of Neuropsychological functioning: BGT, NIMHANS battery, MMSE</p> <p>3.4. Assessment of Motivation: Motivational Analysis Test</p> <p>3.5. Vineland Social Maturity Scale</p> <p>3.6 Wechsler Memory Scale</p>	<ul style="list-style-type: none"> Conduct assessments in areas such as emotion, health and adjustment
<p>Module 4</p> <p>Computer and online based assessment and testing</p>	<p>4.1. Personality</p> <p>4.2. Intelligence</p> <p>4.3. Aptitude</p> <p>4.4. Other online tests</p>	<ul style="list-style-type: none"> Demonstrate the ability to conduct psychological assessments online.

Three tests will be provided to a candidate during the examination of which the student can choose two. One test for administration, data collection, and for preparing the report and the other for the viva voce examination.

Note : A psychological test can be substituted with another one of similar purpose by the teacher concerned at the instance of unavailability of a particular test.

Part 2: FIELD WORK

Students are required to submit a report of 5 clinical cases from a hospital or professional setting. The evaluation will be done by the supervising teacher.

COURSE OUTCOMES

- CO1.** Demonstrate the ability to transform theoretical knowledge into practical assessment procedure
CO2. Identify assessments for respective psychological factors/variables
CO3. Conduct case study for developing professional competencies to analyze human behaviour in a scientific method.
CO4. Critically evaluate case studies to formulate clinical judgement

TEACHING LEARNING STRATEGIES

Assessment demonstration. Mutual Assessments. Test Administration

MODE OF TRANSACTION

Offline

ASSESSMENT RUBRICS

The external evaluation of the practical examination should be done at two levels. There will be three questions of which the student can choose (a) one for conducting the test and (b) another one for viva voce.

The evaluation of performance will be based on the performance in the practical sessions. Punctuality, administration of the tests and interpretation of results etc should be considered for evaluation. The field work submission should be made to the supervising teacher who will evaluate the case studies/clinical practice reports by allotting 20% of the total weightage. Skills, Interest and other personal qualities in the fieldwork should be considered in evaluation.

End Semester Evaluation		60%
	Percentage	
A. Testing Instruction & Procedure	10	
Conducting	10	
Result & Discussion	05	
B.Viva & Record	20	
C.Case study	15	
Continuous Evaluation		40%
Practical	20	
Case studies	20	
Total		100%

Sample Questions to test Outcomes

1. Assess the vocational interest of the participant using appropriate test
2. Measure the intelligence quotient of the participant using appropriate test
3. Interpret the scoring results of 16 personality questionnaire of the participant
4. Collect data from a client to formulate a case study
5. What are the components of mental status examination?



SEMESTER I

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE

Course Code: MSPSY01DSE01 Course Name: ADVANCED COGNITIVE PSYCHOLOGY

Credit	Teaching hours				Weightage Ratio		
	L	T/S	P	Total	ESE	CE	Total
3	2	1	-	3	60	40	100

L= Lecture, T/S= Tutorials/Seminar, P=Practical, ESE= End Semester Evaluation, CE=Continuous Evaluation

Course Code & Title	MSPSY01DSE01– ADVANCED COGNITIVE PSYCHOLOGY		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	I
Course Objectives	The Course aims: <ul style="list-style-type: none"> • To know about psychological understand biological and cognitive components of different psychological processes • To explore the nature of cognitive psychology • To study higher cognitive functions 		

Modules	Content	Module Outcome
Module 1: Introduction to cognitive psychology (10 hours)	1.1 Introduction to Cognitive Psychology- Definition, History and theories, Concepts under Cognitive Psychology 1.2 Cognitive Development- Theoretical perspectives 1.3 Research methods in cognitive psychology 1.4 Paradigms of Cognitive Psychology. 1.5 Current trends and future directions	The students will be able to: <ul style="list-style-type: none"> • Evaluate the field of cognitive psychology • Explain the future direction of cognitive psychology

Suggested readings specific to the module

Galotti, K.M. (2014). Cognitive Psychology in and out of the laboratory (5th ed.). USA: Sage publications

Module 2: Basic Cognitive Processes (10 hours)	2.1 Perception- From sensation to representation, Approaches to Perception, Perception of objects and form, Time Perception, Environment and perception, Deficits in Perception 2.1 Attention- The nature and theories of attention, When attention fails, Habituation and Adaptation, Automatic and controlled processes in attention 2.3. Consciousness- The consciousness of mental processes, Preconscious Process, consciousness as a	<ul style="list-style-type: none"> • Explain basic cognitive processes • .Explain the modern theories of basic cognitive processes
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	scientific construct. modern theories of consciousness	
Suggested readings specific to the module Sternberg, R.J., & Sternberg, K. (2012). Cognitive Psychology (6th ed.). USA: Wadsworth publishers		
Module 3: Higher Order Cognitive functioning (15 hours)	3.1 Memory. Mental Images, Maps and Propositions 3.2 Language. language comprehension, Reading, Language and thought, language in social context 3.3 Problem solving and creativity 3.4 Reasoning, judgment and decision making 3.5 Cognitive development across lifespan Piagetian and non-Piagetian approaches, individual, age related differences in cognition	<ul style="list-style-type: none"> Evaluate higher order cognitive functions Analyze cognitive development across lifespan
Suggested readings specific to the module 1. Galotti, K.M. (2014). Cognitive Psychology in and out of the laboratory (5th ed.). USA: Sage publications 2. Sternberg, R.J., & Sternberg, K. (2012). Cognitive Psychology (6th ed.). USA: Wadsworth publishers		
Module 4: Motivation and learning principles (10 Hours)	4.1. Defining motivation. Meaning and sources of motivation, Extrinsic and intrinsic motivation, physiological basis of motivation. 4.2. Perspectives and theories. Biological, psychoanalytic, humanistic and cognitive approaches; Application of motivational theories. 4.3. Learning Theories. Thorndike, Skinner, Hull, Pavlov, Guthrie, Bandura, Kohler, Tolman; Physiological basis of learning; Application of learning theories and implications in clinical and counselling psychology	<ul style="list-style-type: none"> Explain the concept of motivation Evaluate the principles of learning.
Suggested readings specific to the module 1. Bower, G.H., & Hilgard, E.R. (1998). Theories of learning (5th ed.). USA: Prentice Hall 2. Deckers, L. (2016). Motivation- Biological, Physiological and Environmental (4th ed.). New York: Routledge publications 3. Olson, M. H., & Hergenhahn (2015). Introduction to theories of learning. New York: Routledge		
Reference Books: 1. Bower, G.H., & Hilgard, E.R. (1998). Theories of learning (5th ed.). USA: Prentice Hall 2. Deckers, L. (2016). Motivation- Biological, Physiological and Environmental (4th ed.). New York: Routledge publications 3. Galotti, K.M. (2014). Cognitive Psychology in and out of the laboratory (5th ed.). USA: Sage publications 4. Goldstein, E.B. (2010). Sensation and Perception (8th ed.). USA: Wadsworth publishers		

5. Olson, M. H., & Hergenhahn (2015). Introduction to theories of learning. New York: Routledge.
6. Schiffman, H.R. (2001). Sensation and Perception (5th ed.). USA: John Wiley & Sons.
7. Sternberg, R.J., & Sternberg, K. (2012). Cognitive Psychology (6th ed.). USA: Wadsworth publishers

COURSE OUTCOMES

On completion of the course, students should be able to

CO1. Critically evaluate the application of learning in real life settings

CO2. Explain the methods useful for experiments cognitive psychology

CO3. Critically evaluate the theories of motivation and its applications

CO4. Create examples for the application of learning principles in clinical and counselling psychology

CO5. Critically evaluate the role of higher cognitive functions and motivational aspects in human life

TEACHING LEARNING STRATEGIES

Lecturing, Flipped Classroom, ICT enabled lecturing

MODE OF TRANSACTION

Online/Offline

ASSESSMENT RUBRICS

End Semester Evaluation		60
Continuous Evaluation		
Internal Examination	40%	40
Assignment	20%	
Seminar/Debate/Discussion/..etc	40%	
Total		100

Sample Questions to test Outcomes

1. Draw the human brain with functional descriptions
2. Critically evaluate the theories of attention
3. How learning principles are integrated in therapies ?
4. Explain the methods to measure perception



SEMESTER I

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE

Course Code: MSPSY01DSE02 Course Name: HEALTH PSYCHOLOGY

Credit	Teaching hours				Weightage Ratio		
	L	T/S	P	Total	ESE	CE	Total
3	2	1	-	3	60	40	100

L= Lecture, T/S= Tutorials/Seminar, P=Practical, ESE= End Semester Evaluation,
CE=Continuous Evaluation

Course Code & Title	MSPSY01DSE02 HEALTH PSYCHOLOGY		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	I
Course Objectives	<p>The Course aims</p> <ul style="list-style-type: none"> • To enhance the knowledge in psychology of health • To understand mind-body relationship • To study strategies and intervention to cope with stressful life situation • To understand the role of health behaviors. • To distinguish health promoting behaviour and health compromising behaviour. • To gain knowledge in managing pain and other chronic illness by incorporating psychological resources 		

Module No. Module Title	Module Content	Module Outcome
Module 1: Physiology and stress (15 Hours)	1.1 Nature of health psychology, 1.2 The mind body relationship, Psychoanalytic Contributions, Psychosomatic Medicine, Behavioural Medicine, Current Views of the Mind-Body Relationship 1.3 Biopsychosocial Model of Health-Advantages & Clinical Implications of the Biopsychosocial Model. 1.4 Relating health psychology to specific bodily systems: The nervous system, The endocrine	<ul style="list-style-type: none"> • Evaluate the relationship between physiological systems and stress response • Develop strategies to cope with stressful situations

	<p>system, The digestive system, The respiratory system, The cardiovascular system, The reproductive system, The immune system.</p> <p>1.5 Nature and causes/sources of stress, Theoretical contributions to the study of stress: Fight-or-flight, Selye's general adaptation syndrome, Tend-and-befriend, Psychological appraisal and the experience of stress, The physiology of stress, Sources of Chronic Stress, Stress and illness,</p> <p>1.6 Coping with stress: Types of coping strategies, coping with diseases. Coping and external resources: social support, Coping Interventions.</p>	
<p>Suggested readings specific to the module.</p> <ol style="list-style-type: none"> 1. Brannon, L., & Feist, J. (2007). Introduction to health psychology. New Delhi, India: Thomson, Wadsworth. 2. Dimatteo, M. R., & Martin, L. R. (2002). Health psychology. New Delhi, India: Allyn & Bacon. 3. Taylor, S. E. (2011). Health psychology. New Delhi, India: Tata McGraw-Hill. 4. Taylor, S. E., Sirois, F. M., Molnar, D. S. (2020). Health Psychology . (5th Edition) . Mc Graw hill 		
<p>Module 2: Health behaviours (10 Hours)</p>	<p>2.1 Health behaviour and primary prevention, meaning of health promotion and health behaviours, Role of behavioural factors in disease and disorder, Practicing and changing health behaviours, Barriers to modifying poor health behaviours, Ethnic and gender differences in health risks and habit. Factors predicting health behaviour and beliefs.</p> <p>2.2 Theories and Models Are Used for Understanding Health Behaviour Change- Changing health habits- Attitude change and health behaviours, Social Cognition Models of Health Behaviour Change, Transtheoretical Model of Behaviour Change, Importance of the Stages of Change Model, The theory of planned behaviour, Cognitive behavioural approach, Social engineering and Other Methods Be Used to Change Health Behaviours</p> <p>2.3 Preventive and Health-Promoting Behaviours- Preventable Injuries, Cancer-Related Health</p>	<ul style="list-style-type: none"> • Analyze the role of behavioural factors in diseases and disorders. • Explain the theories of attitude change in order to promote healthy behaviour.

	<p>Behaviours, Benefits of Exercise, Sleep and Health.</p> <p>2.4 Health-Compromising Behaviours, characteristics of Health-Compromising Behaviours, Substance Use Disorder, Alcohol Use Disorder Compromise Health, smoking and health, eating disorder</p>	
<p>Suggested readings specific to the module.</p> <ol style="list-style-type: none"> 1. Brannon, L., & Feist, J. (2007). Introduction to health psychology. New Delhi, India: Thomson, Wadsworth. 2. Dimatteo, M. R., & Martin, L. R. (2002). Health psychology. New Delhi, India: Allyn& Bacon. 3. Taylor, S. E. (2011). Health psychology. New Delhi, India: Tata McGraw-Hill. 4. Taylor, S. E., Sirois , F. M., Molnar, D. S. (2020). Health Psychology . (5th Edition) . Mc Graw hill 5. Weinman, J., Johnston, M., & Molloy, G. (2006). Health psychology. London: Sage Publications 		
<p>Module 3: Pain and its management (10 Hours)</p>	<p>3.1 Pain: Definition, Types of pain- organic pain, psychogenic pain,</p> <p>3.2 Theories of pain: Specificity theory, Gate control theory, Clinical and psychological issues in Pain.</p> <p>3.3 Pain management- Acute and chronic pain, pain and personality.</p> <p>3.4 Techniques to control pain- Clinical Issues in Pain Management, Psychological and other techniques</p>	<ul style="list-style-type: none"> • Explain the types and theories of pain. • Explain different pain management techniques
<p>Suggested readings specific to the module.</p> <ol style="list-style-type: none"> 1. Brannon, L., & Feist, J. (2007). Introduction to health psychology. New Delhi, India: Thomson, Wadsworth. 2. Dimatteo, M. R., & Martin, L. R. (2002). Health psychology. New Delhi, India: Allyn& Bacon. 3. Taylor, S. E. (2011). Health psychology. New Delhi, India: Tata McGraw-Hill. 4. Taylor, S. E., Sirois , F. M., Molnar, D. S. (2020). Health Psychology . (5th Edition) . Mc Graw hill 		
<p>Module 4: The patient's perspective and management</p>	<p>4.1 Stages of illness, Facing the emotional challenges of serious illness, the losses in serious illness; The role of emotions in healing,</p> <p>4.2 Maintaining identity through social support.</p>	<ul style="list-style-type: none"> • Evaluate the concepts of illness and healing. • Develop strategies for managing chronic

of illness (10 Hours)	<p>4.3 Coping with surgery through control enhancing interventions.</p> <p>4.4 The hospitalized child - Anxiety and preparing child for medical interventions;</p> <p>4.5 Management of chronic illnesses- Quality of life, emotional responses to chronic illness, coping with chronic illness, psychological interventions for chronic illness, psychological issues in advancing and terminal illness- death across life span, psychological issues in advancing illness, psychological management, Psychology of lifestyle illness- Coronary Heart Disease, Hypertension, Stroke, Diabetes. Psychoneuroimmunology, AIDS and cancer</p> <p>4.6 Health Psychology: Challenges for the Future</p>	illness by incorporating psychological support
<p>Suggested readings specific to the module.</p> <ol style="list-style-type: none"> 1. Brannon, L., & Feist, J. (2007). Introduction to health psychology. New Delhi, India: Thomson, Wadsworth. 2. Dimatteo, M. R., & Martin, L. R. (2002). Health psychology. New Delhi, India: Allyn& Bacon. 3. Taylor, S. E. (2011). Health psychology. New Delhi, India: Tata McGraw-Hill. 4. Taylor, S. E., Sirois , F. M., Molnar, D. S. (2020). Health Psychology . (5th Edition) . Mc Graw hill 5. Weinman, J., Johnston, M., & Molloy, G. (2006). Health psychology. London: Sage Publications 		

Course Outcome

CO1 Explain the basic concepts of health psychology.

CO2 Evaluate the psychological factors of stress and coping

CO3 Create a framework of health behaviours for leading a healthy life

CO3 Analyse the application of the psychological principles in managing health related issues.

CO4 Analyse various aspects of pain and its management.

Assessment Rubrics

End Semester Evaluation		60
Continuous Evaluation		
Internal Examination	40%	40
Assignment	20%	
Seminar/Debate/Discussion/..etc	40%	
Total		100



SEMESTER I

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE

Course Code: MSPSY01DSE03 Course Name: BEHAVIOURAL ECONOMICS

Credit	Teaching hours				Weightage Ratio		
	L	T/S	P	Total	ESE	CE	Total
3	2	1	-	3	60	40	100

L= Lecture, T/S= Tutorials/Seminar, P=Practical, ESE= End Semester Evaluation, CE=Continuous Evaluation

Course Code & Title	MSPSY01DSE03 – BEHAVIOURAL ECONOMICS		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	I
Course Objectives	The Course aims <ul style="list-style-type: none"> To understand the basic concepts of Behavioural Economics To analyse interdisciplinary approaches of Behaviour and Economics in Behavioural economics 		

Modules	Content	Module Outcome
Module I: Introduction to Behavioural Economics (10 Hours)	1.1 Emergence and establishment of behavioural economics , Behavioral economics and policy, The different faces of behavioral economics 1.2 Background of behavioral economics methods 1.3 Decision Making: Beliefs, emotions, and heuristics and cognitive ability can be incorporated into economic analysis of decision-making, two systems	<ul style="list-style-type: none"> Discuss the emergence and establishment of behavioural economics as an independent sub-discipline of economics Evaluate the background of behavioural economics.
Suggested readings specific to the module 1. Ashraf, Nava, Camerer, Colin F. & Loewenstein, George (2005). Adam Smith, behavioural Economist. Journal of Economic Perspectives, 19, 131-145.		

<p>2. Laibson, David & Zeckhauser, Richard (1998). Amos Tversky and the ascent of behavioural economics. <i>Journal of Risk and Uncertainty</i>, 16, 7-47.</p> <p>3. Colin Camerer and George Loewenstein. 2004. “Behavioural Economics: Past, Present, Future”, http://people.hss.caltech.edu/~camerer/ribe239.pdf.</p> <p>4. Cartwright, E. (2018). <i>Behavioral Economics</i>. Routledge.</p>		
<p>Module II:</p> <p>Economic behavior</p> <p>(15 Hours)</p>	<p>2.1 Simple heuristics for complex choices</p> <p>2.2 Utility and search- Choice arbitrariness,</p> <p>2.3 Mental accounting and framing- Reference-dependent utility, the endowment effect, Willingness to pay or accept, Transaction utility, Narrow framing, Hedonic editing, choice bracketing.</p> <p>2.4 The Role of Emotion- Aversion to lying, Deception, Honesty and framing,</p>	<ul style="list-style-type: none"> • Evaluate the Economic behaviours and role of emotions • Forming knowledge of Mental Accounting and framing
<p>Suggested readings specific to the module</p> <p>1. Cartwright, E. (2018). <i>Behavioral Economics</i>. Routledge.</p>		
<p>Module III:</p> <p>Origins of behavior</p> <p>(10 Hours)</p>	<p>3.1 Evolution and culture- Evolution and economic behavior, Competing with others</p> <p>3.2 Culture and multi-level selection- Cross-culture comparisons, Group selection, Gene-culture coevolution</p> <p>3.3 The gender gap- Attitudes to competition, social preferences, The economics of family, Development economics</p> <p>3.4 Neuroeconomics- An introduction to the brain, Valuing rewards and learning, Making decisions</p>	<ul style="list-style-type: none"> • Evaluating origin, culture, multi cultural perspectives of behavioural economics. • Critically analysing concepts of Neuroeconomics, rewards and learning.
<p>Suggested readings specific to the module</p> <p>1. Cartwright, E. (2018). <i>Behavioral Economics</i>. Routledge</p>		

Module IV: Welfare and Policy (10 Hours)	<ol style="list-style-type: none"> Happiness and Utility- Choices and commitment , Health and Happiness, Saving and Retirement. Policy and Behaviour-Designing good Intitutions, Nudge and Behaviour Change 	<ul style="list-style-type: none"> Understanding Welfare and policy and critically analyse.
<p>Suggested readings specific to the module</p> <ol style="list-style-type: none"> Cartwright, E. (2018). <i>Behavioral Economics</i>. Routledge. 		
<p>References:</p> <ol style="list-style-type: none"> Cartwright, E. (2018). <i>Behavioral Economics</i>. Routledge. Dan Ariely. 2009. <i>Predictably Irrational: The Hidden Forces That Shapes Our Decisions</i>. HarperCollins. Daniel. Kahneman. 2012. <i>Thinking, Fast and Slow</i>. Penguin. Richard H. Thaler and Cass R. Sunstein. 2009. <i>Nudge: Improving Decisions About Health, Wealthh and Happiness</i>. Yale University Press. https://www.theguardian.com/world/2017/oct/09/what-is-behavioural-economics-richard-thalernobel-prize https://www.theguardian.com/science/2014/jun/01/nudge-economics-freakonomics-danielkahneman-debunked 		
<p>Additional References:</p> <ol style="list-style-type: none"> Amos Tversky and Daniel Kahneman, "Judgment under Uncertainty: Heuristics and Biases," <i>Science</i> 185 (1974), 1124 – 1131; http://www.jstor.org/stable/1738360 Kahneman, D. & Tversky, A. (1979). Prospect theory: An analysis of decision under risk <i>Econometrica</i>, 47, 263-291. Sharon Oster and Fiona Scott Morton, "Behavioral Biases Meet the Market: The Case of Magazine Subscription Prices," <i>Advances in Economic Analysis & Policy</i> 5 (2005), Article 1; http://www.bepress.com/bejeap/advances/vol5/iss1/art1 Matthew Rabin, "Inference by Believers in the Law of Small Numbers," <i>Quarterly Journal of Economics</i> 117 (2002), 775-816; http://www.jstor.org/stable/4132489 Matthew Rabin and Dimitri Vayanos, "The Gambler's and Hot-Hand Fallacies: Theory and Applications," <i>Review of Economic Studies</i> 77 (2010), 730-778; https://www.jstor.org/stable/pdf/40587644.pdf Henry Blodget, "Wall Street Self-Defense: Born Suckers: The Greatest Wall Street Danger of All: You," <i>Slate</i>, December 14, 2004 (amusing optional reading) http://dss.ucsd.edu/~vcrawfor/WallStreetBiases.html 		

7. Barberis, Nicolas, Thirty Years of Prospect Theory in Economics: A Review and Assessment, *Journal of Economic Perspectives* 27-1, 173-196 (2013)
8. Daniel Kahneman, Jack Knetsch, and Richard Thaler, “Anomalies: The Endowment Effect, Loss Aversion, and Status Quo Bias,” *Journal of Economic Perspectives* 5 (1991), 193-206; <http://www.jstor.org/stable/1942711>
9. Daniel Kahneman, Jack Knetsch, and Richard Thaler, “Experimental Tests of the Endowment Effect and the Coase Theorem,” *Journal of Political Economy* 98 (1990), 1325-1348; Chapter 2 in *Advances*; <http://www.jstor.org/stable/2937761>

COURSE OUTCOMES

CO1: Understanding of Behavioral Economics Principles: Students will gain a solid understanding of the foundational principles of behavioral economics.

CO2: Apply behavioral economics principles to real-world scenarios. They will be able to analyze and interpret human behavior in economic contexts, and understand how individuals and markets deviate from traditional economic models.

TEACHING LEARNING STRATEGIES

Lecturing. Group Discussion. ICT enabled lecturing. Debate sessions

MODE OF TRANSACTION

Offline/Online

ASSESSMENT RUBRICS

End Semester Evaluation		60
Continuous Evaluation		40
Internal Examination	40%	
Assignment	20%	
Seminar/Debate/Discussion/..etc	40%	
Total		100

Sample Questions to test Outcomes

1. What are different perspectives of Behavioural Economics
2. Explain Relationships between Policy and Behaviour
3. Evaluate the role of emotions in behavioural economics



SEMESTER – II

SECOND SEMESTER								
Course Code	Title of Paper	Contact Hours/Week			Weightage Ratio			Credits
		L	T/S	P	ESE	CE	Total	
Discipline Specific Core (DSC) Courses								
MSPSY02DSC05	CLINICAL PSYCHOLOGY -II	3	1	-	60	40	100	4
MSPSY02DSC06	RESEARCH METHODS IN BEHAVIOURAL SCIENCES	3	1	-	60	40	100	4
MSPSY02DSC07	JOURNAL WORK		1	7	60	40	100	4
Discipline Specific Elective (DSE) Courses (2 Course have to be chosen from the list)								
MSPSY02DSE04	Life span Development	2	1	-	60	40	100	3
MSPSY02DSE05	Behavioural Neuroscience	2	1	-	60	40	100	3
MSPSY02DSE06	Rehabilitation Psychology	2	1	-	60	40	100	3
MSPSY02DSE07	Educational Psychology	2	1	-	60	40	100	3
MSPSY02DSE08	Psycho-Oncology	2	1	-	60	40	100	3
Interdisciplinary Elective Course- IDC*								
MSPSY02IDC01	Sports and Exercise Psychology (Offered to other Department Students)	Total 30hrs/ course			CE 100			2
-----	(To be obtained from other Departments)	2			-----**			2
Ability Enhancement- AEC*								
MSPSY02AEC01	Enhancement of Character Strength for a better living (Offered to other Department Students)	Total 30hrs/ course			CE 100			2
-----	(To be obtained from other Departments)	2			-----**			2
Skill Enhancement- SEC*								
MSPSY02SEC01	Personal and professional development skills (Offered to other Department Students)	Total 30hrs/ course			CE 100			2
-----	(To be obtained from other Departments)	2			-----**			2
*Note: any 2 courses mandatory from the list of IDC, AEC and SEC								
**Note: Evaluation is determined by each department								
Total					700			22



***Value- Added Course (1 Course has to be chosen from the list)				
MSPSY02VAC01	Personal Growth through Social Orientation	Total 30hrs/ course	CE	2
			100	
MSPSY02VAC02	Academic writing	Total 30hrs/ course	CE	2
			100	
***Note: The course shall be considered as additional credits and shall not be considered for computation of CGPA, Students can opt a MOOC certificate course instead of Value Added Course (VAC) CE= (Continues Evaluation)				

SEMESTER II

DISCIPLINE SPECIFIC CORE (DSC) COURSES

Course Code: MSPSY02DSC05 Course Name: CLINICAL PSYCHOLOGY- II

Credit	Teaching hours				Weightage Ratio		
	L	T/S	P	Total	ESE	CE	Total
4	3	1	-	4	60	40	100

L= Lecture, T/S= Tutorials/Seminar, P=Practical, ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Code & Title	MSPSY02DSC05– CLINICAL PSYCHOLOGY-II		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	II
Course Objectives	The Course aims <ul style="list-style-type: none"> • To know about clinical practice-oriented issues in the field • To explore the different treatment approaches in clinical psychology • To study assessment, diagnosis and planning of treatment based on mental health issues. 		

Module	Module Content	Module Outcome
Module 1: Introduction to Clinical Psychology and assessment (18 Hours)	1.1 Defining clinical psychology- definition, education and training, professional activities and employment settings 2.2 Cultural and Ethical aspects and Issues in Clinical Psychology 2.3 Conducting research in clinical psychology, Clinical Interview and Clinical assessment - components and basic skills	The student will be able to <ul style="list-style-type: none"> • Demonstrate familiarity with scientific, ethical, legal, and practice-oriented issues in the field. • Demonstrate Knowledge to perform Clinical assessments. • Build skill in assessment, diagnosis and planning of treatment based on mental health issues.

	2.4 Intellectual and neurological assessment, personality assessment and behavioral assessment	
<p>Suggested readings specific to the module.</p> <p>Hecker, J. E., & Thorpe, G. L. (2005). <i>Introduction to clinical psychology : Science, practice, and ethics</i>. Pearson Education</p>		
<p>Module 2: Childhood disorders and Mental retardation (22 Hours)</p>	<p>2.1 Neurodevelopmental Disorders: Causes, Symptoms, types, theories, models and Treatment</p> <p>2.2 Disruptive, Impulse-Control, and Conduct Disorders- Causes, Symptoms, types, theories, models and Treatment</p> <p>2.3 Feeding and Eating Disorders, Elimination Disorders- Causes, Symptoms, types, theories, models and Treatment</p> <p>2.4 Sleep-Wake Disorders- Causes, Symptoms, types, theories, models and Treatment</p>	<ul style="list-style-type: none"> • Demonstrate the knowledge and skills of diagnosing various psychopathological symptoms. • Demonstrate the treatment and management of various psychological disorders.
	<p>Suggested readings specific to the module.</p> <p>Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). <i>Kaplan & Sadock's synopsis of psychiatry : behavioral sciences/clinical psychiatry</i> (11th ed.). Wolters Kluwer</p>	
<p>Module 3: Personality disorder (10 Hours)</p>	<p>3.1 Personality Disorders- Causes, Symptoms, types, theories, models and Treatment</p> <p>3.2 Sexual Dysfunctions, Gender Dysphoria Paraphilic Disorders- Causes, Symptoms, types, theories, models and Treatment</p>	<p>Demonstrate the treatment and management of various childhood and adolescence disorders</p>

	3.3 Substance-Related and Addictive Disorders-Causes, Symptoms, types, theories, models and Treatment	
	Suggested readings specific to the module.	
	Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). <i>Kaplan & Sadock's synopsis of psychiatry : behavioral sciences/clinical psychiatry</i> (11th ed.). Wolters Kluwer.	
Module 4: Clinical psychology in India (10 Hours)	<p>4.1 Growth of mental hospitals in India</p> <p>4.2 Culture-bound syndromes in India</p> <p>4.3 Eastern and Western perspectives on mental health</p> <p>4.4 Current controversies and issues o clinical psychology</p>	Understanding the development of mental health field in India Analyze different cultural perspectives of mental health.

	Suggested readings specific to the module.	
	<ol style="list-style-type: none"> 1. Murthy, P., Isaac, M., & Dabholkar, H. (2016, December 20). <i>Mental Hospitals in India in the 21st century: transformation and relevance. Epidemiology and Psychiatric Sciences</i>, 26(1), 10–15. https://doi.org/10.1017/s2045796016000755 2. Krishnamurthy, K., Duddu, V., & Alimchandani, A. (2000). <i>Mental hospitals in India</i>. ResearchGate.https://www.researchgate.net/publication/50399912_Mental_hospitals_india 3. Kapoor, A., Juneja, R., & Singh, D. C. (2018). Cultural Specific Syndromes in India – An Overview. <i>International Journal of Current Research and Review</i>, 10(11), 2– https://doi.org/10.31782/ijcrr.2018.10111 4. Barlow, D. H & Durnad, V, M(2009). <i>Abnormal psychology- an integrative approach</i> (5th ed.) .wardswothcengage learning 5. Horwitz, A.V & Scheid, T.L. (2006). <i>Handbook for the study of mental health - social contexts, theories and systems</i>. Cambridge university press 	

<p>Course Outcomes</p> <p>CO1 Analyze the basis, theories and classifications for clinical psychology.</p> <p>CO2 Demonstrate the knowledge and skills of diagnosing various psychopathological symptoms.</p> <p>CO3 Demonstrate the knowledge and skills of diagnosing various psychopathological symptoms.</p> <p>CO4 Demonstrate the treatment and management of various psychological disorders.</p> <p>CO5 Analyze different cultural perspectives of mental health.</p>

Core Compulsory Readings (Books, Journals, E-sources Websites/ web-links) List

1. Hecker, J. E., & Thorpe, G. L. (2005). *Introduction to clinical psychology : Science, practice, and ethics*. Pearson Education.
2. Ahuja. N. (2011). *A short text book of psychiatry*. (7th ed.) Jeypee publishers
3. Hoeksema, S.N(2004). *Abnormal psychology*(3th ed). McGraw Hill.
4. Horwitz, A.V & Scheid, T.L. (2006). *Handbook for the study of mental health - social contexts,theories and systems*. Cambridge university press
5. Kaplan, H.I. &Sadock,B. J. (1998). *Synopsis of psychiatry- behaviour sciences and clinical psychiatry*. Lippincott William and Williams
6. Trull,T.J., &Phares,E.J. (2001). *Clinical psychology: Concepts, methods, and profession* (6th ed.).Belmont. Wadsworth/Thomson Learning
7. Keaney, C, A & Trull, T, J (2012). *Abnormal psychology and life- a dimensional approach*.cengage learning.
8. Pomerantz, A. M. (2008).*Clinical Psychology-Science Practice & Culture*. SagePublication

Additional Reading

1. Barlow, D. H &Durnad, V, M(2009). *Abnormal psychology- an integrative approach* (5th ed.)Wardsworthcengage learning
2. Carson, R.C; Butcher, N. & Mineka, S.(2007), *Abnormal Psychology and Modern Life*(13 th ed).Pearson Education
3. Sarasan,I .G.&Sarasan, B. R. (2002) *Abnormal Psychology – The Problem of Maladaptive Behaviour* (10th ed.). Prentice Hall.
4. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5 th ed.). World Health organization (2018) ICD 11
5. Walker &Roberts (2001)*Hand book of Clinical Child Psychology* (3rdEd.). John Wiley & Sons.
6. Magnavita,J.J.(2004) *Handbook of personality disorders : theory and practice*. Wiley.
7. Weis, R. (2018). *Introduction to abnormal child and adolescent psychology*. Sage

Core Suggested Readings

1. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
2. Frisch, M. B. (). *Quality of life therapy : applying a life satisfaction approach to positive psychology and cognitive therapy*. John Wiley & Sons.
3. Gray, G. E. (2008). *Concise Guide to Evidence-Based Psychiatry*. American Psychiatric Pub..

TEACHING LEARNING STRATEGIES

1. Lecture
2. Demonstration
3. Group discussion

4. Case study
5. Focused group discussion
6. Case analysis
7. Problem solving
8. Case based study

MODE OF TRANSACTION

Face to face: Lecture method & Demonstration method

Learner centered technique: Computer assisted learning & Individual project teaching

Demonstration

ASSESSMENT RUBRICS

End Semester Evaluation		60
Continuous Evaluation		40
Internal Examination	40%	
Assignment	20%	
Seminar/Debate/Discussion/.etc	40%	
Total		100

Sample Questions to test Outcomes.

1. What are, General principles and Ethical standards given by APA
2. How should psychotherapy outcomes be measured? What should be measured when assessing psychotherapy outcomes?
3. If you were a clinical psychologist, in what situations would you openly acknowledge cultural differences between yourself and an interview client?
4. A person with mood swings that range from intense depression to incredible hyperactivity and happiness would likely be diagnosed with ---? What are diagnostic criteria and causes of the disorder?
5. What approach would you use to treat dissociative amnesia ?

SEMESTER II

DISCIPLINE SPECIFIC CORE (DSC) COURS

Course Code: MSPSY02DSC06

Course Name: RESEARCH METHODS IN BEHAVIOURAL SCIENCES

Credit	Teaching hours				Weightage Ratio		
	L	T/S	P	Total	ESE	CE	Total
4	3	1	-	4	60	40	100

L= Lecture, T/S= Tutorials/Seminar, P=Practical, ESE= End Semester Evaluation, CE= ContinuousEvaluation

Course Code & Title	MSPSY02DSC06- RESEARCH METHODS IN BEHAVIOURAL SCIENCES		
Programme	MSc. Clinical and Counselling Psychology	Semester	II
Course Objectives	<ul style="list-style-type: none"> • To know about the scientific foundation of research in behavioural sciences • To acquire knowledge on step-by-step research process • To gain knowledge on Designing, conducting and evaluating research in behavioural sciences. • To distinguish qualitative and quantitative research • To know in detail about various experimental design used in psychology research • To impart knowledge on qualitative data analytics skills and meaningful interpretation to the qualitative data so as to solve the research problem • To study Ethical Problems in Behavioural Research, APA guidelines and Future of clinical psychology research. 		

Module No Module Title	Module Content	Module Outcome
Module 1: Foundations of research methods (15 Hours)	1.1 Meaning, purpose and dimensions of research 1.2 Paradigms in research 1.3 Types of research, Research process, Criteria of good research 1.4 Meaning, characteristics and importance of a hypothesis, Types of hypotheses, Errors in Hypothesis testing and formulation of Hypothesis. 1.5 Meaning and types of variables, Consideration in the selection of variables and Control of extraneous variables. 1.6 Meaning, purpose and criteria of research design. Basic principles in Experimental Designs. Types of Experimental designs, Sources of error variance and its management in the various types of experimental designs 1.7 Selection of Population and Sample 1.8 Data collection: observational methods, surveys, questionnaires, interviewing methods, case study method, and psychometric tests. 1.9 Ethical Problems in Behavioural Research, Deception, Full disclosure, Anonymity and Confidentiality of research, Protecting the welfare of Animal subjects	1. Explain scientific foundation in behavioural research, step by step research process. 2. Design and develop socially relevant topics for psychological research. 3. Demonstrate skills to create a good research proposal

Suggested readings specific to the module.

1. Kothari, C. R. & Garg, G. (2018). Research Methodology: Methods and techniques(4th ed.). New Delhi: New Age International Publishers.
2. Singh, Y. K. (2006). Fundamental of research methodology and statistics. New Age International.
3. McQueen, R. A., & Knussen, C. (2006). Introduction to research methods and statistics in psychology. Pearson education.
4. Singh, A. K. (2015). Tests, measurements and research methods in behavioural sciences. Bharati Bhawan.
5. O’Leary, Z. (2017). The essential guide to: Doing your research project (3rd ed.). Los Angeles: Sage.
6. Denicolo, P. & Becker, L. (2012). Developing Research Proposals (success in research).New Delhi: Sage.
7. Barker, C., Pistrang, N., & Elliott, R. (2015). Research methods in clinical psychology: An introduction for students and practitioners. John Wiley & Sons

**Module 2:
Qualitative
Research**

(14 ours)

2.1 Introduction to some important methods: Ethnography, grounded theory, narrative inquiry, and phenomenological inquiry.

2.2 Various methods of collecting qualitative data: participant observation, interviewing, life history and oral history, documents, diaries, photographs, films and videos, conversation, texts and case studies.

2.3 Qualitative data analysis: Codes, Different types of coding, Memos, Themes, Diagrams.

2.4 Analysis methods: Meta-analysis, Thematic analysis, Qualitative Content Analysis, Narrative analysis, Discourse analysis, Conversation analysis, Visual analysis.

1. Distinguish different types and methods of qualitative research.

	<p>Suggested readings specific to the module.</p> <ol style="list-style-type: none"> 1. Kothari, C. R. & Garg, G. (2018). Research Methodology: Methods and techniques(4th ed.). New Delhi: New Age International Publishers. 2. Myers, A., & Hansen, C. (2011). Experimental Psychology (7th ed.). Australia: Wadsworth. 3. Coolican, H. (2014). Research Methods and Statistics in Psychology. (6th ed.). New York: Psychology Press. 4. Singh, Y. K. (2006). Fundamental of research methodology and statistics. New Age International. 5. McQueen, R. A., & Knussen, C. (2006). Introduction to research methods and statistics in psychology. Pearson education. 6. Gliner, J. A., & Morgan, G. A. (2000). Research methods in applied settings: An integrated approach to design and analysis (3rd ed.). New York: Routledge. 7. Barker, C., Pistrang, N., & Elliott, R. (2015). Research methods in 	
<p>Module 3: Descriptive and Inferential Statistics (16 Hours)</p>	<ol style="list-style-type: none"> 3.1 Measures of Central Tendency: Mean, median, mode. 3.2 Measures of Dispersion: Range, quartile deviation, mean deviation, standard deviation, variance and Co-efficient of variation. 3.3 Concept of correlation: Linear, Pearson product moment, Spearman's rank order. Concept of Regression, Regression coefficients. Interpretation of correlation and regression analysis. 3.4 Concept of probability, Characteristics of Normal probability Curve, skewness and kurtosis. 3.5 Parametric test, t-test, the independent samples t-test, the dependent sample t-test, one-way and two-way ANOVA, MANOVA, and Post-hoc tests. 3.6 Non-parametric tests: Mann-Whitney U test, Wilcoxon signed rank test, Friedman test and Kruskal Wallis test. 3.7 Interpretations of parametric and non-parametric tests. SPSS for analyzing and interpreting data 	<ol style="list-style-type: none"> 1. Gain insight into descriptive and inferential statistics 2. Explain the concept of correlation and regression 3. Develop knowledge to conduct parametric and non-parametric tests. 4. Gain knowledge to analyzing and interpreting data using SPSS

	<p>Suggested readings specific to the module.</p> <ol style="list-style-type: none"> 1. Malec, M.A. (2012). Essential Statistics for Social Research (2nded.).Jaipur: Rawat Publications. 2. Gravetter, F.J. &Wallnau, L.B.(2013).Statistics for the Behavioral Sciences(9th ed.).USA: Wadsworth. 3. Gliner, J. A., & Morgan, G. A. (2000). Research methods in applied settings: An integrated approach to design and analysis (3rd ed.).New York: Routledge. 4. McQueen, R. A., & Knussen, C. (2006). Introduction to research methods and statistics in psychology. Pearson education. 5. Howell, D. C. (2012). Statistical methods for psychology(8th ed.). Duxbury, USA: Wadsworth. 	
<p>Module 4 Research Proposal and Research report (15 hours)</p>	<p>4.1 Crafting of research proposal: role and elements of proposal, writing acceptable proposals, key aspects of proposal planning and organisation of details, obstacles & challenges</p> <p>4.2 Development of research question, importance and characteristics of good research questions</p> <p>4.3 Review of literature: Review of related studies and Theoretical review, Importance, sourcing relevant literature, and managing the literature</p>	<ol style="list-style-type: none"> 1. Explain the key aspects of research proposal and research report
	<ol style="list-style-type: none"> 1. Kothari, C. R. & Garg, G. (2018). Research Methodology: Methods and techniques(4th ed.). New Delhi: New Age International Publishers. 2. Flick, U. (2017). Introduction to Qualitative Research(5th ed.). New Delhi: Sage. 3. Silverman, D. (2017). Doing Qualitative Research (5th ed).Los Angeles: Sage. 4. Anderson, C.E.,Carrell, A.T., &Widdifield, Jr., J.L.(2010). What Every Student Should Know About Citing Sources with APA Documentation: Updated for APA Sixth Edition(2nd ed.).New Jersey: Pearson. 5. Willig, C., & Stainton-Rogers, W. (Eds.) (2017). The Sage Handbook of qualitative research in psychology (2nd ed.). London: Sage. 6. McQueen, R. A., & Knussen, C. (2006). Introduction to research methods and statistics in psychology. Pearson education 7. Comer, J. S., & Kendall, P. C. (Eds.). (2013). The Oxford handbook of research strategies for clinical psychology. Oxford University Press. 	

8. Gliner, J. A., & Morgan, G. A. (2000). Research methods in applied settings: An integrated approach to design and analysis (3rd ed.). New York: Routledge.
9. Barker, C., Pistrang, N., & Elliott, R. (2015). Research methods in clinical psychology: An introduction for students and practitioners. John Wiley & Sons.
- Tracy, S. J. (2019). Qualitative research methods: Collecting evidence, crafting analysis, communicating impact. John Wiley & Sons.

Course Outcome:

CO1. Explain the fundamental principles of research design, including experimental and non-experimental methods, and the advantages and disadvantages of different approaches.

CO2. Demonstrate skills in formulating research questions and hypotheses, and in selecting appropriate research methods to answer them.

CO3. Critically evaluate research studies in behavioural sciences, including qualitative and quantitative research

CO4. Evaluate and understand the ethical issues related to data collection and analysis.

CO5. Conduct research projects, from designing a study to collecting and analyzing data and reporting results.

References

Core Compulsory Readings

1. Kothari, C. R. & Garg, G. (2018). Research Methodology: Methods and techniques (4th ed.). New Delhi: New Age International Publishers.
2. O'Leary, Z. (2017). The essential guide to: Doing your research project (3rd ed.). Los Angeles: Sage.
3. Myers, A., & Hansen, C. (2011). Experimental Psychology (7th ed.). Australia: Wadsworth.
4. Coolican, H. (2014). Research Methods and Statistics in Psychology. (6th ed.). New York: Psychology Press.
5. Denicolo, P. & Becker, L. (2012). Developing Research Proposals (success in research). New Delhi: Sage.
6. Flick, U. (2017). Introduction to Qualitative Research (5th ed.). New Delhi: Sage.
7. Singh A.K. (2002). Tests measurements and research methods in behavioural sciences.
8. Barker, C., Pistrang, N., & Elliott, R. (2015). Research methods in clinical psychology: An introduction for students and practitioners. John Wiley & Sons.
9. Gravetter, F. J., & Wallnau, L. B. (2008). Essentials of Statistics for the Behavioral Sciences. Cengage Learning
10. Tracy, S. J. (2019). Qualitative research methods: Collecting evidence, crafting analysis, communicating impact. John Wiley & Sons.
11. Singh, Y. K. (2006). Fundamental of research methodology and statistics. New Age International.
12. Comer, J. S., & Kendall, P. C. (Eds.). (2013). The Oxford handbook of research strategies for clinical psychology. Oxford University Press.
13. Singh, A. K. (2015). Tests, measurements and research methods in behavioural

sciences. Bharati Bhawan.

14. McQueen, R. A., & Knussen, C. (2006). Introduction to research methods and statistics in psychology. Pearson education.
15. Gliner, J. A., & Morgan, G. A. (2000). Research methods in applied settings: An integrated approach to design and analysis (3rd ed.). New York: Routledge

Additional References:

Core Suggested Readings

1. Silverman, D. (2017). Doing Qualitative Research (5th ed).Los Angeles: Sage.
2. Anderson, C.E.,Carrell, A.T., &Widdifield, Jr., J.L.(2010). What Every Student Should Know About Citing Sources with APA Documentation: Updated for APA Sixth Edition(2nd ed.).New Jersey: Pearson.
3. Comer, J. S., & Kendall, P. C. (Eds.). (2013). The Oxford handbook of research strategies for clinical psychology. Oxford University Press.
4. Willig, C., & Stainton-Rogers, W. (Eds.) (2017). The Sage Handbook of qualitative research in psychology (2nd ed.). London: Sage.
5. Rosnow, R.L., & Rosenthal, R. (2012). Beginning behavioral research: A conceptual primer (7th ed.). New Jersey: Pearson.
6. Mangal, S.K.&Mangal, S. (2013). Research methodology in behavioural sciences.New Delhi: PHI Learning.
7. Gravetter, F.J. &Wallnau, L.B.(2013).Statistics for the Behavioral Sciences(9thed.).USA: Wadsworth.
8. Sani, F., & Todman, J. (2008). Experimental design and statistics for psychology: afirst course. John Wiley & Sons
9. Malec, M.A. (2012). Essential Statistics for Social Research (2nded.).Jaipur: RawatPublications.

ASSESSMENT RUBRICS

End Semester Evaluation		60
Continuous Evaluation		40
Internal Examination	40%	
Assignment	20%	
Seminar/Debate/Discussion/..etc	40%	
Total		100

TEACHING LEARNING STRATEGIES

Lecturing, Flipped Classroom, ICT enabled lecturing

MODE OF TRANSACTION

Online/Offline

Sample Questions to test Outcomes.

1. Analyse the importance of research in Psychology. Briefly explain the objectives and type of research with appropriate examples.
2. Discuss the nature and characteristics of the scientific research. What are the steps involved in it?
3. How would you analyse sampling error, how far researcher can manage sampling errors?
4. Explain various steps involved in research, from identification of problem for research till reporting with an aid of study proposal.
5. Explain the possibilities of qualitative research methods.



SEMESTER II

DISCIPLINE SPECIFIC CORE (DSC) COURSE

Course Code: MSPSY02DSC07

Course Name: JOURNAL WORK

Credit	Teaching hours				Weightage Ratio		
	L	T/S	P	Total	ESE	CE	Total
4	-	1	7	8	60	40	100

L= Lecture, T/S= Tutorials/Seminar, P=Practical, ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Code & Title	MSPSY02DSC07 JOURNAL WORK		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	II
Course Objectives	<p>The Course aims</p> <ul style="list-style-type: none"> • To provides practical application of their understanding in scientific methodology. • To develop skills in conducting observation among clients background, collecting and analyzing data from a wide range of sample, systematically planning their research methodology ,developing skills needed to be an interviewer or trainer of interviewers, analyzing a descriptive data, conducting various kinds of case studies and case analysis and developing and standardization of tests, questionnaires and inventories. 		

Modules	Content	Module Outcome
Module I: Systematic Observation	In this the students have to conduct a minor study in which systematic observation should be adopted as the method of data collection. Any of the behavioural variables have to be observed by the student and the data be discussed. The method of observation and its practical application among the sample have to be studied to develop a skill in scientific observation.	<ul style="list-style-type: none"> • Collect systematic observation data and analyse it
Module II: Interview	A psychologist should possess skill in interviewing. In this field experiment, the students have to conduct a minor level study in which interview should be adopted as the method of data collection. Any of the relevant behavioural variables have to be studied through this method. Different kinds of interview, its practical applications etc. should be known to the student along with their skill development in interviewing and to be a trainer of interviewing.	<ul style="list-style-type: none"> • Conduct Interview and analyse the data.

Module III: Content Analysis	<p>In this, students should develop a skill in analysing content of data collected. For this the students have to do practical sessions for analyzing the contents of written, printed vocal, or picturized data. A minor level study can be planned with this purpose and analysis can be conducted. This can be with a purpose of identifying a particular factor/variable or with a general analysis aim.</p>	<ul style="list-style-type: none"> • Conduct a content analysis and evaluate the data.
Module IV: Test Construction	<p>This is a group work. The student group have to develop a test in Psychology and standardize with the help of a supervising teacher. The selection of the variable can be according to the areas of interest of the teacher and the students.</p>	<ul style="list-style-type: none"> • Develop a psychological test and standardize it.
<p>All the field experiments have to be presented in the class and it has to be submitted as a written record to the Head of the Department, in double copy, before 2nd semester written examination. One copy will be returned to the student after valuation, whereas the other copy will be retained in the department library, as the academic work conducted there. Student may publish the study with the guide, if necessary, when the course is over.</p>		
<p>COURSE OUTCOME: CO1. Conduct psychological interview for analysis CO2. Conduct systematic observation for analysis CO3. Design and analyse data with content analysis CO4. Construct psychological test and standardize it.</p>		
<p>TEACHING LEARNING STRATEGIES Lecturing. Hand on training. Group discussions. ICT enabled training. Training on SPSS Software. MODE OF TRANSACTION Offline/Online</p>		

ASSESSMENT RUBRICS

The project report submitted has to include the study reports conducted using systematic observation, interview, content analysis, test construction and institution visit. Reports without the reports of the five area will not be evaluated.

End Semester Evaluation		Weightage Ratio
Viva	Observation	15%
	Interview	15%
	Content Analysis	15%
	Test Construction	15%
Report		40%
Continuous Evaluation		40
Observation	25%	
Interview	25%	
Content Analysis	25%	
Test Construction	25%	
Total		100

Sample Questions to test Outcomes

1. What are the steps in test construction?
2. Explain the advantages and disadvantages of interview method
3. Evaluate the major roles of a clinical psychologist in a mental health institution
4. How do you conduct systematic observation?

SEMESTER II

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE

Course Code: MSPSY02DSE04 Course Name: LIFESPAN DEVELOPMENT

Credit	Teaching hours				Weightage Ratio		
	L	T/S	P	Total	ESE	CE	Total
3	2	1	-	3	60	40	100

L= Lecture, T/S= Tutorials/Seminar, P=Practical, ESE= End Semester Evaluation, CE=Continuous Evaluation

Course Code & Title	MSPSY02DSE04– LIFESPAN DEVELOPMENT		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	II
Course Objectives	<p>The Course aims</p> <ul style="list-style-type: none"> • To educate students the significance of understanding lifespan development in the field of psychology • To create competence in students to apply the concepts within developmental psychology in real life 		

Modules	Content	Module Outcome
Module I: Theoretical perspectives and physical development across lifespan (15 Hours)	1.1 Theoretical Perspectives: Psychodynamic, Behavioural, Socio-biological (evolutionary), Cognitive, Socio-emotional, Socio-cultural. 1.2 Prenatal development 1.3 Human Birth. Birth process: stages. Infant assessment. Birth complications 1.4 Infancy- Physical development, Developmental issues in infancy, Developmental issues in toddlerhood, 1.5 Early Childhood- Physical development 1.6 Middle and late childhood- Physical development 1.7 Adolescence: Puberty, Physical development 1.8 Early middle and late adulthood: Physical development	<ul style="list-style-type: none"> • Explain pregnancy and prenatal development • Evaluate the physical development across lifespan

Suggested readings specific to the module

1. Santrock, J.W. (2011). Life - span development (13th ed.). New York: Mc Graw Hill.

<p>Module II:</p> <p>Cognitive development across lifespan</p> <p>(10 Hours)</p>	<p>2.1 Postpartum period and toddlerhood: Psychological adjustments.</p> <p>2.2 Early childhood cognitive development, language and other cognitive abilities</p> <p>2.3 Middle and late childhood: cognitive development- aspects cognitive maturation,</p> <p>2.4 Adolescence</p> <p>2.5 Early adulthood: sexuality, cognitive development,</p> <p>2.6 Middle and late adulthood: cognitive development,</p>	<ul style="list-style-type: none"> Evaluate the cognitive development across lifespan
<p>Suggested readings specific to the module</p> <p>1. Santrock, J.W. (2011). <i>Life - span development</i> (13th ed.). Mc Graw Hill.</p>		
<p>Module III:</p> <p>Socioemotional development across lifespan</p> <p>(10 Hours)</p>	<p>3.1 Early childhood- early childhood education, socio emotional development.</p> <p>3.2 Middle and late childhood: educational & vocational issues and socio-emotional development-</p> <p>3.3 Adolescence- search for identity, sexuality, relationship with family, peers & adults</p> <p>3.4 Early adulthood- socio emotional development; attraction, love and close relationships.</p> <p>3.5 Middle and late adulthood - careers, work and leisure, religion and meaning of life. Socio-emotional development: theories, stability and changing, close relationships.</p> <p>3.6 Death and Dying Process: developmental perspective. Aging theories</p>	<ul style="list-style-type: none"> Evaluate the socio-emotional development across adulthood.
<p>Suggested readings specific to the module</p> <p>1. Santrock, J.W. (2011). <i>Life - span development</i> (13th ed.). Mc Graw Hill.</p>		

<p>Module IV:</p> <p>Developmental contexts and issues in Indian context (10 Hours)</p>	<p>4.1 Social context. Role of family, parents, peer, media, schooling, job & religion.</p> <p>4.2 Cultural practices and socialization across life span. Issues of social relevance (Gender- women & transgender, Disability-visual, auditory & loco-motor and Poverty) Emerging issues on child development in the Indian context.</p> <p>4.3 Controversies in Developmental Psychology;</p> <p>4.4 Research methods: Longitudinal, cross sectional and sequential; ethics in research.</p> <p>4.5 Developmental psychology Future directions</p>	<ul style="list-style-type: none"> • Analyze the cultural and socialization context of lifespan development • Explain the research methods and ethics related to developmental psychology
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Suggested readings specific to the module

1. G. Misra, (ed.), *Psychology in India: Basic psychological processes and human development* (Vol.1, pp. 69-110). Pearson.

References:

1. Woolfolk, A. & Perry, N. E. (2012). *Child and Adolescent Development*. Pearson Education.
2. Bornstein. H. M., Vandell, L. D. & Steinberg, L. (2011). *Development: Infancy through Adolescence*. Wads worth Cengage learning.
3. Papalia, D.E., Olds S.W., Feldmen, R.D. (2009) *Human Development* (11th ed). Tata McGraw Hill.
4. Santrock, J.W. (2011). *Life - span development* (13th ed.). New York: Mc Graw Hill.
5. Sigelman, C.K., & Rider, E. A. (2003). *Life – Span Human Development*. Australia: Thomson and Wads worth.

Additional References:

1. Smith, K.P. Cowie, H. & Blades, M. (2011). *Understanding children’s Development*.(5th ed.). UK: John Wiley & Sons.
2. Slater, S. & Bremner, G(2011). *An Introduction to Developmental Psychology*. UK: John Wiley & Sons.
3. Winnicott, D. W. (2012). *Family and individual development*. London: Routledge. Sharma, N., & Chaudhary, N. (2009). *Human development: Contexts and processes*.
4. G. Misra, (ed.), *Psychology in India: Basic psychological processes and human development* (Vol.1, pp. 69-110). New Delhi, India: Pearson.
5. Lerner, R. M. (Ed.) (2015). *Handbook of Child Psychology and Developmental Science* (7th ed.), Vols. 1-4. Hoboken, NJ, New York: Wiley and Sons
6. Kakar, S. (2008). *The inner world: A psychoanalytic study of childhood and society in India*. New Delhi, India: Oxford University Press
7. Misra, G., & Babu, N. (2013). *Emerging perspectives on human development research*. *Psychological Studies* 58(4), 349-352.

COURSE OUTCOME

- CO1. Critically evaluate life span development and its major themes
- CO2. Critically analyse the psychological aspects of childhood and adolescence.
- CO3. Compare human life stages from conception to old age to critically evaluate developmental issues.
- CO4. Analyze the major periods and domains in life span development.
- CO5. Create examples of factors that determine the upbringing of a person

TEACHING LEARNING STRATEGIES

Lecturing. Group Discussion. ICT enabled lecturing. Debate sessions

MODE OF TRANSACTION

Offline/Online

ASSESSMENT RUBRICS

End Semester Evaluation		60
Continuous Evaluation		40
Internal Examination	40%	
Assignment	20%	
Seminar/Debate/Discussion/..etc	40%	
Total		100

Sample Questions to test Outcomes

1. What are different perspectives of lifespan development?
2. Explain major cognitive theories of lifespan development ?
3. Evaluate the application of lifespan development theories in clinical settings
4. Explain the major research methods and ethical considerations regarding developmental psychology

SEMESTER II

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE

Course Code: MSPSY02DSE05

Course Name: BEHAVIOURAL NEUROSCIENCE

Credit	Teaching hours				Weightage Ratio		
	L	T/S	P	Total	ESE	CE	Total
3	2	1	-	3	60	40	100

L= Lecture, T/S= Tutorials/Seminar, P=Practical, ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Code & Title	MSPSY02DSE05– BEHAVIOURAL NEUROSCIENCE		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	II
Course Objectives	The Course aims <ul style="list-style-type: none"> • To understand the role of a Neuropsychologist in clinical setting • To identify the biological causes if psychological disorders • To understand current trends and researches in brain and behaviour 		

Module No. Module Title	Module Content	Module Outcome
Module1: An Introduction to Behavioural Neuroscience (10Hours)	1.1 Ancient philosophical concepts of brain and behaviour 1.2 Biological explanation of behaviour 1.3 Origins of behavioural neuroscience 1.4 The evolution of behaviour, Darwin’s contribution, Mendelian genetics 1.5 The modern field of Behavioural Genetics 1.6 The Method and strategies of research in behavioural neuroscience	<ul style="list-style-type: none"> • Evaluate the historical antecedents of behavioural neuroscience
	Suggested readings specific to the module. <ol style="list-style-type: none"> 1. Carlson,N.R.(2018).Foundations of behavioural neuroscience(9th ed). India: Pearson india education services Pvt Ltd. 2. Clark, D., Boutros,N., & Mendez, M.(2010). The brain and behaviour- an introduction to behavioural neuroanatomy (3rd ed). New York: Cambridge university press. 	

	3. Garrett, B. (2011). Brain and behaviour- An introduction to biological psychology (3rd ed.). Canada: Sage publications	
Module 2: Nervous system (15 Hours)	2.1 Organization & functions of nervous system: Central peripheral counselling, Crisis and trauma counselling approaches. 2.2 Neural activity- conduction, transmission, & integration of neural signals, Biochemical activity of the brain 2.3 Basic anatomy & gross topography of the brain, The four lobes, Thalamus, Basal ganglia, & The limbic system 2.4 Development & plasticity of brain	<ul style="list-style-type: none"> • Illustrate nervous system with structural and functional properties.
	<p>Suggested readings specific to the module.</p> <ol style="list-style-type: none"> 1. Kalat, J. W. (2009). Biological psychology (10th ed.). U S A: Cengage learning Inc. 2. Kolb, B., & Wishaw, I, Q. (2011). An introduction to Brain and Behaviour. USA: Worth publishers. 3. Kolb, B., & Wishaw, I, Q. (2008). Fundamentals of Human Neuropsychology. Newyork: Worth publishers. 	
Module 3: Biological basis of developmental & Psychological disorders (10 Hours)	3.1. Congenital, acquired & specific developmental disorders 3.2. learning and neuropsychiatric disorders of childhood 3.3. Seizer disorders, Tumours & traumatic head injury, Cerebrovascular disorders 3.4. Degenerative disorders, Disorders caused by infectious disease 3.5. Biological basis of schizophrenia, mood disorders, substance abuse and addiction, anxiety Disorders	<ul style="list-style-type: none"> • Explain the neurological basis of developmental disorders. • Explain the biological basis of psychological disorders.
	<p>Suggested readings specific to the module.</p> <ol style="list-style-type: none"> 1. Zilmer, E. A. & Spicers, M.V. (2001). Neuropsychology. U S A: Wardsworth 2. Carlson, N.R. (2018). Foundations of behavioural neuroscience (9th ed). India: Pearson india education services Pvt Ltd. 	

<p>Module 4: Sensory, motor and cognitive processing, Assessment & rehabilitation (10Hours)</p>	<p>4.1 Biological basis of sensory processing: Visual, Auditory, Somatosensory, olfactory, cutaneous & vestibular processing 4.2 Motor system, memory system, attention, consciousness and alteration of consciousness, emotional processing. 4.3 Neuropsychological assessment- tests and measures 4.4 Neuropsychological rehabilitation</p>	<ul style="list-style-type: none"> • Explain the biological basis of sensory, motor and cognitive processing. • Evaluate the different types of neurological assessments • Analyze the significance of neuropsychological rehabilitation
<p>Suggested readings specific to the module.</p> <ol style="list-style-type: none"> 1. Zilmer, E. A. & Spicers, M.V. (2001). Neuropsychology. U S A: Wardsworth 2. Carlson, N.R. (2018). Foundations of behavioural neuroscience (9th ed). India: Pearson india education services Pvt Ltd. 		

Course Outcome

- CO1.** Explain neurological disorders, underlying symptoms, causes and their treatments.
- CO2.** Explain biological basis of behaviour, developmental disorders and Psychological disorders.
- CO3.** Analyze the relationship between brain and behaviour and treatment method used in rehabilitation centres
- CO4.** Demonstrate skills in neuropsychological assessment and its interpretation.

References:

Core Compulsory Readings

1. Carlson, N.R. (2018). Foundations of behavioural neuroscience (9th ed). India: Pearson india education services Pvt Ltd.
2. Clark, D., Boutros, N., & Mendez, M. (2010). The brain and behaviour- an introduction to behavioural neuroanatomy (3rd ed). New York: Cambridge university press.
3. Garrett, B. (2011). Brain and behaviour- An introduction to biological psychology (3rd ed.). Canada: Sage publications
4. Kalat, J. W. (2009). Biological psychology (10th ed.). U S A: Cengage learning Inc.
5. Kolb, B., & Whishaw, I. Q. (2011). An introduction to Brain and Behaviour. USA: Worth publishers.

6. Kolb, B., & Whishaw, I, Q. (2008). Fundamentals of Human Neuropsychology. Newyork:Worth publishers.
7. Zilmer, E. A.& Spicers, M.V. (2001). Neuropsychology. U S A: Wardsworth

Additional References:

1. Walsh, K. & Darby, D. (2005). Neuropsychology. London: Churchill living stone.
2. Joseph, R. (2000). Neuro Psychiatry, Neuropsychology, Clinical Neuro Science. Newyork

TEACHING LEARNING STRATEGIES

Lecturing, Flipped Classroom, ICT enabled lecturing

MODE OF TRANSACTION

Online/Offline

ASSESSMENT RUBRICS

End Semester Evaluation		60
Continuous Evaluation		40
Internal Examination	40%	
Assignment	20%	
Seminar/Debate/Discussion/..etc	40%	
Total		100

Sample Questions to test Outcomes.

1. Explain the organization & functions of nervous system
2. Elucidate the methods and strategies of research in behavioural neuroscience .
3. Explain the neuropsychological pathology of cerebrovascular disorders
4. Write a note about Current trends and researches in brain and behaviour.
5. Evaluate the ancient philosophical concepts of brain and behaviour



SEMESTER II

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

Course Code: MSPSY02DSE06 Course Name: REHABILITATION PSYCHOLOGY

Credit	Teaching hours				Weightage Ratio		
	L	T/S	P	Total	ESE	CE	Total
3	2	1	-	3	60	40	100

L= Lecture, T/S=

Tutorials/Seminar,

P=Practical, ESE= End Semester Evaluation, CE=Continuous Evaluation

Course Code & Title	MSPSY02DSE06 Rehabilitation psychology		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	II
Course Objectives	The Course aims <ul style="list-style-type: none"> • To enhance the knowledge in psychological rehabilitation • To understand importance of rehabilitation • To study strategies and intervention 		

Module No	Module Content	Module Outcome
Module 1: Introduction to Rehabilitation Psychology (10 Hours)	1.1 Definition; historical overview; goals; functions; scope 1.2 Models in rehabilitation psychology: bio psychosocial model 1.3 World Health Organization's International Classification of Functioning, Disability, and Health 1.4 Applications of psychological models.	<ul style="list-style-type: none"> • Analyze the field of rehabilitation psychology
Suggested readings specific to the module.		

	1. Brenner, L.A., Reid-Arndt, S. A., Elliott, T. R., Frank, R.G., & Caplan, B. (2019). Handbook of rehabilitation psychology. American Psychological Association	
Module 2: Disorders and Rehabilitation (15 Hours)	2.1 Clinical conditions (stroke, traumatic brain injury) 2.2 Disabilities mentioned under Rights of Person with Disability Act, 2016 2.3 Post traumatic stress among persons with disabilities; Adaptation to chronic illness and disability; Impact on family or caregivers 2.4 Societal attitudes towards persons with disabilities and strategies for attitude change; Impact of pandemic on persons with disabilities.	<ul style="list-style-type: none"> Examine various clinical and disability conditions that need rehabilitation
	Suggested readings specific to the module. 1. Frank, R.G., & Elliot, T.R. (Ed.). (2000). Handbook of rehabilitation psychology. American Psychological Association	
Module 3: Brief Introduction to Interventions (10 hours)	3.1 Early detection & early intervention, physiotherapy, occupational therapy & speech therapy, 3.2 Brief introduction to psychosocial interventions: counselling, psycho education, parent training 3.3 Parent associations; Educational rehabilitation; Vocational rehabilitation; Community based rehabilitation.	<ul style="list-style-type: none"> Analyze various psychosocial interventions
	Suggested readings specific to the module. 1. Brown, R. & Robertson, S. (1992). <i>Rehabilitation counselling: approaches in the field of disability.</i>	
Module 4: Acts, Policies and Schemes	4.1 Acts for persons with disabilities: The mental health act 1987;	<ul style="list-style-type: none"> Examine the acts, policies and

<p>(10 Hours)</p>	<p>4.2 Rehabilitation council of India act, 1992; Persons with disabilities (equal opportunities, protection of rights and full participation) act, 1995; 1999</p> <p>4.3 Rights of person with disability act, 2016; United Nation Convention on the Rights of Persons with Disability</p> <p>4.4 Important schemes and benefits for persons with disabilities and their families</p>	<p>schemes for persons with disabilities</p>
	<p>Suggested readings specific to the module.</p> <ol style="list-style-type: none"> 1. https://www.wbhealth.gov.in/mental_health/Acts_Rules/MHA_1987.pdf 2. https://www.indiacode.nic.in/bitstream/123456789/1977/1/199234.pdf 3. https://niepmd.tn.nic.in/documents/PWD%20ACT.pdf 4. https://www.indiacode.nic.in/bitstream/123456789/15939/1/the_rights_of_persons_with_disabilities_act%2C_2016.pdf 5. https://social.desa.un.org/issues/disability/crpd/convention-on-the-rights-of-persons-with-disabilities-crpd 6. https://thenationaltrust.gov.in/content/innerpage/schemes.php 	

Course Outcome:

CO1: Explore the impact of culture and diversity on rehabilitation psychology practice, including the role of cultural beliefs and practices in shaping disability experiences and the importance of cultural competence in working with diverse populations.

CO2: Explore the ethical issues and challenges faced by rehabilitation psychologists, including issues related to confidentiality, informed consent, and the role of psychologists in interdisciplinary teams.

CO3: Develop knowledge and skills in assessment and intervention strategies for individuals with disabilities, including understanding the impact of disability on psychological well-being, developing coping strategies.

References:

1. Brenner, L.A., Reid-Arndt, S. A., Elliott, T. R., Frank, R.G., & Caplan, B. (2019). Handbook of rehabilitation psychology. American Psychological Association
2. Brown, R. & Robertson, S. (1992). Rehabilitation counselling: approaches in the field of disability.
3. Chapman & Hall. Concise Medical Dictionary (2020). Oxford University Press.
4. Chan, F; Da Silva,E & Chronister, J,A. (2009). Understanding psychosocial adjustment to chronic illness and disability: A handbook for evidence based practitioners in rehabilitation. Springer.
5. Disability Manual (2005). National Human Rights Commission.
6. Frank, R.G., & Elliot, T.R. (Ed.). (2000). Handbook of rehabilitation psychology. American Psychological Association.
7. Frank, R.G., Rosenthal, M., & Caplan, B. (Ed.). (2010). Handbook of rehabilitation psychology. American Psychological Association.
8. Hornby, G. (1994). Counselling child with disability. New York: Chapman & Hall.
9. Karemparambil. G & Murickan, J (1995). Persons with disabilities in society. Kerala Federation of Blind.
10. Kennedy, P. (Ed.). (2012). The Oxford handbook of rehabilitation psychology. Oxford University Press.

Web references

11. <https://psycnet.apa.org/PsycARTICLES/journal/rep/66/1>
12. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7603994/>
13. <https://www.edf-feph.org/content/uploads/2021/01/Final-final-Human-Rights-Published.pdf>
14. <https://www.apa.org/topics/covid-19/research-disabilities>

Additional References:

2. Kundu, C.L. (Ed.). (2003). Status of Disability in India-2003. Rehabilitation Council of India.
3. Mohapatra, C.S. (Ed.). (2004). Disability management in India: challenges & commitments. National Institute for the Mentally Handicapped.
4. Myreddi, V. et.al. (2007). Training Students with Profound Mental Retardation. National Institute for the Mentally Handicapped.

4. Peshawaria, R., Menon, D. ., Ganguly, R., Roy, S., Pillay, Rajam, P. R. ., & Gupta, A. (1995). Understanding Indian families having persons with mental retardation. National Institute for the Mentally Handicapped.
5. Sunder. S. (2020). Textbook of rehabilitation. Jaypee Publishers

TEACHING LEARNING STRATEGIES

- 1) Lecture
- 2) Demonstration
- 3) Lecture with demonstration
- 4) Group discussion
- 5) Collaborative learning
- 6) Problem solving
- 7) Case study
- 8) Case based study
- 9) Case analysis

MODE OF TRANSACTION

- Face to face: Lecture method & Demonstration method
- Learner centered technique: Computer assisted learning & Individual project teaching

Assessment Rubrics

End Semester Evaluation		60
Continuous Evaluation		40
Internal Examination	40%	
Assignment	20%	
Seminar/Debate/Discussion/..etc	40%	
Total		100

Sample question to test outcome

1. Write a note on Brief introduction to psychosocial interventions
2. Explain early intervention
3. Evaluate Disabilities mentioned under Rights of Person with Disability Act, 2016
4. Define Parent associations



SEMESTER II

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE

Course Code: MSPSY02DSE07 Course Name: EDUCATIONAL PSYCHOLOGY

Credit	Teaching hours				Weightage Ratio		
	L	T/S	P	Total	ESE	CE	Total
3	2	1	-	3	60	40	100

L= Lecture, T/S= Tutorials/Seminar, P=Practical, ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Code & Title	MSPSY02DSE07 – EDUCATIONAL PSYCHOLOGY		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	II

Course Objectives	The Course aims <ul style="list-style-type: none"> • To Explain the scientific basis for the principles of educational psychology • To critically analyse psychological theories that attribute learning • To study the importance and psychological effect of physical activity. 		
Module No.	Module Content		Module Outcome
Module Title			
Module 1: Educational Psychology: A Foundation for Teaching (10 Hours)	1.1 Historical background. 1.2 Effective teaching- Professional Knowledge and Skills, Commitment, Motivation, and Caring. 1.3 Expert teacher. Research in educational psychology- research methods, Program Evaluation Research, Action Research, and the Teacher-as Researcher		<ul style="list-style-type: none"> • Explain the scientific basis for the principles of educational psychology
	Suggested readings specific to the module. 1. Santrock, W. John. (2010). <i>Educational Psychology</i> .(5 th ed.). McGraw-Hill Publishers		

<p>Module 2: Classroom teaching (10 Hours)</p>	<p>2.1 Principles of teacher-centered teaching- Role of planning in teacher- centered instruction, Direct instruction methods, Limitations of direct teaching</p> <p>2.2 Principles of student-centered (Constructivist) teaching- creating constructivist learning environments, learner-centered psychological principles, Role of planning in student-centered instruction, methods of teaching constructively</p>	<p>Explain the teacher-centered and student-centered teaching</p>
<p>Suggested readings specific to the module.</p> <p>1. Slavin, E. R. (2017). Education Psychology: theory and practice. (12th ed.). Pearson Publishers</p> <p>2. Sternberg, J. R. & Williams, M.W. (2009). Educational Psychology. (2nd ed.). Allyn & Bacon Publishers</p>		
<p>Module 3: Individual and group differences (15 Hours)</p>	<p>3.1 Individual Differences in Intelligence and learning styles- Controversies and issues in Intelligence.</p> <p>3.2 Sociocultural diversity- Culture, Socioeconomic status, Ethnicity, Bilingualism.</p> <p>3.3 Multicultural education- culturally relevant teaching. Gender and Gender Bias.</p> <p>3.4 Exceptional children</p>	<p>Critically analyze psychological theories that attribute learning</p>
<p>Suggested readings specific to the module.</p> <p>1. Slavin, E. R. (2017). Education Psychology: theory and practice. (12th ed.). Pearson Publishers</p> <p>2. Sternberg, J. R. & Williams, M.W. (2009). Educational Psychology. (2nd ed.). Allyn & Bacon Publishers</p>		
<p>Module 4: Application to Learning and Teaching (10 Hours)</p>	<p>4.1 Instructional Objectives.</p> <p>4.2 Classroom Management- Principles, strategies, dealing with problem behaviors.</p>	<p>Evaluate tests assessments that contributes to</p>

	<p>4.3 Standardized tests and teaching- nature, types, issues, Teacher roles.</p> <p>4.4 Classroom Assessment- Formal/ Informal, Formative/ Summative, Norm-Referenced and Criterion-Referenced Assessments, Authentic Portfolio, and Performance Assessments. Grading and reporting- guidelines</p>	<p>educational psychology</p>
<p>Suggested readings specific to the module.</p> <p>1. Slavin, E. R. (2017). Education Psychology: theory and practice. (12th ed.). Pearson Publishers</p> <p>2. Sternberg, J. R. & Williams, M.W. (2009). Educational Psychology. (2nd ed.). Allyn & Bacon Publishers</p>		

Course Outcome

CO1. Explain the theoretical foundations of educational psychology, including key concepts such as learning, motivation, and development.

CO2. Apply educational psychology theories to instructional design, including designing effective learning environments and using evidence-based teaching practices.

CO3. Demonstrate skills in assessing student learning, including designing and implementing formative and summative assessments.

CO4. Evaluate the impact of diversity, culture, and individual differences on learning and development.

REFERENCES

Core Compulsory Readings

1. Santrock, W. John. (2010). *Educational Psychology*.(5 th ed.). McGraw-Hill Publishers
2. Sternberg, J. R. & Williams, M.W. (2009). *Educational Psychology*. (2nd ed.). Allyn & Bacon Publishers
3. Slavin, E. R. (2017). Education Psychology: theory and practice. (12 th ed.). Pearson Publishers

Core Suggested Readings

1. Lancaster, F.W.; Konopasek, K.; Owens, Tina (1985). Contemporary Educational psychology. Academic Press Inc

2. Weiner, I.B. (2003). Handbook of Psychology. Educational psychology. Wiley Publishers
3. Salkind, N. J. (2008). Encyclopedia of Educational Psychology. Sage Publications, Inc
4. Larson, J.E. (2009). Education Psychology: Cognitive and Learning, Individual differences and Motivation.

TEACHING LEARNING STRATEGIES

Lecturing. Group Discussion. ICT enabled lecturing. Debate sessions

MODE OF TRANSACTION

Offline/Online

ASSESSMENT RUBRICS

End Semester Evaluation		60
Continuous Evaluation		40
Internal Examination	40%	
Assignment	20%	
Seminar/Debate/Discussion/..etc	40%	
Total		100

Sample Questions to test Outcomes.

1. How would you analyze the cognitive developmental theory?
2. Evaluate different classroom assessments.
3. What are the Controversies and issues in Intelligence.
4. Explain culturally relevant teaching.
5. Write about Challenges to learning in exceptional children.
6. What do you mean by Expert teacher? Explain.



SEMESTER II

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE

Course Code: MSPSY02DSE08 Course Name: PSYCHO-ONCOLOGY

Credit	Teaching hours				Weightage Ratio		
	L	T/S	P	Total	ESE	CE	Total
3	2	1	-	3	60	40	100

L= Lecture, T/S= Tutorials/Seminar, P=Practical, ESE= End Semester Evaluation, CE=Continuous Evaluation

Course Code & Title	MSPSY02DSE08 – PSYCHO-ONCOLOGY		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	II
Course Objectives	The Course aims <ul style="list-style-type: none"> • To equip the students with the necessary knowledge and skills to work as a psycho-oncologist • To create awareness regarding cancer and related psychological issues • To familiarize students in the field of psycho-oncological rehabilitation 		

Modules	Content	Module Outcome
Module I: Introduction to Psycho-oncology (10 hours)	1.1 Definition. Introduction to the field. Psychosocial Impact of Cancer. 1.2 Fear of Progression in Cancer Patients and survivors; Introduction, fear of disease progression, Assessment of Fear of Progression, Frequency and Correlations of Fear of Progression, 1.3 Psychological treatment approaches	<ul style="list-style-type: none"> • Analyze the significance of psycho-oncology • Explain psychological treatment approaches in oncology
Suggested readings specific to the module 1. Goerling, U. & Mehnert, A. (2018). Psycho-Oncology.(2 nd ed.). Springer International Publishing.		
Module II: Rehabilitation for Cancer	2.1 Relevance of rehabilitation in cancer. Focus and basic concepts. Structure of rehabilitation care. 2.2 Rehabilitation Needs and Assessment.	<ul style="list-style-type: none"> • Analyze the relevance of rehabilitation in cancer.

Patients (15 Hours)	Goals and Interventions. 2.3 Psycho-oncology in rehabilitation. Cancer rehabilitation: a multidisciplinary task. Evaluation of Cancer Rehabilitation.	<ul style="list-style-type: none"> Evaluate goals and interventions regarding psycho-oncology
Suggested readings specific to the module 1. Goerling, U. & Mehnert, A. (2018). <i>Psycho-Oncology</i> .(2 nd ed.). Springer International Publishing. 2. Holland, J.C. Breitbart, W. S. Jacobsen, P.B. Loscalzo, M.J. McCorkle, R. & Butow, P.N. (2015). <i>Psycho-Oncology</i> (3 rd ed.). New York: Oxford University Press		
Module III: Psychotherapy in the Oncology Setting (10 Hours)	3.1 Introduction. Psychological challenges and interventions for patients with cancer; Psychoeducation, Psychological Support, 3.2 Psychotherapy, Psychodynamic Psychotherapy, Systemic Psychotherapy, Cognitive Behavioural Psychotherapy, Specific Psychotherapies proposed for the oncology setting 3.3 Psychotherapy Integration. 3.4 Outcome of Psycho-oncological interventions.	<ul style="list-style-type: none"> Identify the psychological challenges of psychotherapy in oncology setting. Differentiate between psychotherapies in oncology setting
Suggested readings specific to the module 1. Goerling, U. & Mehnert, A. (2018). <i>Psycho-Oncology</i> .(2 nd ed.). Springer International Publishing. 2. Holland, J.C. Breitbart, W. S. Jacobsen, P.B. Loscalzo, M.J. McCorkle, R. & Butow, P.N. (2015). <i>Psycho-Oncology</i> (3 rd ed.). New York: Oxford University Press		
Module IV: Quality of Life and Survivorship (10 Hours)	4.1 Fear of cancer recurrence. 4.2 Positive consequences of the experience of cancer. 4.3 Changing health behaviours after treatment. Implementing the survivorship care plan.	<ul style="list-style-type: none"> Evaluate the positive consequences of the experience of cancer. Explain quality of life related to cancer

	<p>4.4 Adult survivors of childhood cancer.</p> <p>4.5 Adolescents and young adults with cancer.</p> <p>4.6 Quality of life in oncology: terms and definitions, measures in QOL. QOL during Oncological Treatment. Relevance of QOL. Challenges in QOL. QOL of Health care providers.</p>	
<p>Suggested readings specific to the module</p> <ol style="list-style-type: none"> 1. Goerling, U. & Mehnert, A. (2018). <i>Psycho-Oncology</i>.(2nd ed.). Springer International Publishing. 2. Holland, J.C. Breitbart, W. S. Jacobsen, P.B. Loscalzo, M.J. McCorkle, R. & Butow, P.N. (2015). <i>Psycho-Oncology</i> (3rd ed.). New York: Oxford University Press. 3. Kreitler, S. (2019). <i>Psycho-Oncology for the Clinician: The Patient Behind the Disease</i>. Switzerland: Springer Nature Switzerland 4. Guex, P. (1994). <i>An Introduction to Psycho-Oncology</i>. New York: Routledge 		
<p>References:</p> <ol style="list-style-type: none"> 1. Goerling, U. & Mehnert, A. (2018). <i>Psycho-Oncology</i>.(2nd ed.). Springer International Publishing. 2. Holland, J.C. Breitbart, W. S. Jacobsen, P.B. Loscalzo, M.J. McCorkle, R. & Butow, P.N. (2015). <i>Psycho-Oncology</i> (3rd ed.). New York: Oxford University Press. 3. Kreitler, S. (2019). <i>Psycho-Oncology for the Clinician: The Patient Behind the Disease</i>. Switzerland: Springer Nature Switzerland. 4. Guex, P. (1994). <i>An Introduction to Psycho-Oncology</i>. New York: Routledge 		
<p>Additional References:</p> <ol style="list-style-type: none"> 1. Grassi, L. & Riba, M. (2012). <i>Clinical Psycho-Oncology: An International Perspective</i>. USA: John Wiley & Sons, Ltd. 2. Watson, M. & Kissane, D. W. (2011). <i>Handbook of Psychotherapy in Cancer Care</i>. UK: John Wiley & Sons, Ltd. 		
<p>COURSE OUTCOMES</p> <p>CO1. Explain the relevance of the field psycho-oncology</p> <p>CO2. Design strategies for rehabilitating cancer patients</p> <p>CO3. Demonstrate therapeutic skills in oncology setting</p> <p>CO4. Evaluate quality of life with respect to cancer patients</p>		

TEACHING LEARNING STRATEGIES

Lecturing. Group Discussion. ICT enabled lecturing.

MODE OF TRANSACTION

Offline/Online

ASSESSMENT RUBRICS

End Semester Evaluation		60
Continuous Evaluation		40
Internal Examination	40%	
Assignment	20%	
Seminar/Debate/Discussion/..etc	40%	
Total		100

Sample Questions to test Outcomes

1. Evaluate the quality of life of a cancer patient
2. Explain the therapeutic approaches in an oncological setting
3. What are the positive consequences of the experience of cancer
4. What are the effective strategies to deal with the problems of adult survivors of childhood cancer?

SEMESTER II

INTERDISCIPLINARY ELECTIVE COURSE (IDC)

Course Code: MSPSY02IDC01

Course Name: SPORTS AND EXERCISE PSYCHOLOGY

Credit	Teaching hours	Weightage Ratio
	Total	Total (CE)
2	Total 30hrs/ course	100

CE= Continuous Evaluation

Course Code & Title	MSPSY02IDC01 SPORTS AND EXERCISE PSYCHOLOGY		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	II
Course Objectives	<p>The Course aims</p> <ul style="list-style-type: none"> • To understand the history and basics concepts of sports and exercise Psychology. • To learn about scope and application of psychology in sport field. • To study the importance and psychological effect of physical activity. • To gain knowledge about Theories and models of exercise behaviour • To know about recent advances and intervention in sports and exercise • To understand the social psychological components in sports. 		

Module No.	Module Content	Module Outcome
Module 1: Understanding sports and exercise Psychology (15 Hours)	1.1 Definitions, Foundations, Historical perspective, theoretical perspectives, 1.2 Development of professional organizations, 1.3 Ethical issues in sport and exercise psychology, 1.4 Nature and scope, 1.5 Nutrition: the base for human performance, energy value of food, energy transfer in exercise,	Explain the core concepts of the field's sports and exercise psychology

	<p>measurement of human energy expenditure.</p> <p>1.6 Psychological effect of physical activity,</p> <p>1.7 Psychology of athlete,</p> <p>1.8 Self-esteem and self-perception in sport and exercise,</p>	
<p>Suggested readings specific to the module.</p> <p>1. Cox, R.H. (2007). Sport Psychology (6th ed.)McGraw-Hill Companies,Inc</p> <p>2. Thatcher, J., Day, M., & Rahman, R (2011). Sport and exercise psychology. UK: British library cataloging in publishing data.</p> <p>4. McArdle, W.D.,Katch, F.I., &Katch,V.L (1996). Exercise physiology (4th ed.). USA: Lippincott Williams & Wilkins</p> <p>7. Kremer J., Moran,A., Walker, G., Craig, C. (2012). Key concepts in Sport Psychology. Sage Publications</p> <p>8. Morris, T., Summers, J. (2004). Sport Psychology; Theory, applications and issues. John willeys & sons Australia, Ltd</p>		

<p>Module 2: Interventions in sports and exercise 15 hours</p>	<p>2.1 Cognitive behavioural interventions- 2.2 Coping and intervention strategies, 2.3 Goal setting in sports, 2.4 Imagery and hypnosis in sports, 2.5 Self-talk, 2.6 Psychological skill training, 2.7 Self-regulation and biofeedback, 2.8 Consultancy in sports and exercise psychology. 2.9 Special issues- Burnout in athletes, psychology of athletic injuries, drug abuse in sport and exercise.</p>	<p>Develop interventional strategies for specific sports scenarios and challenges</p>
<p>Suggested readings specific to the module.</p> <ol style="list-style-type: none"> 1. Cox, R.H. (2007). Sport Psychology (6th ed.) McGraw-Hill Companies, Inc 2. Thatcher, J., Day, M., & Rahman, R (2011). Sport and exercise psychology. UK: British library cataloging in publishing data. 3. McArdle, W.D., Katch, F.I., & Katch, V.L (1996). Exercise physiology (4th ed.). USA: Lippincott Williams & Wilkins 4. Papaioannou, A.G., Hackfort, D. (2016). Routledge Companion to Sport and Exercise Psychology Global perspectives and fundamental concepts. NY: Taylor & Francis 5. Saw, D.F. Gorely, T, Corban, R. M. (2007). Sport and Exercise Psychology. USA: BIOS Scientific Publishers 6. Kremer J., Moran, A., Walker, G., Craig, C. (2012). Key concepts in Sport Psychology. Sage Publications 7. Morris, T., Summers, J. (2004). Sport Psychology; Theory, applications and issues. John Willey & Sons Australia, Ltd 		

Course Outcome

CO1 Explain the influence of sports and exercise

CO2 Evaluate the knowledge gained from theories of sports psychology

CO3 Evaluate the application of intervention in sports and exercise psychology

CO4 Develop intervention strategies for better sport performance and mental health.

TEACHING LEARNING STRATEGIES

Lecturing. Group Discussion. ICT enabled lecturing.

MODE OF TRANSACTION

Offline/Online

ASSESSMENT RUBRICS

Evaluation*	
Total	100

*Note: Evaluation can be done by the department Council based on Assignment/seminar/examinations/projects or any other evaluation criteria put forward by the department

SEMESTER II

ABILITY ENHANCEMENT COURSE (AEC)

Course Code: MSPSY02AEC01

Course Name: ENHANCEMENT OF CHARACTER STRENGTH FOR A BETTER LIVING

Credit	Teaching hours	Weightage Ratio
	Total	CE
2	Total 30hrs/ Course	100

CE=Continuous Evaluation

Course Code & Title	MSPSY02AEC01 - ENHANCEMENT OF CHARACTER STRENGTH FOR A BETTER LIVING		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	II
Course Objectives	The Course aims <ul style="list-style-type: none"> • To understand and evaluate character strengths • Enhance character strengths for well being • To understand the importance of character strength for better life 		

Module	Module Content	Module Outcome
Module 1 : Character strength	1.1 Introduction to positive psychology 1.2 Strengths of character 1.3 Classification of character strengths	Understand the basics of positive psychology and importance of character strengths
	<p>Suggested readings specific to the module</p> 1. Peterson, C., & Seligman, M. E. P. (2004). <i>Character strengths and virtues: a handbook and classification</i> . American Psychological Association. 2. Lopez, S. J., & Snyder, C. R. (2002). <i>Oxford handbook of positive psychology</i> . Oxford University Press. 3. Baumgardner, S. (2014). <i>Positive psychology</i> . Pearson.	

<p>Module 2: Character Strength Interventions</p>	<p>2.1 Positive Psychological Intervention 2.2 Gratitude Interventions 2.3 Positive Psychological Interventions for Promoting Forgiveness 2.4 Nurturing the Capacity to Savor: Interventions to Enhance the Enjoyment of Positive Experiences 2.5 Promoting Meaning and Purpose in Life 2.6 Approaches to the enhancement of creativity 2.7 Humor interventions program</p>	<p>Demonstrate scientific intervention methods to develop character strengths</p>
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	<p>Suggested readings specific to the module</p> <ol style="list-style-type: none"> 1. Parks, A. C. (2014). <i>The Wiley-Blackwell handbook of positive psychological interventions</i>. Wiley-Blackwell. 2. Lomas, T. (2015). <i>Positive psychology. 4, Interventions and activities</i>. Sage 3. Hefferon, K., & Boniwell, I. (2011). <i>Positive psychology: Theory, research and applications</i>. Open University Press. 4. Niemiec, R. M., & Mcgrath, R. E. (2019). <i>The power of character strengths : appreciate and ignite your positive personality</i>. Via Institute On Character. 	
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<p>Course Learning Outcomes</p> <p>C01 Identify the existing character strengths and to develop them C02 Demonstrate effective intervention techniques C03 Use of enhanced character strength for a better living</p>

<p>Core Compulsory Readings</p> <ol style="list-style-type: none"> 1. Peterson, C., & Seligman, M. E. P. (2004). <i>Character strengths and virtues: a handbook and classification</i>. American Psychological Association. 2. Lopez, S. J., & Snyder, C. R. (2002). <i>Oxford handbook of positive psychology</i>. Oxford University Press. 3. Baumgardner, S. (2014). <i>Positive psychology</i>. Pearson. 4. Parks, A. C. (2014). <i>The Wiley-Blackwell handbook of positive psychological interventions</i>. Wiley-Blackwell. 5. Lomas, T. (2015). <i>Positive psychology. 4, Interventions and activities</i>. Sage 6. Niemiec, R. M., & Mcgrath, R. E. (2019). <i>The power of character strengths : appreciate and ignite your positive personality</i>. Via Institute On Character. 7. Hefferon, K., & Boniwell, I. (2011). <i>Positive psychology: Theory, research and applications</i>. Open University Press

Web references

https://carey.jhu.edu/uploads/documents/Presentation_Skills_Workbook.pdf

Teaching Learning Strategies

Interactive instructions
Presentations by individual students
Group discussion
Hand-on training

Mode of Transaction

Face to face: Lecturing method and demonstration method
Offline PPT presentations, Group Discussions

Assessment Rubrics

Evaluation*	
Total	100

*Note: evaluation can be done by the department Council based on Assignment/seminar/examinations/projects or any other evaluation criteria put forward by the department

Sample questions to test outcomes

1. Conduct a 10-minute oration on a given topic using effective verbal and nonverbal communication skills
2. Demonstrate effective presentation skills through visual aid presentation.



SEMESTER II

SKILL ENHANCEMENT COURSE (SEC)

Course Code: MSPSY02SEC01

Course Name: PERSONAL AND PROFESSIONAL DEVELOPMENT SKILLS

Credit	Teaching hours	Weightage Ratio
		Total
2	Total 30hrs/ Course	100

CE=Continuous Evaluation

Course Code & Title	MSPSY02SEC01 - PERSONAL AND PROFESSIONAL DEVELOPMENT SKILLS		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	II
Course Objectives	The Course aims <ul style="list-style-type: none"> • Enhance effective communication skills • Develop skills to improve presentation and communication 		

Module	Module Content	Module Outcome
Module 1 : Communication skill	1.4 Mastering Effective Communication: A Crucial Skill for Personal and Professional Success 1.5 Components of verbal communication and non-verbal communication. 1.6 Barriers of effective communication, Overcoming barriers of written, visual, formal and informal communications. 1.7 Development of interpersonal communication skills.	Demonstrate effective communication skills in front of an audience.
	Suggested readings specific to the module 1. Muniz- Velazquez, J. A.,& Pulido, C. M. (2019). The Routledge Handbook of Positive Communication. New York: Taylor and Francis 2. McKay, M., Davis, M.,& Fanning, P. (2018). Messages: The communication skills book. Oakland: New Harbinger 3. Duck, S & Mahan, D.T. (2012). The Basics of	

	Communication- A relational perspective. New Delhi: Sage South Asia Edition	
Module 2: Presentation Skills	<p>2.8 Types and use of audio- visual aids in effective presentation.</p> <p>2.9 Mistakes to avoid and guidelines of PowerPoint presentation</p> <p>2.10 Key Considerations for a Dynamic Group Presentation.</p> <p>2.11 Advantages of Organized Presentations.</p> <p>2.12 Emphasizing the Significance of Knowing Your Audience</p>	Conduct a dynamic and professional presentation using audio-visual aids to a group.
	<p>Suggested readings specific to the module</p> <p>1. Theobald, T. (2013). Develop your Presentation Skills. New Delhi: Kogan Page Ltd.</p> <p>2. Barker, A. (2010). Improve Your Communication Skills: Present with Confidence; Write with Style; Learn Skills of Persuasion.</p>	
<p>Course Learning Outcomes</p> <p>C01 Identify the barriers of an effective communication</p> <p>C02 Demonstrate effective communication skills in front of an audience</p> <p>C03 Identify the common mistakes in presentation</p> <p>C04 Use effective presentation skills to conduct PowerPoint presentation to a group</p>		

Core Compulsory Readings

1. Muniz- Velazquez, J. A., & Pulido, C. M. (2019). The Routledge Handbook of Positive Communication. New York: Taylor and Francis
2. McKay, M., Davis, M., & Fanning, P. (2018). Messages: The communication skills book. Oakland: New Harbinger
3. Theobald, T. (2013). Develop your Presentation Skills. New Delhi: Kogan Page Ltd.
4. Duck, S & Mahan, D.T. (2012). The Basics of Communication- A relational perspective. New Delhi: Sage South Asia Edition
5. Ramesh, G., & Ramesh, M. (2010). The Ace of soft skills- attitude, communication & etiquette for success. New Delhi: Pearson Education
6. Kuhnke, E. (2012). Body Language for Dummies. England: John Wiley & Sons, Ltd.

Web references

https://carey.jhu.edu/uploads/documents/Presentation_Skills_Workbook.pdf

Teaching Learning Strategies

- Interactive instructions
- Presentations by individual students
- Group discussion
- Hand-on training

Mode of Transaction

- Face to face: Lecturing method and demonstration method
- Offline PPT presentations

Assessment Rubrics

Evaluation*	
Total	100

*Note: Evaluation can be done by the department Council based on Assignment/seminar/examinations/projects or any other evaluation criteria put forward by the department

Sample questions to test outcomes

1. Conduct a 10-minute oration on a given topic using effective verbal and nonverbal communication skills
2. Demonstrate effective presentation skills through visual aid presentation.

SEMESTER II

VALUE ADDED COURSE

Course Code: MSPSY02VAC01

Course Name: Personal Growth through Social Orientation

Credit	Teaching hours	Weightage Ratio
	Total	CE
2	Total 30hrs/ Course	100

CE= Continuous Evaluation

Course Code & Title	MSPSY02VAC01 Personal Growth through Social Orientation		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	II
Course Objectives	The Course aims <ul style="list-style-type: none"> To understand how components of social orientation is relevant to your life To apply the knowledge of social orientations for personal growth To evaluate the social issues of the world and to formulate solutions to solve them 		

Module No	Module Content	Module Outcome
Module Title MODULE 1: ATTITUDE AND ATTRIBUTION. (20 hours)	1.1. Attitude: Definition and concept. How Attitudes Are Formed. The Link Between Attitudes and Behavior. 1.2. Persuasion. Persuasion by Communication; The Source, The Message, The Audience. The Elements of Social Perception. 1.3. Attribution: Definition and Concepts. Perceiving person: 'Judging book by its cover'. Attribution Biases: Cognitive Heuristics, Fundamental Attribution Error. Motivational Bias. Confirmation Bias.	<ul style="list-style-type: none"> Evaluate the role of attitude and persuasion to understand human behaviour

<p>MODULE 2: STEREOTYPE, PREJUDICE AND DISCRIMINATION • (10 hours)</p>	<p>2.1 The Nature of the Problem: Persistence and Change.</p> <p>2.2 Defining the Terms. Racism: Current Forms and Challenges. Sexism: Ambivalence and Double Standards.</p> <p>2.3 Causes of the Problem: Intergroup and Motivational Factors, Cognitive and Cultural Factors.</p> <p>2.4 How to reduce stereotypes, prejudice and discrimination.</p>	<ul style="list-style-type: none"> • Critically evaluate the effect of stereotype, prejudice and discrimination in the society • Formulate solutions to reduce stereotype, prejudice and discrimination.
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REFERENCES

1. Crisp, R.J & Turner, R. N. (2007). Essential Social psychology. New Delhi: Sage publications
2. Kassin, S., Fein, S. & Markus, H.R. (2011). Social Psychology (8th ed.). USA: Wadsworth
3. Schneider, F.W., Gruman, J A., & Coutts, L.M. (2017). Applied Social Psychology (3rd ed.). California: Sage publications.
4. Smith, E.R., Mackie, D.M. & Claypool, H.M. (2015). Social Psychology (4th ed.). New York: Psychology Press.
- 5.. Weiten, W. (2008). Psychology themes and variations (8th ed.). USA: Wadsworth

COURSE OUTCOMES

- CO1** Explain the importance of having social orientation
- CO2** Evaluate the knowledge gained from social orientations for personal growth
- CO3** Evaluate the contributing factors of social issues
- CO4** Develop solution strategies to reduce stereotype, prejudice and discriminations.

TEACHING LEARNING STRATEGIES

Lecturing. Group Discussion. ICT enabled lecturing.

MODE OF TRANSACTION

Offline/Online

ASSESSMENT RUBRICS

End semester evaluation is done by course coordinator, facilitated by Head of the Department.

Examination	
Multiple Choice Questions	40
Descriptive Questions	60
End Semester Evaluation	100

Sample questions to test outcome

1. Briefly describe attitude formation
2. Is prejudice inevitable? Describe your thoughts about Prejudice
3. Evaluate Attribution, its Definition and Concepts.
4. How to reduce stereotypes, prejudice and discrimination.

SEMESTER II

VALUE ADDED COURSE

Course Code: MSPSY02VAC02

Course Name: Academic Writing

Credit	Teaching hours	Weightage Ratio
		Total
2	Total 30hrs/ Course	100

CE= Continuous Evaluation

Course Code & Title	MSPSY02VAC02 Academic Writing		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	II
Course Objectives	<ul style="list-style-type: none"> • Develop the skills of scientific writing. • Appreciate ethics in scientific writing. • Familiar with the publication process and work on developing the content based on effective criticism. 		

Module No	Module Content	Module Outcome
Module Title MODULE 1: Introduction to Academic Writing (15 hours)	1.1.What is scientific writing and paper?, Historical perspective, Approaching a writing Project, Types of scientific communication, Ethics in scientific publishing 1.2.Reading and Thinking: Searching the scientific literature, Critical reading of scientific report and systematic recording, How not to read, Speed-reading 1.3.How to use the KU library, Using online search engines, What is a refereed journal? 1.4.Plagiarism and how to avoid it, Reading and note-taking	<ul style="list-style-type: none"> • Explain features of scientific writing

<p>MODULE 2: Beginning to Write and Computer Skills in Academic Writing (15 hours)</p>	<p>2.1 How to prepare a title, Listing authors and address, Abstract, Introduction, Materials and Methods section, Results, Discussion, Conclusion, Acknowledgment and Reference, 2.2 Reference Styles, Reference citations 2.3 Using Reference software EndNote, Mendeley, and Zoter 2.4 Organizing your writing, Preparing outlines and standard formats for scientific papers, research projects and theses, and Creating a literature review, 2.5 How to write a narrative & scoping review, systematic review, and meta-analysis 2.6 Microsoft Word, Formatting (including margins, tabs, indents, justification, etc.), Using the table feature, Creating tables of content 2.7 Microsoft Excel, Creating tables, charts, graphs 2.8 Use of Statistical Software, Journal finding software</p>	<ul style="list-style-type: none"> • Demonstrate skills in using analysis softwares
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REFERENCES

1. American Psychological Association (2010). Publication manual of American Psychological Association (6th Ed.). Washington, DC: Author.
2. Alley, M. (2003). The craft of scientific presentations: critical steps to succeed and critical errors to avoid. New York: Springer.
3. Gastel, B., & Day, R. A. (2016). How to write and publish a scientific paper (8th Ed.). New York: Greenwood Publishing Group Inc.
4. Nair, R. (2017). Academic journal editing and publishing. Chennai: Notion Press.
5. Silvia, P. (2007). How to write a lot: a practical guide to productive academic writing. Washington, DC: American Psychological Association.
6. Wyse, D. (2012). The good writing guide for education students (3rd Ed.). London: Sage.

COURSE OUTCOMES

- CO1 Explain how research material might be effectively presented
- CO2 Reflect on the ethics in scientific writing
- CO3 Prepare scientific and technical papers of high quality
- CO4 Format documents and presentations to optimize their appeal
- CO5 Effectively use features of Microsoft Word and Microsoft Excel to produce academic materials

TEACHING LEARNING STRATEGIES

Lecturing. Group Discussion. ICT enabled lecturing.

MODE OF TRANSACTION

Offline/Online

ASSESSMENT RUBRICS

End semester evaluation is done by course coordinator, facilitated by Head of the Department.

The assignments involved in the CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 20% for MSc courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates

Journal Club Activities	10%
Individual assignments	10%
Group assignments	10%
Mid-term Examination	20%
End Term Exam	50%
Total	100%

Sample questions to test outcome

1. Explain features of scientific writing
2. Demonstrate skills in using different analysis software



SEMESTER - III

THIRD SEMESTER								
Course Code	Title of Paper	Contact Hours/Week			Weightage Ratio			Credits
		L	T/S	P	ESE	CE	Total	
Discipline Specific Core (DSC) Courses								
MSPSY03DSC08	PSYCHOTHERAPEUTICS & CLINICAL PRACTICES	3	1	-	60	40	100	4
MSPSY03DSC09	COUNSELLING & GUIDANCE	3	1	-	60	40	100	4
MSPSY03DSC10	PRACTICAL III PERSONAL GROWTH AND SELF DEVELOPMENT PRACTICES		1	7	60	40	100	4
Institutional Visit								
MSPSY03DSC11	Institutional Visit	30 Hrs.			60	40	100	2
Discipline Specific Elective (DSE) Courses (1 Course has to be chosen from the list)								
MSPSY03DSE09	Community Psychology	2	1	-	60	40	100	3
MSPSY03DSE10	Environmental Psychology	2	1	-	60	40	100	3
MSPSY03DSE11	Human Recourse Development	2	1	-	60	40	100	3
Multi-Disciplinary Elective Courses								
MSPSY03MDC01	Psychology in Everyday Life (Offered to other department Students)	3	1		60	40	100	4
-----	(To be obtained from other departments)	--	--	--	60	40	100	4
Total					360	240	600	21

SEMESTER III

DISCIPLINE SPECIFIC CORE (DSC) COURSE

Course Code: MSPSY03DSC08

Course Name: PSYCHOTHERAPEUTICS AND CLINICAL PRACTICES

Credit	Teaching hours				Weightage Ratio		
	L	T/S	P	Total	ESE	CE	Total
4	3	1	-	4	60	40	100

L= Lecture, T/S= Tutorials/Seminar, P=Practical, ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Code & Title	MSPSY03DSC08 – PSYCHOTHERAPEUTICS AND CLINICAL PRACTICES		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	III
Course Objectives	The Course aims <ul style="list-style-type: none"> • To know about the therapeutic relationship • To have a knowledge about critical and ethical issues associated with psychotherapy • To Acquire the practical knowledge of clinical practice 		

Module No Module Title	Module Content	Module Outcome
Module 1: Psychotherapy 15 Hours	1.1 Defining Psychotherapy 1.2 Therapeutic Relationship – client and therapist characteristics, techniques and other factors influencing relationship. 1.3 Ancient views and treatments, Elements of culture, gender, and diversity in psychotherapy, 1.4 Future of psychotherapy- twelve emerging directions in psychotherapy	1. Understand the therapeutic relationship and other factors influencing relationship 2. Understand the recent developments in Psychotherapy

	<p>Suggested readings specific to the module.</p> <ol style="list-style-type: none"> 1. Capuzzi, D. & Gross, G.R. (2007). Counseling and psychotherapy. Theories and interventions. (4th ed.). New Jersey : Pearson Education, Inc. 2. Corey, G. (2005). Theory and Practice of counseling and psychotherapy (7th ed.). United States of America : Thomson learning,nc 	
<p>Module 2: Psychodynamic and Behavior therapy 10 Hours</p>	<ol style="list-style-type: none"> 2.1 Psychoanalytic Psychotherapy: Theoretical roots, therapeutic technique, effectiveness and criticisms of psychoanalysis 2.2 Behaviour therapy: historical foundations, behaviour modification techniques 2.3 Supportive therapy 2.4 Psycho education 	<ul style="list-style-type: none"> ● Awareness of critical and ethical issues associated with psychotherapy
<p>Module 3: Cognitive and Humanistic and other psychotherapeuti c therapies 15 Hours</p>	<ol style="list-style-type: none"> 3.1 Cognitive therapy- Aron beck, important theoretical concepts and techniques 3.2 REBT: Albert Ellis's Cognitive therapy 3.3 Metacognitive therapy 3.4 Person centered therapy- theory, therapeutic relationship and process 3.5 Existential therapy 3.6 Gestalt therapy 3.7 Transactional Analysis 3.8 Basic concepts of Music therapy, Hypnotherapy, and Art therapy- theorists, theoretical foundations and techniques and applications 	<ol style="list-style-type: none"> 1. Develop mastery of culture, gender, and diversity in psychotherapy.
<p>Suggested readings specific to the module.</p> <ol style="list-style-type: none"> 1. Seligman, L & Reichenberg, L.W. (2014). Theories of Counselling and Psychotherapy- Systems, Strategies & Skills (4th ed.). New Delhi: PHI Learning Pvt Ltd 2. Corey, G. (2005). Theory and Practice of counseling and psychotherapy (7th ed.). United States of America : Thomson learning,nc 3. Jena, S. P. K. (2008). Behavior Therapy – Techniques, Research and Applications. New Delhi: Sage publications. 		

	<p>Suggested readings specific to the module.</p> <ol style="list-style-type: none"> 1. Capuzzi, D. & Gross, G.R. (2007). Counseling and psychotherapy. Theories and interventions. (4th ed.).New Jersey : Pearson Education, Inc. 2. Corey, G. (2005). Theory and Practice of counseling and psychotherapy (7th ed.). United States of America : Thomson learning,Inc 	
<p>Module 4. Recent Developments and modern approaches to Psychotherapy 20 Hours</p>	<ol style="list-style-type: none"> 4.1 Positive Psychotherapy 4.2 Mindfulness based therapies – MBSR, Mindfulness based Cognitive Therapy (MBCT), Dialectical behaviour Therapy (DBT), Acceptance and Commitment Therapy 4.3 Cyber therapy, Multimodal therapy 4.4 Constructivist approach– Narrative therapy & Solution focused therapy 4.5 Gender sensitive therapies, Multicultural therapies. 4.6 Reality therapy, Logo therapy, Emotion-Focused Therapy, Trauma informed approach, Motivation enhancement therapy, Schema focused therapy 	<ul style="list-style-type: none"> • Acquire the practical skills in the area of psychotherapy
	<p>Suggested readings specific to the module.</p> <ol style="list-style-type: none"> 1. Prochaska, J. O., & Norcross, J. C. (2010). <i>Systems of Psychotherapy – A Trans-theoretical Analysis</i> (7th ed). USA: Brooks/Cole Core Course 2. Seligman, L & Reichenberg, L.W. (2014). <i>Theories of Counselling and Psychotherapy- Systems, Strategies & Skills</i> (4th ed.). PHI Learning Pvt Ltd Kothari, C. R. & Garg, G. (2018). 	

Course Outcome:

- CO1. Understand the therapeutic relationship and other factors influencing the relationship.
- CO2. Awareness of critical and ethical issues associated with psychotherapy
- CO3. Understand the recent developments in Psychotherapy
- CO4. Develop mastery of culture, gender, and diversity in psychotherapy.
- CO5. Acquire the practical skills in the area of psychotherapy

References**Core Compulsory Readings**

1. Capuzzi, D. & Gross, G.R. (2007). Counseling and psychotherapy. Theories and interventions. (4th ed.). New Jersey : Pearson Education, Inc.
2. Corey, G. (2005). Theory and Practice of counseling and psychotherapy (7th ed.). United States of America : Thomson learning, Inc
3. Jena, S. P. K. (2008). Behavior Therapy – Techniques, Research and Applications. New Delhi: Sage publications.
4. Prochaska, J. O., & Norcross, J. C. (2010). Systems of Psychotherapy – A Transtheoretical Analysis (7th ed). USA: Brooks/Cole Core Course
5. Seligman, L & Reichenberg, L.W. (2014). Theories of Counselling and Psychotherapy- Systems, Strategies & Skills (4th ed.). New Delhi: PHI Learning Pvt Lt

Additional References:**Core Suggested Readings**

1. Comer, R.J. (2004). Abnormal Psychology (4th ed.). New York: Worth publishers.
2. Corson, R.C., Butcher, J. N. & Mineka, S. (2000). Abnormal psychology and Modern Life. New Delhi: Person Education Pvt ltd.,
3. Day, S.X. (2008). Theory and Design in counseling and psychotherapy (2nd ed.). New York: Houghton Mifflin company
4. Gilroy, A. (2006). Art therapy, Research and Evidence – based practice. New Delhi: Sage Publications.
5. Hoshmind, L .T . (Ed.). (2006). Culture psychotherapy and Counseling – Critical and Integrative perspectives. New Delhi: Sage publications.
6. Nelson – Jones, R. (2001). Theory and practice of Counselling and Therapy. London: Sage publications

TEACHING LEARNING STRATEGIES

Lecturing, Flipped Classroom, ICT enabled lecturing

MODE OF TRANSACTION

Online/Offline

ASSESSMENT RUBRICS

End Semester Evaluation		60
Continuous Evaluation		40
Internal Examination	40%	
Assignment	20%	
Seminar/Debate/Discussion/.etc	40%	
Total		100

Sample Questions to test Outcomes.

1. Discuss the therapeutic techniques of psychoanalytic psychotherapy.
2. How would you analyse positive psychotherapy?
3. Explain REBT
4. How would you differentiate between CBT and REBT?
5. Explain the techniques in gestalt therapy

SEMESTER III

DISCIPLINE SPECIFIC CORE (DSC) COURSES

Course Code: MSPSY03DSC09 Course Name: COUNSELLING & GUIDANCE

Credit	Teaching hours				Weightage Ratio		
	L	T/S	P	Total	ESE	CE	Total
4	3	1	-	4	60	40	100

L= Lecture, T/S= Tutorials/Seminar, P=Practical, ESE= End Semester Evaluation, CE=Continuous Evaluation

Course Code & Title	MSPSY03DSC09– COUNSELLING & GUIDANCE		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	III
Course Objectives	The Course aims <ul style="list-style-type: none"> • To understand the basic difference between counselling and guidance • Understand the Scope and Related fields of Guidance and Counselling • To know the Counselling process, stages and skills required for effective counselling • To gain knowledge to conduct counselling in different populations and settings • To learn about benefits, rationale and process of using arts in counselling • To familiarize the ethical and legal aspects of counselling 		

Module No. Module Title	Module Content	Module Outcome
Module1: Introduction to Counselling and Guidance (12 ours)	1.1 Emergence and growth of Guidance and Counselling, 1.2 Function, Scope and Related fields of Guidance and Counselling, 1.3 Characteristics and Classification of Guidance, 1.4 Personal and professional aspects of counselling, 1.5 Fundamental percepts of Effective Counselling, 1.6 Characteristic of Effective Counsellors, 1.7 Counselling process, stages and skills required.	<ul style="list-style-type: none"> • Explain the characteristics of counselling • Analyze the characteristics of guidance • Evaluate the difference between counselling and guidance.

	<p>Suggested readings specific to the module.</p>	
<p>Module 2: Skills and approaches (16 ours)</p>	<p>2.1 Skills and techniques used in: Psychoanalytic counseling 2.2 Adlerian counselling, 2.3 Humanistic and phenomenological counselling- Person centered counselling, Existential counselling, 2.4 Gestalt counselling, 2.5 Transactional analysis, 2.6 Behavioural counselling 2.7 Cognitive behavioural approaches 2.8 Post modern approaches in Counselling- Narrativecounselling and solution focusedcounselling, Crisis and traumacounselling approaches.</p>	<ul style="list-style-type: none"> • Learn to apply different approaches in counselling. • Evaluate different skills and techniques used in psychodynamic and humanistic counselling • Analyze the different techniques in cognitive behavioural counselling

	<p>Suggested readings specific to the module.</p> <ol style="list-style-type: none"> 1. Neukrug, E. (2012). <i>Counseling theory and practice</i>. Cengage learning 2. Patterson, L. E., & Welfel, E. R. (1994). <i>The counseling process</i>. Thomson Brooks/Cole Publishing Co. 3. Neukrug, E. (2012). <i>Counseling theory and practice</i>. Cengage learning. 4. Kottler, J.A., & Shepard, D.S. (2008). <i>Counseling- Theories and practices</i>. Cengage Learning 5. Gladding, T.S. (2011). <i>Counseling: A comprehensive profession</i>. (6th ed). Dorling Kindersley. 6. Hough, M. (2012). <i>Counselling Skills and theory</i> (3rd ed). Hodder Education 7. Nystul, M.S. (2011). <i>Introduction to Counselling-An art and Science Perspective</i> (4th ed). Pearson Education 	
<p>Module 3: Counselling and Guidance in a special settings (18 Hours)</p>	<ol style="list-style-type: none"> 3.1 Group in counselling and Guidance 3.2 Guidance and Counselling in Educational setting 3.3 Career Guidance and counselling 3.4 Marriage and family counselling 3.5 Counselling children and adolescents 3.6 Counselling for women empowerment 3.7 Counselling for legal offenders 3.8 Mental health counselling 3.9 Abuse, addiction and disability counselling 	<ul style="list-style-type: none"> • Explain counselling process in different settings • Evaluate abuse, addiction and disability counselling
	<p>Suggested readings specific to the module.</p> <ol style="list-style-type: none"> 1. Amis, K. (2011). <i>Becoming a counselor- A student companion</i>. Sage books 2. Patterson, L. E., & Welfel, E. R. (1994). <i>The counseling process</i>. Thomson Brooks/Cole Publishing Co. 3. Gladding, T.S. (2011). <i>Counseling: A comprehensive profession</i>. (6th ed.). Dorling Kindersley. 4. Hough, M. (2012). <i>Counselling Skills and theory</i> (3rd ed). Hodder Education 5. Nayak, A.K. (2007). <i>Guidance and Counselling</i>. A P H Publishing Corporation 6. Nystul, M.S. (2011). <i>Introduction to Counselling-An art and Science Perspective</i> (4th ed.). Pearson Education 7. Rao, N.S., & Sahajpal, P. (2013). <i>Counselling and Guidance</i> (3rd ed.). Mc.Graw Hill education 8. Sharma, R.N., Sharma R. (2004). <i>Guidance and Counselling in India</i> . Nice Printing Press 	

<p>Module 4: Creative arts, ethical and legal aspects of counselling (14 Hours)</p>	<p>4.1 History, benefits and rationale of using arts in counselling 4.2 Music in counselling 4.3 Dance and movement in counselling 4.4 Imagery and counselling 4.5 Visual arts and counselling 4.6 Literature and arts in counselling 4.7 Drama and counselling 4.8 Play and humour in counselling 4.9 Trends in using creative arts in counselling 4.10 Ethical principles of counselling, codes and guidelines, issues and dilemmas 4.11 Status of guidance and counselling movement in India</p>	<ul style="list-style-type: none"> • Explain the rationale of using arts incounselling • Evaluate the ethical principles of counselling.
<p>Suggested readings specific to the module.</p> <ol style="list-style-type: none"> 1. Patterson, L. E., & Welfel, E. R. (1994). <i>The counseling process</i>. Thomson Brooks/Cole Publishing Co. 2. Gladding T.S. (2016). <i>The creative arts in Counselling</i> (5th ed.). American Counselling Association 3. Gladding, T.S. (2011). <i>Counseling: A comprehensive profession</i>. (6th ed.). Dorling Kindersley 4. Hough, M. (2012). <i>Counselling Skills and theory</i> (3rd ed.). UK: Hodder Education 5. Nystul, M.S. (2011). <i>Introduction to Counselling-An art and Science Perspective</i> (4th ed.). Pearson Education 6. Rao, N.S., & Sahajpal, P. (2013). <i>Counselling and Guidance</i> (3rd ed.). Mc.GrawHill education 7. Sharma, R.N., Sharma R. (2004). <i>Guidance and Counselling in India</i>. Nice Printing Press. 		

Course Outcome

- CO1.** Demonstrate familiarity with scientific, ethical and legal practices in Counselling and Guidance.
- CO2.** Demonstrate counselling skills with a client/participant
- CO3.** Evaluate counselling strategies and techniques based on major theories
- CO4.** Explain creative arts in counselling and the process thereby develop interest in applying creative arts in counselling profession.

References:**Core Compulsory Readings**

1. Amis, K. (2011). *Becoming a counselor- A student companion*. Sage books
2. Gladding T.S. (2016). *The creative arts in Counselling* (5th ed.). American Counselling Association
3. Gladding, T.S. (2011). *Counseling: A comprehensive profession*. (6th ed.)Dorling
4. Hough, M. (2012). *Counselling Skills and theory* (3rd ed.). Hodder Education
- 5 Neukrug, E. (2012). *Counseling theory and practice*. Cengage learning.
- 6 Nystul, M.S. (2011). *Introduction to Counselling-An art and Science Perspective* (4th ed.). Pearson Education
- 7
- 8 Rao, N.S., &Sahajpal, P. (2013). *Counselling and Guidance* (3rd ed.). Mc.GrawHilleducation
- 9 Sharma, R.N., Sharma R. (2004). *Guidance and Counselling in India*. Nice Printing Press.
- Patterson, L. E., & Welfel, E. R. (1994). *The counseling process*. Thomson Brooks/ColePublishing Co



Additional References:

1. Nayak, A.K. (2007). *Guidance and Counselling*. A P H Publishing Corporation
2. Kottler, J.A., & Shepard, D.S. (2008). *Counseling- Theories and practices*. Cengage Learning
3. Sommers-Flanagan, J., & Sommers-Flanagan, R. (2018). *Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques*. John Wiley & Sons.
4. Neukrug, E. S. (2015). *The world of the counselor: An introduction to the counseling profession*. Cengage Learning.
5. Altmaier, E. M., & Hansen, J. I. C. (Eds.). (2012). *The Oxford handbook of counseling psychology*. Oxford University Press.

TEACHING LEARNING STRATEGIES

- 1) Lecture
- 2) Demonstration
- 3) Lecture with demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brainstorming
- 8) Collaborative learning
- 9) Problem solving
- 12) Case based study
- 13) Case analysis

MODE OF TRANSACTION

- Face to face: Lecture method & Demonstration method

- Learner centered technique: Computer assisted learning & Individual project teaching
- Demonstration
- Lecture and demonstration
- PPTs

ASSESSMENT RUBRICS

End Semester Evaluation		60
Continuous Evaluation		40
Internal Examination	40%	
Assignment	20%	
Seminar/Debate/Discussion/.etc	40%	
Total		100

Sample Questions to test Outcomes.

1. Who is an effective counsellor? What are the skills needed for an effective counsellor? Explain.
2. Elucidate the distinguishing features of the psychodynamic, humanistic-existential and cognitive behavioural schools.
3. “There is difference in guidance and counselling” substantiate the statement and explain
4. What is the role of counselling in the field of career? Explain.
5. How would you apply the different approaches and process in counselling for abuse, disability counselling and de-addiction counselling
6. Evaluate the significance of ethics and morality in counselling? Explain.

SEMESTER III

DISCIPLINE SPECIFIC CORE (DSC) COURSE

Course Code: MSPSY03DSC10

Course Name: PRACTICAL-III PERSONAL GROWTH AND SELF DEVELOPMENT PRACTICES

Credit	Teaching hours				Weightage Ratio		
	L	T/S	P	Total	ESE	CE	Total
4	-	1	7	8	60	40	100

L= Lecture, T/S= Tutorials/Seminar, P=Practical, ESE= End Semester Evaluation, CE=Continuous Evaluation

Course Code & Title	MSPSY03DSC10- PRACTICAL -III PERSONAL GROWTH AND SELFDEVELOPMENT PRACTICES		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	III
Course Objectives	<p>The Course aims</p> <ul style="list-style-type: none"> • Understand yoga asanas & pranayama and techniques of meditation through practical session • Differentiate counseling and psychotherapy • Apply behavioural counseling techniques and cognitive behavioural counseling techniques. CO4. Develop skill to conduct relaxation techniques. • Develop in-depth knowledge, expertise and skills in counselling & psychotherapy. • Develop professional competencies, skills and confidence for practicing psychotherapeutic techniques 		

Module	Module Content	Module Outcome

<p>Module 1: Counselling and Transactional analysis</p>	<p>1.1. Self-awareness through mutualcounselling 1.3 Motivational Interviewing 1.4 Psycho Education 1.5 Transactional Analysis</p>	<p>1. Differentiate counseling and Psychotherapy 2. Demonstrate effective counselling, psychoeducation and motivational interview skills</p>
<p>Suggested readings specific to the module.</p> <p>1. Theory and Practice of Counselling and Psychotherapy [Hardcover], Gerald Corey (Author), Publisher: Thomson Brooks/Cole. Published: January 15, 2008</p>		
<p>Module 2: Cognitive Behaviour Therapy</p>	<p>2.1. CBT Assessment & Case formulation 2.2. Self-Monitoring/Thought Diary 2.3. Cognitive restructuring/Disputation strategies 2.4. Modifying Beliefs/Socratic Questioning 2.5. Imagery 2.6. Problem Solving Approach 2.7. Response Prevention 2.8. Self-Instruction Training</p>	<p>Evaluate cognitive Behavioural therapy techniques.</p>
<p>Suggested readings specific to the module.</p> <p>3. Hofmann, S. G. (2012). An introduction to Modern CBT. USA: Wiley-blackwell.</p>		

Module 3: Behaviour Therapy and Relaxation techniques	3.1 Systematic Desensitization 3.2 Covert sensitization 3.3 Positive Practice 3.4 Flooding 3.5 Aversive therapy 3.6 Token economy 3.7 Exposure therapy 3.8 Play therapy 3.9 Guided Imagery 3.10 Contingency Management 3.11 Threshold Technique 3.12 Paradoxical Intention 3.13 Modeling 3.14 Biofeedback 3.15 Timeout, activity scheduling, response cost 3.16 JPMR 3.17 GSPR	1. Evaluate behavioural counseling techniques Demonstrate in-depth knowledge, expertise and skills in counselling and therapies 2. Demonstrate skill to conduct relaxation techniques
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Suggested readings specific to the module.

1. Jena, S. P. K. (2008). Behaviour Therapy- techniques Research and Applications. New Delhi: Sage Publications.
3. Rimm, D. C & Masters, J. C. (1979). Behaviour Therapy; Techniques and empirical findings. New York: Academic Press.

Module 4: Techniques of Meditation, Yoga Asanas & pranayama	4.1. Cleansing: Kapalarandra Dhouthi, Basthi, Kapalabathi 4.2. Mithahara- Balancing Diet 4.3. Exercises: Sookshma vyayama (Saddle exercises), Sooryanamaskara, stretching: Thadasana, Sideways: Thrikonasana, Twisting: mShavautharakharshana asana, Inverted: Vipareethakarani 4.4. Relaxation posture: Shavasana, Makarasana 4.5. Meditative asana: Sukhasana, Vjrasana, Pathmasana with pre practices 4.6. Pranayama: Yogic Breathing, Bhramiri pranayama(humming), Anuloma viloma (alternative nostril breathing) 4.7. Meditation Kayotsarga(standing	Demonstrate yoga asanas, pranayama and techniques of meditation through practical session
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meditation)
4.8. Yoganidra
4.9. Vpasana

Course Outcomes

CO1. Demonstrate in-depth knowledge, expertise and skills in counselling & psychotherapy.

CO2. Explain different types of therapies comes under cognitive behavioural therapy, behavioural therapy and Techniques of Meditation

CO3. Demonstrate professional competencies, skills and confidence for practicing psychotherapeutic techniques

References:

Core Compulsory Readings

1. Theory and Practice of Counselling and Psychotherapy [Hardcover], Gerald Corey (Author), Publisher: Thomson Brooks/Cole. Published: January 15, 2008
2. Current Psychotherapies [Paperback], Raymond J. Corsini (Author), Danny Wedding (Author), Publisher: Brooks Cole. Published: February 3, 2010.
3. Hofmann, S. G. (2012). An introduction to Modern CBT. USA: Wiley-blackwell.
4. Jena, S. P. K. (2008). Behaviour Therapy- techniques Research and Applications. New Delhi: Sage Publications.
5. Rimm, D. C & Masters, J. C. (1979). Behaviour Therapy; Techniques and empirical findings. New York: Academic Press.

TEACHING LEARNING STRATEGIES

Practical session, Demonstration.

MODE OF TRANSACTION

Offline

ASSESSMENT RUBRICS

Evaluation	Weightage
End Semester Evaluation	60
Continuous Evaluation (Temperament (25%) Commitment and promptness (25%) and Skills acquired (50%))	40
Total	100

Sample Questions to test Outcomes.

1. Demonstrate JPMR.
2. Demonstrate Trikonasana
3. Demonstrate Exposure therapy?
4. Demonstrate Biofeedback.

SEMESTER III

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

Course Code: MSPSY03DSE09 Course Name: COMMUNITY PSYCHOLOGY

Credit	Teaching hours				Weightage Ratio		
	L	T/S	P	Total	ESE	CE	Total
3	2	1	-	3	60	40	100

L= Lecture, T/S= Tutorials/Seminar, P=Practical, ESE= End Semester Evaluation, CE=Continuous Evaluation

Course Code & Title	MSPSY03DSE09 – COMMUNITY PSYCHOLOGY		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	III
Course Objectives	The Course aims <ul style="list-style-type: none"> • To understand the basic concepts of community Psychology • To develop skills to apply Psychology in different community and settings 		

Module No Module Title	Module Content	Module Outcome
Module 1: An overview of Community Psychology (10 Hours)	1.1 The community Psychology framework, Seven core values, Ecological levels of analysis, Understanding human diversity 1.2 History and theories of Community Psychology, Goals of Community Psychology 1.3 Methods of Community research- Quantitative methods, Qualitative methods- Focus groups as a source of data, other qualitative methods 1.4 Seven core values, Ecological levels of analysis, Understanding human diversity	<ul style="list-style-type: none"> • Explain about the history, theories and goals of Community Psychology and make them acquainted with its research methods and core concepts

	<p align="center">Suggested readings specific to the module</p> <p align="center">1. Moritzugu, J., Vera, E., Wong, F.Y., Duffy, K.G. (2017). Community Psychology (5th ed.). India: Routledge publishers</p>	
<p>Module 2: Social Change</p> <p>(15 Hours)</p>	<p>2.1 Social change- Its importance-Types and causes of social change, Creating Social change</p> <p>2.2 Citizen Participation, Networking, Consultation,</p> <p>2.3 Community Education and Information Dissemination</p> <p>2.4. Community mobilization- its need and benefits, preparation, prerequisites, techniques, challenges and barriers</p>	<ul style="list-style-type: none"> • Explain the relevance of community counselling, community intervention, and importance of social change in various populations
	<p align="center">Suggested readings specific to the module</p> <p align="center">1. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., Dalton, J. H. (2012). <i>Community Psychology- Linking Individuals and Communities</i> (3rd ed.). Thomson Wadsworth publications</p>	
<p>Module 3: Applying Community Psychology to various settings</p> <p>(10 Hours)</p>	<p>3.1 Prevention and Promotion-Key concepts, Implementing programs and interventions to prevent problems.</p> <p>3.2 Promote well-being in settings like- Schools, Organizations, Legal system, Health Care systems.</p> <p>3.3 Stress and resilience in community psychology, assumptions and strategies of community counselling</p> <p>3.4 Dealing with distressed and marginalized clients, managing the Community counselling program</p>	<ul style="list-style-type: none"> • Analyse the current issues in society and different community • Explain the role of a Community psychologist.

	<p align="center">Suggested readings specific to the module</p> <p align="center">1. Lewis, J. A., Lewis, M. D., Daniels, J. D., &D’Andrea, M. J. (2012). <i>Community Counseling- A Multicultural social justice perspective</i>. India: Cengage Learning India Private Limited</p>	
<p>Module 4: Combating addiction, violence and maltreatment</p> <p>(10 Hours)</p>	<p>4.1 Role of Community Psychology in combating issues - drug and alcohol addiction, violence against women and children,</p> <p>4.2 Forming self-help groups, assisting the old age,</p> <p>4.3 Linking Community Psychology and Social Psychology</p> <p>4.4 Diversity versus Prejudice and Stigmatization, Future of community Psychology</p>	<ul style="list-style-type: none"> • Explain skills required to promote wellbeing and prevent problems in various settings • Analyse and suggest ways to bring change in different groups.
	<p align="center">Suggested readings specific to the module.</p> <p align="center">1. Patil, A,R (2013). <i>Community organization and development- An Indian perspective</i>. PHI learning Pvt. Ltd.</p>	
<p>Course Outcome</p> <p>CO1: Demonstrate the ability to describe the historical and theoretical foundations of community psychology and apply community psychology concepts and principles to address social issues and problems in communities</p> <p>CO2: Comprehend and evaluate different community-based intervention, promoting individual and community well-being, apply research methods to evaluate community-based interventions and programs</p> <p>CO3: Identify and apply ethical principles and standards in community psychology research and practice.</p> <p>CO4: Analyse and suggest ways to bring change in different community groups</p>		

Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)List

1. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., Dalton, J. H. (2012). Community Psychology- Linking Individuals and Communities (3rd ed.). USA: Thomson Wadsworth publications.
2. Lewis, J. A., Lewis, M. D., Daniels, J. D., & D’Andrea, M. J. (2012). Community Counseling- A Multicultural social justice perspective. India: Cengage Learning India Private Limited.
3. Moritzugu, J., Vera, E., Wong, F.Y., Duffy, K.G. (2017). Community Psychology (5th ed.). India: Routledge publishers
4. Nelson, G., Kloos, B., & Ornelas, J. (2014). Community Psychology and Community Mental Health-Towards transformative change
5. Patil, A,R (2013). Community organization and development- An Indian perspective. Delhi: PHI learning Pvt. Ltd.
6. Schneider, F.W., Gruman, J A., & Coutts, L.M. (2017). Applied Social Psychology. UK: Sage publications

Suggested Readings (Books, Journals, E-sources Websites/ weblinks)List

1. Nelson, G., & Prillettensky, I. (2005). Community psychology- in pursuit of liberation and well being. New York: Palmgrave Macmillan
2. Seed, P., & Kaye, G. (1994). Handbook for assessing and managing care in the community. London: Jessica Kingsley publishers.

TEACHING LEARNING STRATEGIES

- 1) Lecture
- 2) Demonstration
- 3) Lecture with demonstration

Assessment RUBRICS

End Semester Evaluation		60
Continuous Evaluation		40
Internal Examination	40%	
Assignment	20%	
Seminar/Debate/Discussion, etc.	40%	
Total		100

Sample Questions to test Outcomes.

1. Explain the use of quantitative research in community psychology.
2. Evaluate the use of the quantitative research method in community psychology.
3. If you could travel back in time and give advice to the community psychologists of the 20th century taking insights from current practice how would it be? Summarize your answer with sufficient evidence.
4. Analyse the historical and philosophical background of community psychology.
5. Analyse the challenges and barriers to community mobilization.

SEMESTER III

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

Course Code: MSPSY03DSE10 **Course Name:** ENVIRONMENTAL PSYCHOLOGY

Credit	Teaching hours				Weightage Ratio		
	L	T/S	P	Total	ESE	CE	Total
3	2	1	-	3	60	40	100

L= Lecture, T/S= Tutorials/Seminar, P=Practical, ESE= End Semester Evaluation, CE=Continuous Evaluation

Course Code & Title	MSPSY03DSE10 – ENVIRONMENTAL PSYCHOLOGY		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	III
Course Objectives	The Course aims <ul style="list-style-type: none"> • To equip the students with the necessary knowledge and skills of an environmental psychologist • To help the students understand various environmental policies • To bring about awareness regarding environmental issues. 		

Modules	Content	Module Outcome
Module I: Introduction (10 Hours)	1.1 Introduction Environmental psychology and its important, History and current scope of environmental psychology, 1.2 Research methods in environmental psychology , Links to other disciplines. 1.3 Psychological theories of environmental issues- Schema theory, Cognitive process theory, Perception theories, Theory of attachment and place attachment.	<ul style="list-style-type: none"> • Evaluate the importance of environmental psychology. • Explain psychological theories of environmental issues
Suggested readings specific to the module 1. Bonnes, M., Lee, T. & Bonaicito, M (2016). <i>Psychological theories for environmental issues</i> . Ashtage publishing.		
Module II:	2.1 Environmental perception and cognition , Human spatial behaviour; personal space and territoriality,	<ul style="list-style-type: none"> • Evaluate human spatial behaviour • Analyse

Environmental influence on human behaviour (15 Hours)	2.2 Environmental risks and emotional reactions, 2.3 Environmental stress and its effects, Noise, crowding, Poor housing quality, Poor neighbourhood quality, Traffic congestion, Disaster, toxic hazards and pollution, Climate change. 2.4 Environmental Issues in Low- and Middle-Income Countries	environmental risks and emotional reactions towards it
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Suggested readings specific to the module

1. Steg, L. Van Den Berg, A.E. & De Groot, J.I.M (2019). *Environmental Psychology an Introduction* (2nd ed.). British Psychological Society and John Wiley & Sons,Ltd.

Module 3: Factors influencing environmental behaviour (10 Hours)	3.1 Pro environmental behaviour Pro environmental behavior and consequences, values and social norms of pro-environmental behavior, 3.2 Affective and symbolic aspects of environmental behavior, 3.3 Theories to Explain Environmental Behaviour, 3.4 Role of environmental psychologist 3.5 Environmental policy in India: Development, Land and forest policy, Climate change policy, 3.6 Future environmental issues in India.	<ul style="list-style-type: none"> • Analyze pro environmental behaviour • Explain major environmental policies
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Suggested readings specific to the module

1. Steg, L. Van Den Berg, A.E. & De Groot, J.I.M (2019). *Environmental Psychology an Introduction* (2nd ed.). British Psychological Society and John Wiley & Sons,Ltd.
2. Chopra, K (2017). *Development and environmental policy in India- the last few decades*. Springer.

Module 4: Encouraging pro environmental behaviour (10 Hours)	1.1 Changing behaviour to save environment , Informational strategies, Rewards and penalties, Persuasive technologies –ambient persuasion and group intervention, 1.2 Acceptability of environmental policies	<ul style="list-style-type: none"> • Design Pro environmental strategies • Evaluate the acceptability of environmental policies.
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References:

1. Steg, L. Van Den Berg, A.E. & De Groot, J.I.M (2019). *Environmental Psychology an Introduction* (2nd ed.).British Psychological Society and John Wiley & Sons, Ltd.
2. Arora, N & Khan, F. A (2014). *Environmental psychology*. Book enclave
3. Bell, P. A., Greene, T.C., Fishers, J. D., & Baum, A. (2001). *Environmental Psychology* (5th ed.). Thomson Wadsworth.
4. Bonnes, M., Lee, T. &Bonaicito, M (2016). *Psychological theories for environmentalissues*. Ashtage publishing
5. Chopra, K (2017). *Development and environmental policy in India- the last few decades*. Springer.
6. Clatyon, S.& Manning, C (2018). *Psychology and climate change : humanperception, impacts and responses* . Academic Press.

Additional References:

1. Eberhard. J.P (2009). *Brain Landscapes*. New York: Oxford university press
2. Nickerson, R.S. (2003). *Psychology and environmental change*. USA: Lawrence Erlbaum associations, Inc
3. Saxena, H.M. (2006). *Environmental studies*. New Delhi: Rawat Publications.
4. Uberoi,N.K.(2003). *Environmental management* (11th ed). New Delhi: Excel books.

COURSE OUTCOMES

- CO1.** Explain the role of environmental psychology for managing mental health issues
- CO2.** Evaluate environmental issues and its effect on mental health
- CO3.** Explain environmental perception and cognition and its influence on human behaviour
- CO4.** Design strategies for increasing pro environmental behaviour.

TEACHING LEARNING STRATEGIES

Lecturing. Group Discussion. ICT enabled lecturing. Debate sessions

MODE OF TRANSACTION

Offline/Online

ASSESSMENT RUBRICS

End Semester Evaluation		60
Continuous Evaluation		40
Internal Examination	40%	
Assignment	20%	
Seminar/Debate/Discussion, etc.	40%	
Total		100

Sample Questions to test Outcomes

1. Explain the factors related to acceptability of environmental policies Evaluate the different environmental policies in India
2. Explain how values and norms affect pro environmental behaviour
3. What are the major environmental stressors and its effect on human beings?

SEMESTER III

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

Course Code: MSPSY03DSE11

Course Name: HUMAN RESOURCE DEVELOPMENT

Credit	Teaching hours				Weightage Ratio		
	L	T/S	P	Total	ESE	CE	Total
3	2	1	-	3	60	40	100

L= Lecture, T/S= Tutorials/Seminar, P=Practical, ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Code & Title	MSPSY03DSE11 – HUMAN RESOURCE DEVELOPMENT		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	III
Course Objectives	The Course aims <ul style="list-style-type: none"> To equip the students with the necessary knowledge and skills as an organizational psychologist To familiarize with the basic concepts of human resource development To help student understand the concept of work motivation and job design 		

Modules	Content	Module Outcome
Module I: Introduction to I/O Psychology and HRD (15 hours)	1.1 Definition of I/O Psychology; Why individual differences are important; Brief history; 1.2 Contributing disciplines to the domain of I/O psychology; 1.3 Definitions of basic concepts of HRD; Objectives and Benefits of HRD; scope of HRD 1.4 Evolution of HRD: Development of HRD from an Indian Perspective; Importance of HRD in the present context; 1.5 HRD at macro and micro levels.	<ul style="list-style-type: none"> Explain history and scope of organizational psychology Evaluate the importance of HRD

Suggested readings specific to the module

1. Simone R., Werner, J. & Harris, D. (2009). *Human Resource Development*. (5th ed.). South-Western Cengage Learning
2. Swanson, R. & Holton, E. (2001). *Foundations of human resource development*. Berrett-Koehler Publishers

<p>Module II: HRD Process, Mechanisms and practices. (10 Hours)</p>	<p>2.1 Steps involved in HRD process: HRD needs identification or assessment, Designing of HRD programme, Delivery or implementation of HRD programme, Evaluation of HRD programme;</p> <p>2.2 HRD Mechanisms: Human resource planning , Recruitment and selection, Training, Performance and potential appraisal, career planning, promotion and transfer, Welfare and Rewards, counseling participation, Quality work life and quality circle, grievance handling, communication</p> <p>2.3 HRD Practices: Roles and practices of HRD in organizations. HRD in various organizations, effectiveness of HRD systems in service sector, Work force diversity and HRD.</p>	<ul style="list-style-type: none"> • Evaluate the steps involved in HRD process . • Analyse HRD mechanisms
<p>Suggested readings specific to the module</p> <ol style="list-style-type: none"> 1. Simone R., Werner, J. & Harris, D. (2009). <i>Human Resource Development</i>. (5th ed.). South-Western Cengage Learning 2. Swanson, R. & Holton, E. (2001). <i>Foundations of human resource development</i>. Berrett-Koehler Publishers 		
<p>Module III: Development of Human Resources (10 Hours)</p>	<p>3.1 Development of Human Capacity: Aptitude, Knowledge, Values, Skills of Human Relations, Responsiveness, Loyalty and Commitment, Transparency, career development; Learning Organization; Knowledge Management.</p> <p>3.2 Training and Development: Meaning and Scope of training, education and development; training need analysis,</p>	<ul style="list-style-type: none"> • Explain the process of developing human capacity • Compare different training methods in HRD
	<p>3.3 Types of training, Internal and external; On the job training methods, class room training Approaches, Outbound Training, Attitudinal training, In-Basket Exercise, Simulation, Vestibule training; Evaluating Training effectiveness. Employee counseling and well being.</p>	

Suggested readings specific to the module

1. Simone R., Werner, J. & Harris, D. (2009). *Human Resource Development*. (5th ed.). South-Western Cengage Learning
2. Swanson, R. & Holton, E. (2001). *Foundations of human resource development*. Berrett-Koehler Publishers

Module IV:

Communication in Organizations

(10 Hours)

4.1 Communication Importance; Processes; Communication within organization: downward, upward, lateral; Interpersonal communication: formal vs informal, communication media, technology;

4.2 Barriers of effective communication: organizational and Individual; Overcoming communication barriers:

4.3 Communication audits,

4.4 Communication cultures and individual actions

- Evaluate the importance of communication in organization
- Identify the barriers of effective communication

Suggested readings specific to the module

1. Schultz, D. P., & Schultz, E. S. (2008). *Psychology and Work today*. Mac Milan publishing company

References:

1. Schultz, D. P., & Schultz, E. S. (2008). *Psychology and Work today*. Mac Milan publishing company.
2. Simone R., Werner, J. & Harris, D. (2009). *Human Resource Development*. (5th ed.). South-Western Cengage Learning
3. Singh, N. (2011). *Industrial Psychology*. Tata McGraw hill Education privatelimited.
4. Swanson, R. & Holton, E. (2001). *Foundations of human resource development*. Berrett-Koehler Publishers
5. Luthans, F. (2011). *Organizational Behaviour*. (12th Ed.). McGraw Hill.
6. Robbins, S. P. (2010). *Organizational behaviour*. Tata Mcgraw hill publications .
7. Schiffman, L. G., Kanuk, L. L., S, R. K., & Wisenblit, J. (2010). *Consumer behaviour*. Pearson publications.

Additional References:

1. Jones, G. R., Mathew, M. (2013). *Organizational Theory, Design and change*. India: Dorling Kindersley Pvt. Ltd. Pp. 151-180.
2. Singh, K. (2013). *Organizational Behaviour*. India: Dorling Kindersley Pvt. Ltd. Pp. 265-294.

COURSE OUTCOMES

- CO1.** Explain the origin, history and scope of organizational psychology
- CO2.** Differentiate different training methods of HRD
- CO3.** Create strategies to improve communication in an organizational setting
- CO4.** Create strategies to develop human capacities in an organizational setting based on different training methods

TEACHING LEARNING STRATEGIES

Lecturing. Group Discussion. ICT enabled lecturing.

MODE OF TRANSACTION

Offline/Online

ASSESSMENT RUBRICS

End Semester Evaluation		60
Continuous Evaluation		40
Internal Examination	40%	
Assignment	20%	
Seminar/Debate/Discussion, etc.	40%	
Total		100

Sample Questions to test Outcomes

1. What are the barriers of effective communication?
2. Design an effective strategy to train employees in human resource capacities in an organization
3. Explain the importance of organizational psychologist
4. Evaluate the process of HRD

SEMESTER III

Institutional Visit

Course Code: MSPSY03DSC11 **Course Name:** Institutional Visit

Credit	Teaching hours				Weightage Ratio		
	L	T/S	P	Total	ESE	CE	Total
2	30 Hours in total				60	40	100

L= Lecture, T/S= Tutorials/Seminar, P=Practical, ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Code & Title	MSPSY03DSC11- Institutional Visit		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	III
Course Objectives	The Course aims <ul style="list-style-type: none"> • To understand about Institute structure, functions • To understand Psychologist's role in a clinical setting 		

Institutional Visits	Students are required to make a scheduled visit to Institutions of academic and professional psychology accompanied by a supervising teacher. Arrangements should be made for lecture/demonstration in each institution. Students should make a brief report about the knowledge and experience gained through the visits. The report will be evaluated by the accompanying teacher. The students are expected to visit a minimum of such five institutions	<ul style="list-style-type: none"> • Explain the role of Psychologists in different institutions.
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COURSE OUTCOME

CO1: Exposure to clinical practices and hospital settings

CO2: Networking Opportunities, Students get the chance to interact with professionals and experts within the institution

CO3: Reflection and Evaluation: After the visit, students may be required to reflect on their experiences and evaluate the relevance and applicability of what they have learned to their academic and professional goals.

TEACHING LEARNING STRATEGIES

Lecturing, Observation

MODE OF TRANSACTION

Direct Visits to Institutes

Assessment Rubrics

End Semester Evaluation (Viva)		60
Continuous Evaluation		40
Report	50%	
Participation (active interaction with the institutional authorities, readiness to learn)	30%	
Commitment & Punctuality	20%	
Total		100



SEMESTER III
MULTI-DISCIPLINARY ELECTIVE COURSE

Course Code: MSPSY03MDC01 Course Name: PSYCHOLOGY IN EVERYDAY LIFE

Credit	Teaching hours				Weightage Ratio		
	L	T/S	P	Total	ESE	CE	Total
4	3	1	-	4	60	40	100

L= Lecture, T/S= Tutorials/Seminar, P=Practical, ESE= End Semester Evaluation, CE=Continuous Evaluation

Course Code & Title	MSPSY03MDC01 – PSYCHOLOGY IN EVERYDAY LIFE		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	III
Course Objectives	The Course aims <ul style="list-style-type: none"> • To equip the students with the necessary knowledge about psychology. • To create awareness regarding human behaviour • To familiarize students in the field of Psychology 		

Module No	Module Content	Module Outcome
Module 1: Understanding human behaviour: 15 Hours	1.1 What is psychology, myths and misconception related to psychology 1.2 Methods to study behavior- observation, interview, correlation, and experimental method 1.3 Perception-, stimulus and psychological factors. Errors in Perception 1.4 states of consciousness, sleep, dreams, drugs, meditation, and hypnosis	<ul style="list-style-type: none"> • Evaluate the application of lifeskills in day today activities • Analyse different methods of doing researches in psychology.

<p>Suggested readings specific to the module.</p> <p>1. Baron,R.A (2013) <i>Psychology</i>. Pearson.</p>		
<p>Module 2: Mental Processes and Personality</p> <p>15 Hours</p>	<p>2.1 Learning- Features, Factors affecting learning,</p> <p>2.2 Memory- types and process, factors affecting memory and forgetting</p> <p>2.3 Motivation, Emotion- nature, expression and impact</p> <p>2.4 Personality. Concept. Current perspectives.</p>	<p>Explain the concepts and importance of understanding learning, memory, and motivation</p>
<p>Suggested readings specific to the module.</p> <p>1. Baron,R.A (2013) <i>Psychology</i>. Pearson.</p>		
<p>Module 3: Social Behaviour</p> <p>15 Hours</p>	<p>3.1 Attribution, attitudes</p> <p>3.2 social cognition</p> <p>3.3 prejudice, social influence</p> <p>3.4 Attraction and Love</p>	<p>Explain about social behaviours.</p>
<p>Suggested readings specific to the module.</p> <p>1. Baraon,R.A (2013) <i>Social psychology</i>. Pearson.</p>		
<p>Module 4: Psychological issues and Wellbeing</p> <p>15 Hours</p>	<p>4.1 Normality and abnormality</p> <p>4.2 Mental health and mental illness, mental health professionals</p> <p>4.3, Biological, psychological and sociocultural causal factors of abnormality</p> <p>4.4 Psychology of Wellbeing</p>	<p>Evaluate about mental health disorders and their causal factors</p>
<p>Suggested readings specific to the module.</p> <p>1. Carson,R.C, Butcher,J.N, Mineka,S, Hooley,J.M (2013) <i>Abnormal Psychology</i>. Pearson</p>		

Course Outcome

CO1: Explain the role of culture, socialization, and diversity in shaping human behaviour.

CO2: Identify and evaluate different research methods used to study human behaviour.

CO3: Evaluate about mental health disorders and their causal factors

CO4: Explain social behaviours including attitude, attributions and social perceptions

References:

1. Baron,R.A (2013) Psychology. New Delhi, Pearson.
2. Baraon,R.A (2013) Social psychology. New Delhi, Pearson.
3. Carson,R.C, Butcher,J.N, Mineka,S, Hooley,J.M (2013) Abnormal Psychology. New Delhi, Pearson.

Additional references:

1. Taylor,E.S, Peplau,L.A, &Sears,D.O (2013) Social Psychology. New Delhi, Pearson.

MODE OF TRANSACTION

- Face to face: Lecture method & Demonstration method
- Learner centered technique: Computer assisted learning & Individual project teaching
- Demonstration
- Lecture and demonstration
- PPTs

ASSESSMENT RUBRICS

End Semester Evaluation		60
Continuous Evaluation		40
Internal Examination	40%	
Assignment	20%	
Seminar/Debate/Discussion, etc.	40%	
Total		100

Sample Questions to test Outcomes.

1. How would you explain conscious altering drugs? Write about different classes of drugs.
2. Explain Ivan Pavlov's experiment and its implication in psychology
3. Explain the importance of emotions in our life
4. Analyse the Impact of Schemas on Social Cognition: Attention, Encoding, Retrieval.



SEMESTER - IV

FOURTH SEMESTER								
Course Code	Title of Paper	Contact Hours/Week			Weightage Ratio			Credits
		L	T/ S	P	ESE	CE	Total	
Discipline specific Core (DSC) Courses								
MSPSY04DSC12	APPLIED SOCIAL PSYCHOLOGY	3	1	-	60	40	100	4
MSPSY04DSC13	CLINICAL PRACTICUM	-	1	3	60	40	100	4
Dissertation								
MSPSY04DSC14	RESEARCH DISSERTATION AND VIVA	-	4	4	60	40	100	8
Discipline specific elective (DSE) courses (1 Course have to be chosen from the list)								
MSPSY04DSE12	Forensic Psychology	2	1	-	60	40	100	3
MSPSY04DSE13	Positive Psychology	2	1	-	60	40	100	3
MSPSY04DSE14	Cyber- Psychology	2	1	-	60	40	100	3
Total						400		21

SEMESTER IV

DISCIPLINE SPECIFIC CORE (DSC) COURSE

Course Code: MSPSY04DSC12

Course Name: APPLIED SOCIAL PSYCHOLOGY

Credit	Teaching hours				Weightage Ratio		
	L	T/S	P	Total	ESE	CE	Total
4	3	1	-	4	60	40	100

L= Lecture, T/S= Tutorials/Seminar, P=Practical, ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Code & Title	MSPSY04DSC12 – APPLIED SOCIAL PSYCHOLOGY		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	IV
Course Objectives	<p align="center">The Course aims</p> <ul style="list-style-type: none"> To equip the students with the necessary knowledge about social psychology. To create awareness regarding application of psychology in various social setting 		
Module No	Module Content	Module Outcome	
Module Title			
Module 1: Perspectives on Socialization 18 Hours	1.1. Core concerns of social psychology. Social psychology and related field 1.2. Brief history of Social psychology. 1.3 Theoretical perspectives in Social psychology: biological and evolutionary perspective, cultural perspectives 1.4. Perspectives on Socialization, Agents of childhood Socialization, Process of Socialization, Outcomes of Socialization..	<ul style="list-style-type: none"> Evaluate the role of social psychology in understanding human behaviour Explain the major issues in the discipline of social psychology 	

<p>Suggested readings specific to the module.</p> <p>1. Delamater, J. D., & Myers, D. J. (2007). <i>Social psychology</i> (6th ed.) . Thomson</p>		
<p>Module 2: Social perception and Pro-social behaviour</p> <p>20 Hours</p>	<p>2.1 Schemas, Schematic processing, person schemas and group, attitudes,</p> <p>2.2 prejudice and discrimination, impression formation, heuristics, stereotypes Attribution, Bias and error in attribution, cultural basis of attribution</p> <p>2.3. 4 Meaning, origins of pro-social behaviour, situation centered determinants of pro-social behaviour, perceiver centered- recipient centered determinants of helping. Steps in pro-social behaviour</p> <p>2.4. Aggression: theories, determinants of aggression, disinhibition, forms of aggression in society.</p>	<ul style="list-style-type: none"> Evaluate the applications of social psychological principles
<p>Suggested readings specific to the module.</p> <p>1. Crisp, R.J & Turner, R. N. (2007) <i>Essential Social psychology</i>.New Delhi: Sage publications</p>		
<p>Module 3:Foundations of Applied Social Psychology</p> <p>10 Hours</p>	<p>3.1 Applied social psychology. Role of personal values, history of applied social psychology,</p> <p>3.2 Approaches to Applied Social psychology,</p> <p>3.3 Social influence on behaviour,</p> <p>3.4 problem focus, levels of analysis, and roles of Applied Social psychologists</p>	<ul style="list-style-type: none"> Analyze thinking and perceiving others behaviour in a social setting.
<p>Suggested readings specific to the module.</p> <p>1. Schneider, F.W., Gruman, J A., & Coutts, L.M. (2017). <i>Applied Social Psychology</i> (3rd ed.).</p>		

<p>Module 4: Applying social psychology</p> <p>12 Hours</p>	<p>4.1 , Applying to education, Application in classroom,.</p> <p>4.2 Application to organizations, application to criminal Justice system.</p> <p>4.3 Applying social psychology to health, applying to personal relationships</p> <p>4.4 Research in social psychology, ethics and values in social psychology</p>	<ul style="list-style-type: none"> Analyse the major problems in the field of social psychology
<p>Suggested readings specific to the module.</p> <p>1. Schneider, F.W., Gruman, J A., & Coutts, L.M. (2017). <i>Applied Social Psychology (3rd ed.)</i></p>		
<p>Course outcomes:</p> <p>CO1: Evaluate the psychological interaction between individual and society</p> <p>CO2: Evaluate the influence of societal factors on individual</p> <p>CO3: Explain social psychology at individual as well as societal level.</p>		
<p>Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks) List</p> <ol style="list-style-type: none"> Crisp, R.J & Turner, R. N. (2007) <i>Essential Social psychology</i>. Sage publications Delamater, J. D., & Myers, D. J. (2007). <i>Social psychology (6th ed.)</i>. Thomson Kassin, S., Fein, S., & Markus, H.R. (2008). <i>Social psychology (7thed.)</i>. Houghton Mifflin Company. Schneider, F.W., Gruman, J A., & Coutts, L.M. (2017). <i>Applied Social Psychology (3rd ed.)</i>. 		
<p>Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks) List</p> <ol style="list-style-type: none"> Baron, R. A., Byrne, D., & Branscombe, N. R. (2008). <i>Social psychology (11th ed.)</i>. New Delhi: Pearson prentice Hall Baumister, R.F & Bushman, B.J. (2008). <i>Fundamentals of Social Psychology</i>. New Delhi: Cengage Learning Kool, V. K., & Agrawal, R. (2006). <i>Applied Social Psychology: A global perspective</i>. Atlantic Publishers 		



4. Rohall, D.E. Milkie, M.A & Lucas, J.W (2011) *Social Psychology- Sociological Perspectives* (2nd ed.). PHI Learning Pvt Lmtd
5. Semin, G.R., & Fiedler, K. (Eds.) (1996). *Applied Social Psychology*. Sagepublications
6. Smith, E.R., & Mackie, D. M. (3rd ed). (2007). *Social psychology* (3rd ed.):Psychology press.
7. Steg, L., Buunk, A P., & Rothengatter, J. (Eds.). (2008). *Applied Social Psychology understanding and managing social problems*. Cambridge

TEACHING LEARNING STRATEGIES

- 1) Lecture
- 2) Demonstration
- 3) Lecture with demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brainstorming
- 8) Collaborative learning
- 9) Problem solving
- 10) Case study
- 11) Case based study
- 12) Case analysis

MODE OF TRANSACTION

- Face to face: Lecture method & Demonstration method
- Learner centered technique: Computer assisted learning & Individual project teaching
- Demonstration

- Lecture and demonstration
- PPTs

ASSESSMENT RUBRICS

End Semester Evaluation		60
Continuous Evaluation		40
Internal Examination	40%	
Assignment	20%	
Seminar/Debate/Discussion, etc.	40%	
Total		100

Some questions to test outcome.

1. How Experimental psychology and social psychology are related?
2. How would you explain the theoretical background of developmental social psychology?
3. Evaluate group stereotypes, stereotypic threats and errors caused by stereotypes Which are the factors that determine aggression in a person?

How can you describe social cognitive developmental perspective on aggression?



SEMESTER IV

DISCIPLINE SPECIFIC CORE (DSC) COURSE

Course Code: MSPSY04DSC13 Course Name: CLINICAL PRACTICUM

Credit	Teaching hours				Weightage Ratio		
	L	T/S	P	Total	ESE	CE	Total
4	-	1	3	4	60	40	100

L= Lecture, T/S= Tutorials/Seminar, P=Practical, ESE= End Semester Evaluation, CE=Continuous Evaluation

Course Code & Title	MSPSY04DSC13 – CLINICAL PRACTICUM		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	IV
Course Objectives	The Course aims <ul style="list-style-type: none">• To give exposure to clinical setting• To provide training in psychological services in a hospital setting• To develop skills in the field of clinical psychology		

In the fourth semester, each student is expected to have practical exposure. As a part of the practicum, students are to do an internship in an approved institution where services of Clinical / Counselling Psychologist is available. The internship should generate high level competencies and skill to impart counselling services. The student has to do the internship for a period of two months in a hospital setting under the supervision of a clinical / counselling psychologist. The student has to submit a detailed report on his/her activities in the institution/setting, which has to be certified by the respective faculty member.

A detailed report should be prepared as part of the practicum. The report should contain a brief description about the institute, facilities available, faculty in charge etc, and five case studies, five clinical assessments of different genre, three case management each with counselling and psychotherapy, details of training obtained, etc.

ASSESSMENT RUBRICS

Clinical Practicum (Internship) (External valuation)

The student has to work with a qualified practicing clinical /counselling psychologist who will make the valuation of practicum on the following aspects.

1. Competency in professional conduct and ethics (interpersonal relationship, readiness to receive supervision, professional responsibility and documentation, efficiency and time management) – 30%
2. Competency in theories and effective counselling & psychotherapeutic intervention (client risk management and confidentiality, Diagnostics skills, Case conceptualization and Treatment goals, and therapeutic intervention) – 40%
3. Skills acquired during clinical practice - 30%

Clinical Practicum (Internship) (Internal valuation)

The internal evaluation of the clinical practicum is based on the clinical report and the viva voce conducted by a board which consist of three faculty members constituted by the department council. The board should be constituted every year for this purpose. Of the total 40% of the Weightage, 50% will be for the internship report. The assessment of the report is based on the analytical skills used in evaluating the cases, interpretation, diagnosis, management strategies etc. The remaining 50% should be given on the basis of the performance in the viva. The assessment will be based on the skills in clinical attitude, assessment, diagnosis, and management.



SEMESTER IV

DISCIPLINE SPECIFIC CORE (DSC) COURSE

Course Code: MSPSY04DSC14

Course Name: RESEARCH DISSERTATION AND COURSE VIVA

Credit	Teaching hours				Weightage Ratio		
	L	T/S	P	Total	ESE	CE	Total
8	-	4	4	8	60	40	100

L= Lecture, T/S= Tutorials/Seminar, P=Practical, ESE= End Semester Evaluation, CE=Continuous Evaluation

Course Code & Title	MSPSY04DSC14 – RESEARCH DISSERTATION AND COURSE VIVA		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	IV
Course Objectives	The Course aims <ul style="list-style-type: none"> • To give exposure to step-by-step research methods • To provide training in behavioural science research • To develop skills to collect, analyse, interpret data and write a research report 		

The student has to do a dissertation based on a topic of his/her own choice under the supervision of a faculty from the concerned department. Each student is expected to conduct a research project on various issues in relation to psychology. The project work shall be initiated in third semester and expected to complete in fourth semester which will be evaluated both internally and externally. The student has to plan a research proposal and make an initial synopsis presentation wherein he/she introduces the problem, its relevance, the method, expected outcome etc., and internal evaluation of the presentation will be made. The supervising teacher will monitor the student's progress. The final project report has to be submitted in the prescribed format (as per the APA guidelines) by the end of the fourth semester. The dissertation should be structured in five chapters, viz., Introduction, review, method, result and discussion, summary and conclusion and references.

COURSE VIVA

A viva voce will be conducted at the end of the fourth semester. The dissertation viva focuses on the research work carried out by the student. The course viva covers the whole four semesters, including theoretical concepts, therapies, counseling and about the current researches. The viva board comprises of 3 members including two external examiners and head of the department or a faculty member nominated by the head of the department

ASSESSMENT RUBRICS

End Semester Assessment

The ESA will be done by the external examiner appointed by the University. The evaluation shall focus on the novelty and originality of the research topic, conceptualizing the topic and presenting it in the introduction, establishing the need and significance of the study, reviewing the literature, contribution of the researcher in summarizing the reviews, clear methodology which includes information like design, sample, tools, techniques, procedure, using appropriate statistics with its rationale, presenting the results and interpreting the scores meaningfully referring to the review and personal observations, and finally consolidating the findings & implications etc. The distribution of weightages shall be as per the following pattern.

Sl No	Content	Weightage
1	Introduction & Review of literature	10%
2	Method	10%
3	Result & Discussion	10%
4	Summary, Conclusion and references	10%
5	Originality and novelty of the work	10%
6	Dissertation VIVA	25%
7	Course VIVA	25%
Total weightage ratio		60

If the area of study is a new field or the study paper is an emerging area, where literature may not be available or may be scanty, in such cases weightages for review and references will be given for originality and uniqueness of the work.

Continuous Assessment

The supervising guide shall allot weightage out of 40 for the research aptitude, interest and commitment in the research work the student has undertaken. Continuous evaluation will consider from the beginning of research proposal to the submission of dissertation. Students should be completed research proposal in the beginning (1st month) of third semester and get necessary approval from the authority. A manuscript of the research work for the publication should be submitted as part of the continuous evaluation. A copy of the research thesis should be submitted to the supervising teacher also.

SEMESTER IV

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE

Course Code: MSPSY04DSE12 Course Name: FORENSIC PSYCHOLOGY

Credit	Teaching hours				Weightage Ratio		
	L	T/S	P	Total	ESE	CE	Total
3	2	1	-	3	60	40	100

L= Lecture, T/S= Tutorials/Seminar, P=Practical, ESE= End Semester Evaluation, CE=Continuous Evaluation

Course Code & Title	MSPSY04DSE12 – FORENSIC PSYCHOLOGY		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	IV
Course Objectives	<p>The Course aims</p> <ul style="list-style-type: none"> • To equip the students with the necessary knowledge and skills to work as a forensic psychologist • To create awareness about the significance of forensic psychology • To familiarize students with the major concepts, theories and issues regarding forensic psychology 		

Modules	Content	Module Outcome
Module I: Introduction (10 hours)	<p>1.1 Forensic Psychology: Nature, Introduction, Definition, scope, History, Current Trends.</p> <p>1.2 Education, Training and Research. Role of Forensic Psychology in Organization and with Offenders.</p> <p>1.3 Professional Issues; Professional training and education in forensic psychology</p> <p>1.4 Forensic psychology in India, Ethical & legal issues in forensic practice;</p> <p>1.5 Branches of Forensic Psychology. Police Psychology.</p>	<ul style="list-style-type: none"> • Evaluate the theoretical and professional aspects of criminal and forensic psychology

Suggested readings specific to the module

1. Wrightsman, L. S. & Fulero, S. M. (2008). Forensic psychology (3rd Ed.). Belmont, CA: Wadsworth Publishing Co.
2. Haward, L. (1981). Forensic psychology. London: Batsford Academic and Educational Ltd

Module II:
Investigations and Assessment

(10 Hours)

2.1 Investigations in Forensic Psychology. Profiling. Psychological Sketch. Risk Factor Prediction. Polygraph. Forensic Hypnosis. Brain Finger Printing. Examination of the Crime Scene. Collection of Material Evidences. Investigative psychology –crime scene and investigation

2.2 Assessment and evaluation in forensic psychology; Psychological tests, types and characteristics of tests in forensic psychology – intelligence, personality, neurobiological testing; ethical issues in testing.

- Evaluate various applications in criminal and forensic psychology

Suggested readings specific to the module

1. Wrightsman, L. S. & Fulero, S. M. (2008). Forensic psychology (3rd Ed.). Belmont, CA: Wadsworth Publishing Co.
2. Haward, L. (1981). Forensic psychology. London: Batsford Academic and Educational Ltd

Module III:
Major Issues in Forensic Psychology

(10 Hours)

3.1 Criminal Psychology: Definition, nature and scope of criminal psychology

3.2 Theories of crime- Psychological theories, Social theories

3.3 Psychological disorders and criminal behaviour- psychotic disorders, bipolar disorders, intellectual disabilities, major depression

3.4 Psychopath – general characteristics, antisocial personality disorder and psychopathy, prevalence of criminal psychopathy, psychological measures of psychopathy, juvenile psychopath, female psychopath

3.5 Mentally ill offenders, amnesia for criminal behaviour, serial killers and rampage killers, sex offenders

- Explain behaviour of criminals and role of psychologists in the field of forensic and criminal matters

Suggested readings specific to the module

1. Dvey G (2011). *Applied Psychology*. British Psychological Society and Blackwell Publishers Ltd.
 2. Gadd D & Jefferson T (2007). *Psychosocial Criminology, An Introduction*. Sage Publications Ltd.
 3. Marsh I., Melville G., Morgan K., Norris G & Walkington Z (2006). *Theories of Crime*. British Library Cataloguing in Publication Data.
- Reid S. T (2006). *Crime and Criminology*, (11th edn). McGraw-Hill.
- Umadethan B. (2011). *Forensic Medicine*. CBS Publishers and Distributors

Module IV:

Criminal profiling

(15 Hours)

4.1 The psychologist in court – expert evidence, pre-trial preparation, examination in chief, cross examination; Competency to stand trial, eye witness memory; eye witness testimony and false confession-evidence in court, consequences and types of false confessions; Criminal competencies, **4.2 Psychology of aggression and violence**, terrorism – domestic; drugs and crime; cyber crimes – terrorism, bullying, harassment, talking; psychological autopsy- manner of death

4.3 Psychological profiling, linking crime and personality of criminals in the context of law, future directions in criminal profiling.

4.4 Psychology of violence and intimidation, psychology of sexual assault

4.5 Forensic psychology and victims of crime, Factors affecting victimization

4.6 New trends in forensic psychology

- Explain skills to deal with various aspects of forensic and criminal field

Suggested readings specific to the module

4. Loftus, E. F. (1996). *Eyewitness testimony: With a new preface*. Cambridge, MA: Harvard University Press.
5. Ross, F. D., Read, D. J., & Toglia, M. P. (1994). *Adult eyewitness testimony*. New York: Cambridge University Press.
6. Webb, D. (2013). *Criminal profiling: An introductory Guide*. Independent Publishing Platform.

Reference:

1. Batchman, R., & Schutt, R. K. (2008). Fundamentals of research in criminology and criminal justice. London: Sage.
2. Bartol, Curt R & Bartol, Anne M, (2008) Current perspectives in Forensic Psychology and Criminal Behaviour, Sage, London.
3. Bartol C.R & Bartol A.M (2008). Introduction to Forensic Psychology, Research and Application. (2nd edn). USA: Sage Publications Inc. – Module 2,3,4 ,5
4. Bull R., Cooke C., Hatcher R., Woodhams J., Bilby C & Grant T (2010). Criminal
5. Davis F. D & Bukist W (2006). 21st Century Psychology, A reference Handbook, Vol 2., USA: Sage Publications Ltd.
6. Dvey G (2011). Applied Psychology. UK: British Psychological Society and Blackwell Publishers Ltd.
7. Gadd D & Jefferson T (2007). Psychosocial Criminology, An Introduction. Chennai: Sage Publications Ltd.
8. Haward, L. (1981). Forensic psychology. London: Batsford Academic and Educational Ltd.
9. Howitt, D. (2002). Forensic and criminal psychology. New Delhi, India: Prentice Hall.
10. Loftus, E. F. (1996). Eyewitness testimony: With a new preface. Cambridge, MA: Harvard University Press.
11. Marsh I., Melville G., Morgan K., Norris G & Walkington Z (2006). Theories of Crime. UK: British Library Cataloguing in Publication Data.
12. Reid S. T (2006). Crime and Criminology, (11th edn). New York: McGraw-Hill. Umadethan B. (2011). Forensic Medicine. New Delhi: CBS Publishers and Distributors.
13. Ross, F. D., Read, D. J., & Tolia, M. P. (1994). Adult eyewitness testimony. New York: Cambridge University Press.
14. Sellers, C.S & Akers. R.L (2004). Criminological theories introduction, Evaluation, and Application. Rawat Publications. Delhi. –module 1 (theories)
15. Webb, D. (2013). Criminal profiling: An introductory Guide. UK: Independent Publishing Platform.
16. Wrightsman, L. S. & Fulero, S. M. (2008). Forensic psychology (3rd Ed.). Belmont, CA: Wadsworth Publishing Co.

COURSE OUTCOMES

- CO1.** Explain the features and concepts of forensic psychology
- CO2.** Evaluate theoretical perspectives within forensic psychology
- CO3.** Critically evaluate the role of forensic psychologist

TEACHING LEARNING STRATEGIES

Lecturing. Group Discussion. ICT enabled lecturing.

MODE OF TRANSACTION

Offline/Online

ASSESSMENT RUBRICS

End Semester Evaluation		60
Continuous Evaluation		40
Internal Examination	40%	
Assignment	20%	
Seminar/Debate/Discussion, etc.	40%	
Total		100

Sample Questions to test Outcomes

1. What are the major roles of a forensic psychologist?
2. Explain the Importance of criminal profiling
3. Evaluate the evolution of the field of forensic psychology
4. How are psychological characteristics linked with criminal behaviour?

SEMESTER IV

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE

Course Code: MSPSY04DSE13 Course Name: POSITIVE PSYCHOLOGY

Credit	Teaching hours				Weightage Ratio		
	L	T/S	P	Total	ESE	CE	Total
3	2	1	-	3	60	40	100

L= Lecture, T/S= Tutorials/Seminar, P=Practical, ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Code & Title	MSPSY04DSE13 POSITIVE PSYCHOLOGY		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	IV
Course Objectives	<p>The Course aims</p> <ul style="list-style-type: none"> • To experience how positive psychology is relevant to your life • To understand the research methods used in positive psychology • To explain the historical, theoretical and interventions in field of positive psychology • To apply the positive psychological interventions. • To evaluate the strengths of individuals and apply the intervention to address problems • To equipped to apply positive psychology interventions to enrich the wellbeing of individuals, families, communities and institutions 		

Module No. Module Title	Module Content	Module Outcome
Module 1: Happiness /Wellbeing (15 Hours)	<p>1.1 Introduction to positive psychology- assumptions, goals, definitions; pillars of positive psychology; historical view, components and perspectives</p> <p>1.2 Happiness what is it? How is it measured? ; Determinants of happiness-hedonic adaptation and role of circumstances, volitional behaviour, free will and self determination theory</p> <p>1.3 Wellbeing – philosophical roots, Aristotle and the western tradition, other cultures and traditions, hedonics and eudaimonics,</p>	<ul style="list-style-type: none"> • Experience how positive psychology is relevant to your life • Understand the research methods used in positive psychology <p>Equipped to apply positive psychology interventions to enrich the wellbeing of individuals, families, communities and institutions</p>

	<p>science of subjective wellbeing, can wellbeing be learned? Wellbeing interventions, happiness across cultures</p>	
<p>Suggested readings specific to the module.</p> <ol style="list-style-type: none"> 1. Baumgardner, S.R.& Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall. – (module1) 2. Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge. 3. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press. 4. Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster. 5. Snyder, C.R., &Lopez,S.J.(2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage 		
<p>Module 2: Basic areas of positive psychology (10 Hours)</p>	<p>2.1 Positive emotions–Evolution of positive emotion, Theories of emotion, positive, negative and many others, broaden and build theory;, contentment-optimism, pleasure and gratification</p> <p>2.2 Applications of positive emotions, resilience- theories, risk and protective factors</p>	<p>1. Understand the research methods used in positive psychology</p>
<p>Suggested readings specific to the module.</p> <ol style="list-style-type: none"> 1. Baumgardner, S.R.& Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall. – (module1) 2. Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge. 3. Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster. 4. Snyder, C.R., &Lopez,S.J.(2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage 		
<p>Module 3: Character Strengths (10 Hours)</p>	<p>3.1. Character strengths–defining and assessing, strengths vs weaknesses, Strength and virtues- love, altruism, hope, forgiveness, gratitude, optimism; how happy is our class?</p> <p>3.2. Love and social connectedness, cooperation, peace making, trust, kindness, modesty,</p>	<ul style="list-style-type: none"> • Apply the positive psychological interventions. • Evaluate the strengths of individuals and apply the

	<p>respect, creativity; self-discipline and grit, flow</p>	<p>intervention to address problems</p>
<p>Suggested readings specific to the module.</p> <ol style="list-style-type: none"> 1. Seligman, M.E.P. (2002). <i>Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment</i>. New York: Free Press/Simon and Schuster. 2. Snyder, C.R., & Lopez, S.J. (2007). <i>Positive psychology: The scientific and practical explorations of human strengths</i>. Thousand Oaks, CA: Sage. 3. Haidt, J. (2005). <i>The Happiness Hypothesis: Finding Modern Truth in Ancient Wisdom</i>. New York, NY: Basic Books. 4. Snyder, C. R., & Lopez, S. (Eds.). (2002). <i>Handbook of positive psychology</i>. New York: Oxford University Press. 		
<p>Module 4: Training the mind and Applications (10 Hours)</p>	<p>4.1 Personal goals 4.2 self concept, self regulation and self control 4.3 positive traits- positive and negative affectivity 4.4 positive self: self esteem, efficacy and positive self 4.5 mindfulness, flow and spirituality 4.6 Culture and wellbeing 4.7 Positive education, positive workplaces, positive aging, positive psychology for disability and rehabilitation, self help; 4.8 Clinical Applications- Positive psychological interventions-gratitude interventions, forgiveness intervention, hope intervention, optimism, strengths intervention, meaning oriented intervention, mindfulness 4.9 Future directions of positive psychology</p>	<ul style="list-style-type: none"> • Explain the historical, theoretical and interventions in field of positive psychology
<p>Suggested readings specific to the module.</p> <ol style="list-style-type: none"> 1. Nakamura, J., Csikszentmihalyi, & Donaldson, S.I. (2011) <i>Applied positive psychology improving everyday life, health schools, work, and society</i>. New York: Psychology press. 2. Schueller, S.M., & Parks, A.C. (2014) <i>The Wiley Blackwell handbook of Positive Psychological Interventions</i>. UK: John Wiley and son's ltd. 3. Snyder, C.R & Lopez, S.J., Pedrotti, J.T. (2011). <i>Positive Psychology – The scientific and practical explorations of human strengths</i> (2nd ed.). Thousand Oaks: Sage Publications 		

4. Proctor.C(2017). Positive psychology in practice.Springer .Switzerland

Course Outcome

CO1. Identify the basic premises of Positive Psychology, and analyse criticisms of the field.

CO2. Identify different ways to define and measure happiness, as well as variables that are related/unrelated to happiness and well-being.

CO3. Describe the history of Positive Psychology and its relationship to traditional psychology.

CO4. Identify the difference between values and character strengths. Use signature strengths in new ways.

CO5. Identify the components of enabling institutions.

CO6. Demonstrate comprehension of research and current theories in Positive Psychology.

CO7. Develop Positive Psychology interventions to increase personal well-being.

References:

Core Compulsory Readings

1. Cleave (2016). Positive psychology: A Toolkit for Happiness, purpose and wellbeing. India, Penguin books.
2. Joseph (2015). Positive Psychology in practice. Promoting human flourishing in work, health, education and everyday life. New Jersey, John Wiley and Sons..
3. Baumgardner, S.R.& Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall. – (module1)
4. Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.
5. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.
6. Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster.
7. Snyder, C.R., & Lopez,S.J.(2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.
8. Haidt, J. (2005). The Happiness Hypothesis: Finding Modern Truth in Ancient Wisdom. New York, NY: Basic Books.
9. Snyder, C. R., & Lopez, S. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press.
10. Nakamura,J., Csikszentmihalyi, &Donaldson,S.I.(2011) Applied positive psychology improving everyday life, health schools, work, and society. New York: Psychology press.
11. Schueller, S.M,& Parks, A.C.(2014) The Wiley Blackwell handbook of Positive Psychological Interventions. UK: John Wiley and son's ltd.
12. Snyder, C.R & Lopez, S.J., Pedrotti, J.T. (2011). Positive Psychology – The scientific and practical explorations of human strengths (2nd ed.). Thousand Oaks: Sage Publications
13. Proctor.C(2017). Positive psychology in practice.Springer .Switzerland

**Additional References:**

1. Lopez. S.J. (2011). The Encyclopedia of Positive Psychology. John Wiley & Sons, Volume 1 & 2

TEACHING LEARNING STRATEGIES

Lecturing. Group Discussion. ICT enabled lecturing.

MODE OF TRANSACTION

Offline/Online

ASSESSMENT RUBRICS

End Semester Evaluation		60
Continuous Evaluation		40
Internal Examination	40%	
Assignment	20%	
Seminar/Debate/Discussion, etc.	40%	
Total		100



SEMESTER IV

DISCIPLINE SPECIFIC ELECIIVE (DSE) COURSE

Course Code: MSPSY04DSE14 Course Name: Cyber-Psychology

Credit	Teaching hours				Weightage Ratio		
	L	T/S	P	Total	ESE	CE	Total
3	2	1	-	3	60	40	100

L= Lecture, T/S= Tutorials/Seminar, P=Practical, ESE= End Semester Evaluation, CE= ContinuousEvaluation

Course Code & Title	MSPSY04DSE14- CYBER PSYCHOLOGY		
Programme	M.Sc. Clinical and Counselling Psychology	Semester	IV
Course Objectives	The Course aims <ul style="list-style-type: none"> • Understanding cyber psychology as a sub field. • Acquire skills to work in the field of cyber and forensic psychology • Work in holistic manner with regard to the various online and cyber psychological issues. 		

Module No. Module Title	Module Content	Module Outcome
Module 1: Introduction to cyber psychology (10 Hrs)	1.4 Meaning of Cyber Psychology and Cyberspace;History; 1.5 Technology Across Lifespan; cyberspace as a psychological space - Basic psychological features of cyberspace-Networks as "Mind" and "Self"- Presence. 1.6 Social Psychology of cyberspace: Self and community in the age of Internet. Role of psychologist in cyberspace; 1.7 Methods of Studying – Observational, Correlational, Experimental, Online Methods; Research Ethics in Cyberpsychology;	<ul style="list-style-type: none"> • Understanding basic idea about cyber-psychology



	<p>Suggested readings specific to the module.</p> <p>1 Cyberpsychology, An Introduction to Human-Computer Interaction, University of Maryland, College Park</p>	
<p>Module 2: Human Interactions Online (10 Hrs)</p>	<p>2.1 Self and identity in cyberspace, Equalization Hypothesis, Social Identity Model of De-individuation Effects (SIDE) Theory, Impression management, Broadcasters and communicators, Online dating 2.2 Prejudice and Stereotyping Online, Sexual Harassment Online, Cyberstalking, Griefing. 2.3 Studying in a Multitasking Environment, Attention, Developing self control.</p>	<ul style="list-style-type: none"> Analyzing human online interactions with the help of cyber psychology
<p>Module 3: Cyber space and mental health (15 Hrs)</p>	<p>Suggested readings specific to the module.</p> <p>1. Connolly I. Palmer M. Barton H. & Kirwan G. (2016). <i>An introduction to cyberpsychology</i>. Routledge. Retrieved July 30 2023 from https://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=1202183.</p> <p>3.3. Importance of Mental Health in cyber space; internet-based disorders – Gaming, Cyber Bullying, Cybersickness, Cyberchondriasis, Phantom Effect, 3.4. Online Depression, Internet Addictions, Nomophobia, Google Effect; Social Media And Cyber psychology Behaviors- Comparison and Low Self-Esteem, Depression, Social Isolation and Ostracism, Negative Relationships, Fear of Missing Out (FOMO), Sleep Deprivation, Addictive Behavior, Eating Disorder, ADHD, 3.5. Positive Correlates of Social Media Use, Social Media and Memes; Psychotherapy in Cyberspace - A Five-Dimensional Model of Online and Computer mediated Psychotherapy. 3.6. Online Mental Health Therapies-Individual Telepsychotherapy, Self-Help Therapy, Online Self-Help Groups, Uses of Therapy in Mental Health Care Tools- Client and Therapist Relation, Telepsychiatry, Emails, Internet Relate Chats, Video Conferencing, Shared Hypermedia Tools.</p>	<ul style="list-style-type: none"> Understanding cyber space and its relevance, contribution of cyber-Psychology Uses of cyber psychology in treating metal health issues
<p><i>MSc. Clinical and Counselling Psychology – Scheme and Syllabus - 2023 Admission onwards</i></p>		<p>155</p>



	<p>Suggested readings specific to the module.</p> <p>1. Monica T. Whitty, Garry Young (2016). <i>Cyberpsychology: The Study of Individuals, Society and Digital Technologies</i>. BPS text book</p>
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<p>Module 4: Applications of Cyber Psychology (10hrs)</p>	<p>4.10 Applications in forensic setting, Cyber crime</p> <p>4.11 Applications in Clinical Psychology and cyber therapy</p> <p>4.12 Applications in Sports and Health Psychology</p> <p>4.13 Applications in School, Educational setting</p>	<ul style="list-style-type: none"> • Understanding and applications of Cyber psychology in different settings
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<p>Suggested readings specific to the module.</p> <p>1. Connolly I. Palmer M. Barton H. & Kirwan G. (2016). <i>An introduction to cyberpsychology</i>. Routledge .</p>

<p>Course Outcome</p> <p>CO1: Orient students to the relatively new branch of Cyber Psychology.</p> <p>CO2: Help future students of clinical psychology to study and identify Cyber Psychology Behaviors.</p> <p>CO3: Address mental health issues that arise from cyber bullying, cybercrime and online addiction.</p> <p>CO4: Create awareness of appropriate online communication and computer mediated psychotherapies</p>
<p>References:</p> <p>Core Compulsory Readings</p> <ol style="list-style-type: none"> 1. Cyberpsychology, An Introduction to Human-Computer Interaction, University of Maryland, College Park. 2. Towards Cyberpsychology: Mind, Cognitions and Society in the Internet Age Amsterdam, IOS Press, © 2001, 2002, 2003 3. Dr Aiken.M (2016), <i>he Cyber Effect: A Pioneering Cyberpsychology’s Explains How Human Behavior Changes Online</i>, published by John Murray- A Hachette UK company 4. Monica T. Whitty, Garry Young (2016). <i>Cyberpsychology: The Study of Individuals, Society and Digital Technologies</i>. BPS text book 5. Irene Connolly, Marion Palmer, Hannah Barton, Gráinne Kirwan(2016), <i>An Introduction to Cyber psychology</i>, Routledge.London <p>Additional References:</p> <ol style="list-style-type: none"> 1. Calvo, R. A., D'Mello, S., Gratch, J. M., &Kappas, A. (Eds.). (2015). <i>The Oxford handbook of affective computing</i>. Oxford University Press, USA



TEACHING LEARNING STRATEGIES

Lecturing. Group Discussion. ICT enabled lecturing.

MODE OF TRANSACTION

Offline/Online

Assessment Rubrics

End Semester Evaluation		60
Continuous Evaluation		40
Internal Examination	40%	
Assignment	20%	
Seminar/Debate/Discussion, etc.	40%	
Total		100

Sample Questions to test Outcomes

1. What are the applications of cyber psychology in educational setting
2. Explain the Importance of cyber Psychology
3. Evaluate the evolution of the Cyber Psychology