

AIBAS SYLLABUS

2017-18



**Model Framework for Programme Structure &
Curriculum**

Institution: AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

Programme Title: B.A. (H) APPLIED

PSYCHOLOGY Duration of the Program (in yrs): 3

Years

Semesters: 6

Batch: 2019-22

Level: Undergraduate

Programme Description:

The BA(H) Applied Psychology Programme at Amity Institute of Behavioural & Allied Sciences (AIBAS) offers a broad and self-contained introduction which covers the basic principles of learning, biological bases of behaviour, thinking, memory, personality, social influences on behaviour (Social Psychology),

Programme Educational Objectives/Goals:

- **Base of Knowledge:** Develop a broad base of knowledge in the various domains of Psychology in order to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural element.
- **Research Acumen:** Interpret how research methods are used to test alternative explanations of human thought and behavior in a variety of problem domains, both basic (theoretical) and applied (practical).
- **Practical Skills:** Synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, school, hospital etc.

FIRST SEMESTER

Course Code	Course Title	Course Type	L	T	P	Total Credits
PSY-101	INTRODUCTION TO PSYCHOLOGY-I	Core Course	3	1	-	4
PSY-102	BASIC RESEARCH METHODOLOGY-I	Core Course	3	1	-	4
PSY-103	BIOPSYCHOLOGY	Core Course	3	1	-	4
PSY-104	STATISTICS IN PSYCHOLOGY-I	Core Course	3	1	-	4
PSY-105	SCHOOLS OF PSYCHOLOGY	Core Course	2	1	-	3
EVS-142	ENVIRONMENTAL STUDIES-I	Value Added Course -EVS	2	-	-	2
PSY-100	EXPERIMENTAL PSYCHOLOGY-I	Core Course	-	-	4	2
BCU-141	COMMUNICATION SKILLS – I	Value Added Course -BC	1	-	-	1
BSU-143	BEHAVIOURAL SCIENCE – I	Value Added Course -BS	1	-	-	1
FLU-144	FRENCH	Value Added Course -FBL	2	-	-	2
NTP-103	TERM PAPER I	Non Teaching Credit Course	-	-	-	1
	TOTAL					28

SECOND SEMESTER						
Course Code	Course Title	Course Type	L	T	P	Total Credits
PSY -201	INTRODUCTION TO PSYCHOLOGY-II	Core Course	3	1	-	4
PSY -202	BASIC RESEARCH METHODOLOGY-II	Core Course	3	1	-	4
PSY -203	INTRODUCTION TO PERSONALITY THEORIES	Core Course	3	1	-	4
PSY-204	STATISTICS IN PSYCHOLOGY-II	Core Course	3	1	-	4
PSY-205	SOCIAL PSYCHOLOGY	Core Course	2	1	-	3
EVS-242	ENVIRONMENTAL STUDIES-II	Value Added Course -EVS	2	-	-	2
PSY-200	EXPERIMENTAL PSYCHOLOGY-II	Core Course	-	-	4	2
BCU-241	COMMUNICATION SKILLS - II	Value Added Course -BC	1	-	-	1
BSU-243	BEHAVIOURAL SCIENCE – II	Value Added Course -BS	1	-	-	1
FLP-244	FOREIGN LANGUAGE - II	Value Added Course -FBL	2	-	-	2
NSM-205	SEMINAR	Non Teaching Credit Course	-	-	-	1
	TOTAL					28

SUMMER INTERNSHIP PROJECT: Students get opportunity in diversified Institutes e.g. Corporate Sector, Schools, NGOs and Hospitals. They will be guided by an internal and external supervisor from their respective Institute. Duration of internship will be four weeks in the month of June.

THIRD SEMESTER

Course Code	Course Title	Course Type	L	T	P	Total Credits
PSY-301	DEVELOPMENTAL PSYCHOLOGY	Core Course	3	1	-	4
PSY-302	POSITIVE PSYCHOLOGY	Core Course	3	1	-	4
PSY-303	PSYCHOMETRIC ASSESSMENT	Core Course	3	1	-	4
PSY-304	SOCIAL GERONTOLOGY AND HEALTH	Core Course	3	1	-	4
PSY-305	ENVIRONMENTAL PSYCHOLOGY	Core Course	2	1	-	3
PSY-300	PSYCHOLOGY - BASIC PRACTICAL I	Core Course	-	-	4	2
BCU-341	COMMUNICATION SKILLS – III	Value Added Course -BC	1	-	-	1
BSU-343	BEHAVIOURAL SCIENCE – III	Value Added Course -BS	1	-	-	1
FLU-344	FRENCH	Value Added Course -FBL	2	-	-	2
NTP-303	TERM PAPER-II	Non Teaching Credit Course	-	-	-	2
NSP-306	SUMMER INTERNSHIP PROJECT (EVALUATION)	Non Teaching Credit Course	-	-	-	2
	TOTAL					29

FOURTH SEMESTER						
Course Code	Course Title	Course Type	L	T	P	Total Credits
PSY-401	INTRODUCTORY COUNSELING PSYCHOLOGY	Core Course	3	1	-	4
PSY-402	ABNORMAL PSYCHOLOGY	Core Course	3	1	-	4
PSY-403	INTRODUCTION TO ORGANIZATIONAL PSYCHOLOGY	Core Course	3	1	-	4
PSY-400	PSYCHOLOGY - BASIC PRACTICAL II	Core Course	-	-	4	2
BCU-441	COMMUNICATION SKILLS – IV	Value Added Course -BC	1	-	-	1
BSU-443	BEHAVIOURAL SCIENCE – IV	Value Added Course -BS	1	-	-	1
FLU-444	FRENCH	Value Added Course -FBL	2	-	-	2
NCS-408	CASE STUDY PRESENTATION	Non Teaching Credit Course	-	-	-	2
PICK ANY THREE COURSES OF YOUR CHOICE OUT OF THE FOLLOWING COURSES						
PSY-404	SPORTS PSYCHOLOGY	Specialization Elective Course	2	1	-	3
PSY-405	PSYCHOLOGY AND LIFE SKILLS	Specialization Elective Course	2	1	-	3
PSY-406	EDUCATIONAL PSYCHOLOGY	Specialization Elective Course	2	1	-	3
PSY-407	PSYCHOLOGY OF HEALTH AND YOGA	Specialization Elective Course	2	1	-	3
	TOTAL					29

SUMMER FIELD WORK

FIFTH SEMESTER

Course Code	Course Title	Course Type	L	T	P	Total Credits
PSY-501	Clinical Psychology	Core Course	3	1	-	4
PSY-502	Gender Psychology	Core Course	3	1	-	4
PSY-500	Psychology - Basic Practical III	Core Course	-	-	4	2
BCU-541	Communication Skills – III	Value Added Course -BC	1	-	-	1
BSU-543	Behavioural Science – V	Value Added Course -BS	1	-	-	1
FLU-544	French	Value Added Course -FBL	2	-	-	2
NTP-503	Term Paper-III	Non Teaching Credit Course	-	-	-	2
NSP-506	Summer Fieldwork (Evaluation)	Non Teaching Credit Course	-	-	-	4
PICK ANY THREE COURSES OF YOUR CHOICE OUT OF THE FOLLOWING GROUPS						
PSY -503	Psychology of Motivation and Leadership	Specialization Elective Course	2	1	-	3
PSY-504	Psychological Practices in Organisations	Specialization Elective Course	2	1	-	3
PSY-505	School Counseling	Specialization Elective Course	2	1	-	3
PSY-506	Forensic Mental Health	Specialization Elective Course	2	1	-	3
PSY-507	Psychology of Caregivers	Specialization Elective Course	2	1	-	3
PSY-508	Introduction to Community Psychology	Specialization Elective Course	2	1	-	3
PSY-509	Science of Well-being	Specialization Elective Course	2	1	-	3
	TOTAL					29

SIXTH SEMESTER						
Course Code	Course Title	Course Type	L	T	P	Total Credits
PSY-601	Psychology of Differentially-abled Children (Special Education)	Core Course	3	1	-	4
PSY-600	Psychology Basic Practical IV	Core Course	-	-	4	2
BCU-641	Communication Skills – IV	Value Added Course -BC	1	-	-	1
BSU-643	Behavioural Science – VI	Value Added Course -BS	1	-	-	1
FLU-644	French	Value Added Course -FBL	2	-	-	2
NMP-601	Major Project	Non Teaching Credit Course	-	-	-	6
PICK ANY FOUR COURSES OF YOUR CHOICE OUT OF THE FOLLOWING COURSES						
PSY-602	Planning Recruitment and Selection	Specialization Elective Course	2	1	-	3
PSY-603	Introduction to Industrial Relations	Specialization Elective Course	2	1	-	3
PSY-604	Psychology of Exceptional and Gifted Children	Specialization Elective Course	2	1	-	3
PSY-605	Teaching and Learning Techniques	Specialization Elective Course	2	1	-	3
PSY-606	Human Skill Development	Specialization Elective Course	2	1	-	3
PSY-607	Psychology of Aging	Specialization Elective Course	2	1	-	3
PSY-608	Science of Happiness	Specialization Elective Course	2	1	-	3
	TOTAL					28

SUMMARY: Total No. of Credits in B.A. (H) Applied Psychology = **171**



Course structure: Introduction to Psychology- I - Course Code: PSY101

Course Title: Introduction to Psychology- I

Credit Units: 4

Course Level: UG Level

Course Code: PSY 101

Course Objectives:

- The objective of this course is to study the concept, principles and theories of cognition and its application in cognitive psychology.
- This will facilitate the students to develop the cognitive skills in themselves and others.

Pre-requisites: The students must possess fair understanding of basic concept of psychology

Course Content:	Weightage
Module I: Introduction	10%
<ul style="list-style-type: none"> • Definition and Goals of Psychology • Role of a Psychologist in Society • Today's Perspectives Biological, Psychodynamic, Behaviorists, Cross cultural and Humanistic 	
Module II: Sensation & Perception	30%
<ul style="list-style-type: none"> • Nature and definitions • Characteristics of Sensation & perception • Visual depth perception • Constancy& movement perception • Illusion of object, shape, space, colour and movement • Factors influencing perception • Extra sensory perception 	
Module III: Learning	
<ul style="list-style-type: none"> • Definition • Classical Conditioning- Basics of conditioning, basic processes- Extinction, Spontaneous Recovery, Generalization, Discrimination, Higher Order Conditioning, Criticism and Significance of Classical Conditioning • Operant Conditioning- Thorndike's: Law of Effect, Reinforcement- Primary and Secondary, Positive rein forcers, Punishment, Pros and Cons of Punishment • Process- Generalization, Discrimination, Shaping, Chaining, Schedules of Reinforcement • Significance of Operant Conditioning, • Cognitive Learning- Latent Learning; Observational learning (Bandura); Insight Learning (Kohler), • Learner and Learning- Prepared Behaviours, Unprepared and Contra-prepared behaviours 	30%
Module IV: Memory	

<ul style="list-style-type: none"> • Basic Processes- Encoding, Storage, Retrieval • Sensory- Iconic Memory and Echoic Memory • STM- Working Memory, Serial Position Curve, Rehearsal, Chunking, LTM- Modules of Memory • Declarative, Procedural, Semantic, Episodic Memory, Associative models- Explicit Memory and Implicit Memory • Retrieval Cues, State Dependent and Context Dependent Memory, Tip-Of-The-Tongue Phenomenon, Flash Bulb Memories • Levels of processing- Constructive Processes in Memory- Schemas • Forgetting- Decay Theory Interference Theory 	30%
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Student Learning Outcomes:

- Develop a base in cognitive psychology with the help of relevant example of everyday life.
- Comprehend and analyze situations in life better and to enable others in the same way.
- Appreciate various theories of learning in the practical world.
- Identify the importance of experiments in the field of memory & how it shaped cognitive psychology

Pedagogy for Course Delivery:

The class will be trained to comprehend the basic processes involved in our day today living using theory. The students are facilitated for skill based learning .They will also be given exposure to relevant examples which smoothens the progress of their conceptual understanding of the course.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Morgan & King, 7th Ed, Introduction to Psychology

References:

- Atkinson & Hilgard, Introduction to Psychology
- Robert A. Baron, 5th Ed., Psychology



Course structure: Research Methodology-I - Course Code: PSY 102

Course Title: Research Methodology-I

Credit Units: 4

Course Level: UG Level

Course Code: PSY 102

Course Objectives:

- To introduce the basic principles of Research Methodology.
- To equip students with skills of various methods and techniques for scientific conduct of research in psychology.

Pre-requisites: The students must possess fair understanding of basics knowledge of research

Course Content:	Weightage
Module I: Introduction	10%
<ul style="list-style-type: none">• Nature of research enquiry• Types of Research: Action and applied; qualitative and quantitative• Measurement v/s assessment• Importance and Limitations of Research	
Module II: Scaling in Psychology	15%
<ul style="list-style-type: none">• Concept of scaling• Types of scales• Psycho-physical scaling	
Module III: Problem	15%
<ul style="list-style-type: none">• Nature and characteristics of problem statement• Defining the problem, aim and objectives of a research• Qualities of a good problem statement	
Module IV: Hypothesis	20%
<ul style="list-style-type: none">• Concept and character of hypothesis• Types of hypothesis• Type I and type II errors• Writing a good hypothesis	
Module V: Variables	20%
<ul style="list-style-type: none">• Variables in research• Dependant and independent variables• Extraneous variables and their control	
Module VI: Sampling	20%
<ul style="list-style-type: none">• Definition of sampling• Population and sample• Techniques of sampling	

Student Learning Outcomes:

- Analyze & comprehend research and its application.
- Design and Develop the strategy to conduct research.
- Comprehend the inter relation between parameters under study.
- Develop insight into procedural scientific steps of conducting a research.
- Identify the strategic & scientific aspects related to hypothesis testing.

Pedagogy for Course Delivery:

The class will be taught using theory and discussion method. In addition to assigning the research papers to be reviewed to understand the application of Research methodology, the course instructor will also discuss projects so as to give a better insight. The instructor will cover the ways innovative & current strategies to conduct and analyze research.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

Anastasi, A., (1988), Psychological Testing; 6th Ed. New York: Mc Millan Publishing Company.
 Kerlinger, F. N., (1933), Foundation of Behavioural Research; New Delhi: Surjeet Publication.
 Freeman, F.S. (1962). Theory and Practice of Psychological Testing; New Delhi: Oxford IBH
 Pandey, J. (1988). Psychology in India: The State of the Art Vol.I (Personality and Mental Processes) New Delhi; Sage



Course structure: Biopsychology - Course Code: PSY 103

Course Title: Biopsychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY 103

Course Objectives:

- The paper on Biopsychology correlates the discipline to the physiological aspect of human life and emphasizes the need to study physiology for complete understanding of human beings.
- It will also provide an overview of issues that many physiological psychologists consider in understanding how the brain and behaviour interact.

Pre-requisites: The students must possess fair understanding of basics of human biology

Course Content:	Weightage
Module I: Introduction to Biopsychology	20%
<ul style="list-style-type: none"> • Concept of biopsychology • Techniques used in biopsychology • Hemisphere function: Sperry and the split-brain; Left handedness; Emotion and the right hemisphere 	
Module II: Cell & Nervous System	20%
<ul style="list-style-type: none"> • Cell structure: Neuron, Synapses, The neurotransmitters • The nervous system: Basic subdivisions-Peripheral and Central 	
Module III: Hormonal Basis of Behaviour	20%
<ul style="list-style-type: none"> • Endocrine system: Structure &Function • Abnormalities of major glands: Thyroid, Adrenals, Gonads, Pituitary and Pancreas 	
Module IV: Sleep, Arousal & Biological Rhythms	20%
<ul style="list-style-type: none"> • Functions of sleep • Biological Rhythms • Concept of arousal; Physiological measure of arousal • Reticular Formation and Central Arousal 	
Module V: Learning & Memory	20%
<ul style="list-style-type: none"> • Anterograde and retrograde Amnesia • Alzheimer Disease • Korsakoff's Psychosis • Biochemistry of learning and memory 	

Student Learning Outcomes:

- Analyse the importance of the most essential fundamental physiological process underlying psychological events
- Explore the various techniques used to examine brain tissue and their examination techniques
- Evaluate the comprehensive exposure to Nervous system and its governing factor with various behaviours.

Pedagogy for Course Delivery: The class will be taught using theory and case based method. In addition to this presentations will be shown in PPT form.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Leukel, F., (1968), Introduction to Physiological Psychology

References:

- Levinthal, G. G., (1990), Introduction to Physiological Psychology
- Anthony, C.P & Thobidean G.A., (1987), Text Book of Anatomy & Physiology, New Jersey.



Course structure: Statistics in Psychology- I - Course Code: PSY 104

Course Title: Statistics in Psychology- I

Credit Units: 4

Course Level: UG Level

Course Code: PSY 104

Course Objectives:

- The paper on Statistics introduces quantification of psychological data and gives primary research orientation to the students.

Pre-requisites: The students must possess fair understanding of basic concept of statistics

Course Content:	Weightage
Module I: Introduction to Statistics	20%
<ul style="list-style-type: none"> • Statistics: Meaning, Importance & Limitations • Descriptive and Inferential Statistics • Parametric and Non-parametric Statistics • Population and Sample • Scales of Measurement 	
Module II: Frequency Distributions & Graphical Representation	20%
<ul style="list-style-type: none"> • Frequency Distribution; Relative and Cumulative Frequency Distribution • Uni-variate & Bi-variate Frequency Distribution • Line Graph, Bar Graph, Pie Chart, Histogram, Frequency Polygon, Frequency Curve 	
Module III: Measures of Central Tendency	20%
<ul style="list-style-type: none"> • Mean • Median • Mode 	
Module IV: Measures of Variability	20%
<ul style="list-style-type: none"> • The Standard Deviation • Quartile Deviation • Variance 	
Module V: Correlation	20%
<ul style="list-style-type: none"> • Concept & Nature of Correlation • Product moment correlation • Spearman's Rank Difference correlation 	

Student Learning Outcomes:

- Analyze the importance of statistics in the field of psychology
- Explore the various data interpretation techniques
- Evaluate various descriptive statistics technique

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode Assigning students task of practicing the statistics being taught in class.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Garret H E, Statistics in Psychology

References:

- Minimum E W, King, H M & Bear G, (1993), Statistical Reasoning in Psychology & Education, 3rd Edition, New York: John Wiley & Sons
- Siegel S (1956), Non Parametric Statistics, New York, McGraw Hill
- Broota S, (1992), Experimental Design in Behaviour Research, New Delhi
- Freeman, Statistics in Psychology



Course structure: Schools of Psychology - Course Code: PSY 105

Course Title: Schools of Psychology

Credit Units: 3

Course Level: UG Level

Course Code: PSY 105

Course Objectives:

- To give an overview on history of psychology and the developments within the discipline.
- Students know about the development of Psychology

Pre-requisites: The students must possess fair understanding of the nature of psychology

Course Content:	Weightage	
Module I: Science & Scientific Theory	20%	
<ul style="list-style-type: none">• What is science and non-science?• Psychology as a Science• Psychology as non-science• Theories, systems, paradigms, & methodological issues		
Module II: Structuralism & Functionalism		20%
<ul style="list-style-type: none">• Wundt, & Titchener's contribution to psychology (compare and contrast the two)• Structuralism as a school of thought• The American contribution to evolution of psychology		
Module III: Associationism & Behaviorism	10%	
<ul style="list-style-type: none">• Thorndikian Associationism• Watsonian Behaviorism		
Module IV: Psychodynamics & Gestalt	30%	
<ul style="list-style-type: none">• Classical Psychoanalysts : Sigmund Freud• Neo-psychoanalysts: Alfred Adler and Carl Jung• Gestalt school of thought		
Module V: Humanistic & Existential Approach		20%
<ul style="list-style-type: none">• Abraham Maslow• Carl Rogers• Existential approach to psychology		

Student Learning Outcomes:

- Interpret the historical evolution of psychology
- Clarify the various methodological issues of psychology
- Organize the various schools of thoughts in psychology

Pedagogy for Course Delivery:

Lectures, presentations, group discussions, and case studies

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Leahy, T H, (1991), A History of Modern Psychology; New York: Prentice Hall
- Chaplin, J P & Krawice, T S, (1979), Systems and Theories in Psychology; New York: Holt Rinechart & Winston
- Marx M H & Hillix W A, (1986), Systems and Theories in Psychology; New York: McGraw Hill
- Wolman B B, (1979), Contemporary Theories and Systems in Psychology; London: Freeman Book Company
- Sartre, J P (1956), History & Theories of Psychology
- Paranjpe, A C, (1994), Meeting East and West; New York: Plenum Press



Course structure: Experimental Psychology – I - Course Code: PSY-100

Course Title: Experimental Psychology – I

Credit Units: 2

Course Level: UG Level

Course Code: PSY-100

Course Objectives:

- To apply the general concepts of psychology through the medium of experiments. Every student is expected to perform and write all experiments mentioned below:

Pre-requisites: The students must possess fair understanding of basics of psychological assessment

Course Content:														
<ul style="list-style-type: none"> • Bilateral Transfer of Learning • Paired Association • Serial Position Effect • STM & LTM • Stroop Effect 														
<p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand the concepts of psychology through the mediums of the experiments • Develop With the skills of conducting & documenting experiments in the field of psychology. <p>Pedagogy for Course Delivery: The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically. Insights would be given on conducting test on individuals with an objective to understand criminal behavior</p>														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: left; padding: 5px;">Assessment/ Examination Scheme:</th> </tr> <tr> <th style="width: 33%; padding: 5px;">Theory L/T (%)</th> <th style="width: 33%; padding: 5px;">Lab/Practical/(%)</th> <th style="width: 33%; padding: 5px;">End Term Examination</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">30%</td> <td style="text-align: center; padding: 5px;">70%</td> <td style="text-align: center; padding: 5px;">100%</td> </tr> </tbody> </table>				Assessment/ Examination Scheme:			Theory L/T (%)	Lab/Practical/(%)	End Term Examination	30%	70%	100%		
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Components (Drop down)	Practical File	Attendance												
Weightage (%)	25%	5%	70%											



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Term Paper – I - Course Code: NTP-103

Course Title: Term Paper – I.

Credit Units: 1

Course Level: UG Level

Course Code: NTP 103

Course Objectives:

- The rationale behind introducing the term paper for BA Students (Ist Year) is to enhance the reading and writing habits of the students and to make them aware about the process of carrying out a research work.
- This helps them to develop insight into the course they are studying which creates an academic interest among the students. Presentation of the term paper plays an important role as it facilitates knowledge sharing and improvement in presentation skills which will further enhance the confidence of the students.
- The overall objective of this term paper is to develop research orientations in students and to make them understand and enhance skills in Research Methodology

Guidelines for Term Paper:

- 1) Topic
- 2) Introduction
- 3) Review Research
- 4) Discussion
- 5) Conclusion
- 6) References

Examination Scheme:

Compilation of Term Paper:	50 Marks
Viva Voce:	25 Marks
Presentation of Term Paper:	25 Marks
Total	100 Marks



Course structure: Introduction to Psychology- II - Course Code: PSY 201

Course Title: Introduction to Psychology- II

Credit Units: 4

Course Level: UG Level

Course Code: PSY 201

Course Objectives:

- The objective of this course is to study the concept, principles and theories of cognition and its application in cognitive psychology.
- This will facilitate the students to develop an understanding of the cognitive skills in themselves and others.

Pre-requisites: The students must possess fair understanding of psychological principles and nature of Psychology

Course Contents:	Weightage
Module I: Sensation, Attention and Perception	25%
<ul style="list-style-type: none"> • Sensation: Basic concepts; Process • Types of senses- Visual, Auditory, Gustatory, Olfactory, Tactile, Vestibular, Kinesthetic, and Organic Senses • Sensory Adaptation- Advantages and Disadvantages • Sensitivity to Glare, Integration of senses, Sensory Threshold, Absolute Threshold, Just Noticeable Difference, Weber's Law • Attention: Definition & Characteristics • Selective Attention, Divided Attention and Sustained Attention • Theories of attention: Early & Late Selection, Capacity and Mental Effort Models • Perception : Signal Detection Theory 	
Module II: Thinking and Decision Making	25%
<ul style="list-style-type: none"> • Theories and models of thinking- Information Processing Theory, S-R theory, Cognitive theories, Simulation Models • Types of Thinking • Reasoning & its types • Concept formation • Decision Making & Cognitive Illusions in Decision Making 	
Module III: Intelligence	25%
<ul style="list-style-type: none"> • Meaning and Definition of Intelligence • Theories of Intelligence: Charles Spearman, Louis L. Thurstone, Howard Gardner , • Creativity and Intelligence • Assessment of intelligence 	

<p>Module IV Motivation & Emotion</p> <ul style="list-style-type: none"> ● Motivation: Meaning & Characteristics ● Homeostasis, Need, Drive, Arousal, Incentives Current status of motivational concepts ● Types- Physiological Motivation- Hunger, Thrust; Psychological Motivation- Achievement, Power, Motivation Cycle, Need Hierarchy ● Emotion -Introduction- Meaning: Physiological responses, arousal and emotional intensity, emotional expression. ● Theories- James Lange Theory, Cannon-Bard theory & Cognitive theory ● How people communicate Emotion- Innate Expression of Emotions ● Social Aspects of Emotional Expressions, Facial Expressions (Pyramidal Motor System) 	<p>25%</p>
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Student Learning Outcomes:

- Cultivate cognitive skills to understand the mind and behaviour.
- Recognize and comprehend the concepts, principles & themes of cognitive psychology.

Pedagogy for Course Delivery:

The class will be taught using theory and case study method. In addition to assigning the case studies, the course instructor will spend considerable time in making the students grasp a clear understanding of the concept of motivation and emotions in daily life.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Morgan & King, 7th Ed, Introduction to Psychology

References:

- N.K. Chadha and Salma Seth (eds) (2013) The Psychological Realm. Pinnacle Learning: new Delhi
- Atkinson & Hilgard, Introduction to Psychology
- Robert A. Baron, 5th Ed., Psychology
- Hodder & Stoughton, Introducing Psychology
- Zimbardo, Philips. Psychology and life, Thapar College



Course structure: Basic Research Methodology – II - Course Code: PSY 202

Course Title: Basic Research Methodology – II

Credit Units: 4

Course Level: UG Level

Course Code: PSY 202

Course Objectives:

- Students will know the various types of analysis and how to use statistics in analyzing and interpreting the obtained data.
- To introduce the principles of Research Methodology.
- To discuss in-detail the design, data collection, analysis of data and report writing

Pre-requisites: The students must possess fair understanding of basics of research methods

Course Content:	Weightage
Module I: Research Design	20%
<ul style="list-style-type: none">• Co-relational• Experimental• Quasi- experimental• Ex-post facto	
Module II: Tools of Data Collection	20%
<ul style="list-style-type: none">• Questionnaire• Interview• Observation• Case Study	
Module III: Analysis of Data	20%
<ul style="list-style-type: none">• Classifying and analysis• Qualitative data analysis• Quantitative data analysis	
Module IV: Ethical Issues	20%
<ul style="list-style-type: none">• Communicating research findings• Informed consent• Other ethical considerations	
Module V: Report Writing	20%
<ul style="list-style-type: none">• Abstract• Synopsis Format• Reference	

Student Learning Outcomes:

On completion of this course the students will be able to-

- Explain the procedures in research to conduct the experiments.
- Acquire knowledge of qualitative research methods.
- Analyze and report the data for both descriptive and inferential statistics.

Pedagogy for Course Delivery:

Lectures, Case Discussions, and Demonstrations.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Texts:

- Broota, K.D. (1992) Experimental designs in psychological research, Wiley eastern, New Year

References:

- Guilford (1986), Statistics in Psychology and Education, McGrawhill, New York
- Kerlinger, F., (1983), Foundations of Behavioural Research, Surjeet Publications, Delhi
- Rajamanickam, M. (2001) – Statistical Methods in Psychological and Educational Research, Concept Publishing Co. New Delhi, India.
- Siegel.S. (2004), non – Parametric Statistics



Course structure: Introduction to Personality Theories - Course Code: PSY-203

Course Title: Introduction to Personality Theories.

Credit Units: 4

Course Level: UG Level

Course Code: PSY-203

Course Objectives:

- The paper introduces description, evaluation and application of major personality theories for personality development.
- It also focuses on understanding Indian and other Eastern thoughts in Personality.

Pre-requisites: The students must possess fair understanding of important theories of psychology

Course Content:	Weightage
Module I: Introduction to Personality	10%
<ul style="list-style-type: none">• Definition, concept and component of personality; factors influencing personality- heredity and environment; characteristics features of personality• Nature-Nurture debate• Issues and biases in personality measurement• Indian Approaches of Personality	
Module II: Type and Trait Approaches	20%
<ul style="list-style-type: none">• Sheldon, Kretshmer, Allport, Eysenck, and Cattell	
Module III: Freudian and Neo-Freudian Approaches	30%
<ul style="list-style-type: none">• Freud• Jung• Adler• Horney• Erickson• Fromm	
Module IV: Humanistic-Existential School	20%
<ul style="list-style-type: none">• Rogers• Maslow• Rollo May• Kurt Lewin	
Module V: Cognition and Personality	10%
<ul style="list-style-type: none">• Social Cognitive Perspective• Bandura	
Module VI: Eastern views on self	10%
<ul style="list-style-type: none">• Vedanta philosophy- Sattvik, Rjasik and Tamsik personality• Buddhist Tradition	

Student Learning Outcomes:

- Appreciate the various approaches to study human personality.
- Illustrate the Indian ideas on the development of personality.
- Assess personality with the help of personality theories

Pedagogy for Course Delivery:

The class will be taught using theory and case based method. through lectures, , tutorial and field assignment activities in particular.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Adams, D.P., (1990), An Introduction to Personality Psychology; New York: Harcourt brace & Javan vich.
- Hall, C.S. & Lindzey, G. (1998), Theories of Personality; New Delhi: Wiley Eastern Ltd.
- Feist, J. (1985), Theories of personality; New York, Holt Rineharat & Winston
- Paranjpe, A.C. (1984), Theoretical Psychology, Meeting of East and West; New York, Penguin Press
- Mairet, P. (1977), Existentialism & Humanism of J.P. Sartre; London, Methuen
- Kuppuswamy, B. (1990), Elements of Ancient Indian Psychology; Delhi: Konark publishers
- Allport, G.W. (1996), Pattern in Growth in Personality; New York: Holt Rinechart & Winton
- McClland, D.C. (1951), Personality; New York: Holt Rinechart & Winston.
- Cambridge, M.A. (1982) The Evolving Self Problem and Process in Human Development; New York: Harvard University Press
- Monte, F.E. (1977) Beneath the Mask-An Introduction to Theories of Personality; New York: Prager.



Course structure: Statistics in Psychology II - Course Code: PSY-204

Course Title: Statistics in Psychology II.

Credit Units: 4

Course Level: UG Level

Course Code: PSY-204

Course Objectives:

- The paper on statistics introduces quantification of psychological data and gives primary research orientation to the students.

Pre-requisites: The students must possess fair understanding of various statistical calculation methods

Course Contents/Syllabus:	Weightage
Module I: The Normal Curve	
<ul style="list-style-type: none"> • Characteristics and Problems in Normal Probability Curve (NPC) • The Standard Normal Curve 	20%
Module II: Significance of mean	
<ul style="list-style-type: none"> • Computation of the standard error of mean • Degrees of freedom • Levels of significance • Type I and Type II errors • Standard error of difference between two independent means (Large & small samples) • t-test: Independent & Paired sample 	20%
Module III: Non-parametric tests	
<ul style="list-style-type: none"> • Introduction; basic differences; Uses of parametric and Non-parametric tests • Chi-Square • Chi-Square with 2*2 table • Sign test • Median test 	20%
Module IV: Analysis of Variance	20%
<ul style="list-style-type: none"> • Hypothesis testing with the help of One way ANOVA (f-test) 	
Module V: Percentile	
<ul style="list-style-type: none"> • Percentile • Percentile Ranks 	20%

Student Learning Outcomes:

- Analyze the basic concept of statistics in psychology
- Discuss quantification of psychological data.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the statistics being taught in class.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Garret H E, Statistics in Psychology

References:

- Minimum E W, King, H M & Bear G, (1993), Statistical Reasoning in Psychology & Education, 3rd Edition, New York: John Wiley & Sons
- Siegel S (1956), Non Parametric Statistics, New York, McGraw Hill
- Broota S, (1992), Experimental Design in Behaviour Research, New Delhi
- Freeman, Statistics in Psychology



Course structure: Social Psychology - Course Code: PSY 205

Course Title: Social Psychology

Credit Units: 3

Course Level: UG Level

Course Code: PSY 205

Course Objectives:

- This course will impart knowledge on individual's relation to society, the processes involved therein and manner of research done. .
- Students will expand knowledge about social psychology and human behavior.
- Enable students to recognize the limits in generalizing psychological research to all cultural/gender/ethnic/age groups, and understand the dynamics of intergroup relationships, conflict, and cooperation

Pre-requisites: The students must possess fair understanding of Interpersonal relationship

Course Contents:	Weightage
Module I: Introduction to Social Psychology	10%
<ul style="list-style-type: none"> • Nature and Scope • Methods of Social Psychology 	
Module II: Social Cognition	10%
<ul style="list-style-type: none"> • Cognitive Strategies, Schemes, Stereotypes, attribution • Person and self-perception 	
Module III: Interpersonal Communication and Interpersonal Attraction	20%
<ul style="list-style-type: none"> • Meaning, Social Aspects of Verbal and Non-verbal communication • Factors underlying interpersonal attraction, theoretical orientations to interpersonal attraction 	
Module IV: Aspects of Human Interaction & Collective Behavior	20%
<ul style="list-style-type: none"> • Pro-social Behavior and Aggression • Mob Behavior and crowds; Nature, types and theories 	
Module V: Attitude and Social Influence Process	20%
<ul style="list-style-type: none"> • Definition, function , formation and theory of attitude formation • Conformity and Compliance: Nature and factors affecting Them 	
Module VI: Social psychology in different settings	20%
<ul style="list-style-type: none"> • Government agencies, NGOs, Hospitals, Educational Institutions & Communities 	

Student Learning Outcomes:

- Develop insight and analyze the contribution of social psychologists to the understanding of human society
- Evaluate effective strategies in socialization, group processes (both inter and intra group), and interpersonal processes and helping behaviour
- Ability to chart the progression of theories in major areas in Social Psychology.
- Interpret attitude formation and various methods to be used to change the attitude.

Pedagogy for Course Delivery:

The class will be taught using theory and case based method. through lectures, , tutorial and field assignment activities in particular.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- N.K. Chadha (ed) (2012) Social Psychology: McMillan Publishers , New Delhi
- Launching New Ventures: An Entrepreneurial Approach, 5th Edition, Kathleen R. Allen University of Southern California, ISBN-13: 9780547014562
- Entrepreneurship: creating and managing new ventures, Bruce Lloyd, Pergamon Press, ISBN 0080371086
- Start Run & Grow: A Successful Small Business, CCH, CCH Tax and accounting ,ISBN 0808012010
- Managing New Ventures: Concepts and Cases in Entrepreneurship, By Anjan Raichaudhur, PHI, ISBN 978-81-203-4156-2
- Technology Ventures: From Idea to Enterprise, Thomas H. Byers, Richard C. Dorf, Andrew Nelson, Science Engineering & Math;



Course structure: Experimental Psychology – II - Course Code: PSY-200

Course Title: Experimental Psychology – II

Credit Units: 2

Course Level: UG Level

Course Code: PSY-200

Course Objectives:

- This paper on Experimental Psychology introduces experiments conducted in psychology and objectivity in treatment of psychological data.
- Every student is expected to perform and write all experiments mentioned below:

Pre-requisites: The students must possess fair understanding of general psychology

Course Content:														
<ul style="list-style-type: none"> • Span of Attention • Tweezers Dexterity • Muller-Lyre illusion • Two Point Threshold • Maze learning 														
<p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand the concepts of psychology through the mediums of the experiments • Develop With the skills of conducting & documenting experiments in the field of psychology. 														
<p>Pedagogy for Course Delivery:</p> <p>The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically. Insights would be given on conducting test on individuals with an objective to understand criminal behavior</p>														
<p>Assessment/ Examination Scheme:</p> <table border="1"> <thead> <tr> <th>Theory L/T (%)</th> <th>Lab/Practical/(%)</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>30%</td> <td>70%</td> <td>100%</td> </tr> </tbody> </table>				Theory L/T (%)	Lab/Practical/(%)	End Term Examination	30%	70%	100%					
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Continuous Assessment/Internal Assessment			End Term Examination											
Components (Drop down)	Practical File	Attendance												
Weightage (%)	25%	5%	70%											



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Seminar Course - Course Code: NSM-205

Course Title: Seminar Course

Credit Units: 1

Course Level: UG Level

Course Code: NSM 205

Course Objectives:

- To develop in students the skills of documentation of data for conducting theoretically correct and practically relevant research.

Methodology:

Each student will engage themselves in interaction and observation of Psychological Processes in a subject/field of their choice.

Students will then present the findings in the form of a paper for Seminar discussion.

Examination Scheme of Seminar:

Faculty Interaction	-	10
Marks Research Paper Documentation		-20
Marks Research Paper Presentation	-	30
Marks Peer Assessment	-	20
Marks		
Questions & Answers	-	20 Marks
Total		100 Marks



Course structure: Developmental Psychology - Course Code: PSY 301

Course Title: Developmental Psychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY 301

Course Objectives:

- The students will be able to know the biological foundations, various developmental stages and theories from prenatal to childhood.
- The Students will also learn the applications of child psychology in various settings.

Pre-requisites: The students must possess fair understanding of various developmental stages

Course Content:	Weightage
Module I: Introduction to Child Psychology	20%
<ul style="list-style-type: none"> • Definition, History, Nature Vs Nurture (Intelligence and Personality) • Psychoanalytic Perspective (Freud and Erickson) • Behaviorist perspective- Social Learning Theory • Ecological Model • Indian Views (Purushartha, Ashramas, Samskaras) • Methods- Self Reports: Parental reports, Children’s reports. Case Study, Experimental method, Design- Longitudinal, Cross Sectional, Sequential 	
Module II: Genetic Foundations of Development	10%
<ul style="list-style-type: none"> • Cell Division • Prerequisites of Conception- Maturation, Ovulation and Fertilization • Mechanisms of Heredity • Multiple Births- Causes and Types • Chromosomal Abnormalities- Down’s Syndrome (in Detail), Turner’s Klienfilter’s Triple X, XXY and Fragile X • Genetic Abnormalities- PKU, Sickle Cell Anemia, Tay Sachs Disease 	
Module III: Motor and Sensory Development	20%
<ul style="list-style-type: none"> • Principles of Motor Development • Sequence of Motor Development • Environmental influences on motor development • Sensory Development: Vision & Hearing • Early deprivation and enrichment of senses 	
Module IV: Cognitive Development and Development of Language	20%

<ul style="list-style-type: none"> • Piaget's cognitive development theory of intelligence- Structure and processes and stages • Information processing approach- Characteristics; Structures, Processes • Components of language and its development 	
Module V: Emotional & Social Development	
<ul style="list-style-type: none"> • Early emotional development • Emotional Intelligence, Regulation of Emotions • Social Development- Agents of socialization: Family- Parental control, sibling relationship; School; Peer group; Media- TV, books/journals, computers 	20%
Module VI: Moral Development	
<ul style="list-style-type: none"> • Kohlberg's & Piaget's Theory • Meaning of discipline, essentials and techniques of discipline • Assessing Moral Development 	10%

Student Learning Outcomes:

- Construct and interpret a historical overview of Child psychology.
- Appraise the students to the basic concepts and theories of Child Psychology
- Review and apply the various theories of development across domains of development

Pedagogy for Course Delivery:

- Theory classes using lecture & discussion mode
 - PowerPoint presentations including videos
- Assigning students task of collecting researches/case studies relevant to each topic in current times & then having an interaction based discussion in the class

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Berk, Laura E, Child Development, Sixth Edition
- J.W. Santrock (1997): Life Span Development: NY Brown & Benchmark

References:

- Shrimali, Shyam Sunder, Child Development
- Hurlock B, Elizabeth, Child Development, Sixth Edition, TATA McGraw Hill Edition



Course structure: Positive Psychology - Course Code: PSY 302

Course Title: Positive Psychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY 302

Course Objectives:

- To enable students to understand the theory and research related to positive psychology and equip students to develop and apply positive psychology for enhancement of their self and others

Pre-requisites: The students must possess fair understanding of self and self- esteem

Course Content:	Weightage
Module I: Introduction to Positive Psychology	10%
<ul style="list-style-type: none"> Introductory & Historical Overview Positive Psychology, Prevention & Positive Therapy 	
Module II: Happiness & Well-being	20%
<ul style="list-style-type: none"> Happiness: Concept and definitions Happiness and the facts of life: Gender, love, marriage, close relationships and others Happiness across the life span: Happiness and well-being across culture and nationalities 	
Module III: Positive Emotional States and Processes	20%
<ul style="list-style-type: none"> Broaden & Build Theory of Positive Emotions Positive Emotions: Hope & Optimism, Love, Empathy The Positive Psychology of Emotional Intelligence 	
Module IV: Positive Psychology and Relationship to Goals	20%
<ul style="list-style-type: none"> Importance of Goals Values in actions Developing Positive Personality 	
Module V: Strengths & Virtues & Positive Institutions	20%
<ul style="list-style-type: none"> Wisdom Character Strengths and Virtues 	
Module VI: Applications of Positive Psychology	10%
<ul style="list-style-type: none"> Applications and Interventions in One's Personal Life & Family Life and Workplace and Educational Institutions 	

Student Learning Outcomes:

- Apply positive psychology for enhancement of self and others
- Support the intellectual, social, physical and personal development of all students
- Apply theoretical frameworks from positive psychology for the enhancement of ones and others potential

Pedagogy for Course Delivery: The class will be taught using theory and case based method. In

addition to assigning the application based teaching , the course instructor will create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation .

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
30%	NA	70%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Goleman, Daniel: Emotional Intelligence
- C. R. Snyder, Shane J. Lopez, The Handbook of Positive Psychology

References:

- C. R. Snyder, Shane J. Lopez, Positive Psychology: The Scientific and Practical Explorations of Human Strengths
- Rich Gilman, Michael Furlong, E. Scott Huebner, A Handbook of Positive Psychology in Schools
- Ilona Boniwell, Positive Psychology in a Nutshell



Course structure: Psychometric Assessment - Course Code: PSY-303

Course Title: Psychometric Assessment

Credit Units: 04

Course Level: UG Level

Course Code: PSY 303

Course Objectives:

- To enable students to understand the concepts and methodology for its application in research work and human behavior.
- To explain students the concepts, historical evolution and ethical consideration of administering psychometric testing.

Pre-requisites: The students must possess fair understanding of different psychometric test

Course Content:	Weightage
Module I: Introduction to of Psychometric Testing	20%
<ul style="list-style-type: none">• History, nature and ethical issues in testing• Similarity and difference between test and measurement• Psychological assessment: Nature & Purpose; Principle of assessment	
Module II: Theoretical Base	20%
<ul style="list-style-type: none">• General Mental Ability• Aptitude and Special ability Tests• Personality, Interest and Values	
Module III: Construction of Test	20%
<ul style="list-style-type: none">• Item Selection• Item Analysis• Reliability: Meaning, types and factors affecting reliability• Validity: Meaning, types and factors affecting validity	
Module IV: Standardization of Test	20%
<ul style="list-style-type: none">• Norms – Formation• Types of Norms	
Module V Conduction and Assessment of Tests	20%
<ul style="list-style-type: none">• Intelligence Tests- The Wechsler, Stanford-Binet, Bhatia Battery, RPM• Personality Tests- MMPI, 16 PF• Aptitude Tests	

Student Learning Outcomes:

Recognize the various types of psychological tests

Organize the various steps in construction of a psychological test

Review the ethical issues surrounding psychometric evaluation in day to day life

Pedagogy for Course Delivery:

Lectures, presentations, group discussions, and case studies & practicals

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- N.K. Chadha (2009) Applied Psychometry. Sage Pub: New Delhi
- Pandey, J. (1988). Psychology in India: The State of the Art Vol. I (Personality and Mental Processes) New Delhi; Sage
- Anastasi, A., (1988), Psychological Testing; 6th Ed. New York: Mc Millan Publishing Company.
- Gregory, R. J. (2013). Psychological Testing: History, Principles, and Applications. Pearson Education
- Kerlinger, F. N., (1933), Foundation of Behavioural Research; New Delhi: Surjeet Publication.
- Freeman, F.S. (1962). Theory and Practice of Psychological Testing; New Delhi: Oxford IBH



Course structure: Social Gerontology and Health - Course Code: PSY-304

Course Title: Social Gerontology and Health

Credit Units: 4

Course Level: UG Level

Course Code: PSY-304

Course Objectives:

- To enable students to understand the concept of social gerontology and health and its relationship to the well-being of the individual in everyday life

Pre-requisites: The students must possess fair understanding of concept of social gerontology

Course Content:	Weightage
Module I: Introduction & Methodology	20%
<ul style="list-style-type: none"> • Definition of Health Psychology; Mind-Body Relationship; Changing Patterns of Illness; • Medical Acceptance; Health care services • Research Methodology- Anecdotal method, Case Study method, Correlation Research, Experimental method 	
Module II: Models of Health	05%
<ul style="list-style-type: none"> • Bio-Psycho-Social Model 	
Module III: The Immune System	25%
<ul style="list-style-type: none"> • Psycho-Neuro Immunology • The Immune System: Stress & Immune functioning; Academic Stress & Immune functioning; Negative Affect & Immune functioning • Disorders of the Immune System- Infectious Diseases (viral infections & disease) • Co-factor theory; Behavioral factors and common cold • AIDS (Transmission of HIV-AIDS, AIDS & its consequences, intervention to reduce risk-behavior, coping with AIDS) • Cancer-(Psychological factors in Cancer, course of cancer, adjusting to cancer) 	
Module IV: Life-Style Disorders	20%
<ul style="list-style-type: none"> • CHD- Type-A Behavior; Hostility & CHD • Stress & Hypertension • Personality & Hypertension • Stroke & its Consequences • Diabetes-types; Implications; Problems in Self-Management of Diabetes. 	
Module V: Health promotion & Disease Prevention	

<ul style="list-style-type: none"> • Stress- Meaning of stress; Theories of stress (Selye & Lazarus) • Responses to stress; • Dimensions of Stress; Coping with Stress. • Health compromising behavior- Alcohol abuse, Drug abuse, Smoking 	20%
Module VI: Health Enhancing Behaviour & Health Behavior Modification	
<ul style="list-style-type: none"> • Improving health & wellbeing: Personality and Individual Differences • Stress- Hardiness; Motive patterns; gaining a sense of control; Enhancing Support • Cognitive Behavior Approach- self observation & self monitoring; Relapse Prevention • Attitude and Health- Belief Model 	10%

Student Learning Outcomes:

- Appreciate the importance of psychology in health and well being
- Apply the concepts of health psychology in disease prevention and health promotion in society at large.

Pedagogy for Course Delivery:

The class will be taught using theory and case based method. In addition to assigning the application based teaching through lectures, tutorial and field assignment and small project work.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- N.K. Chadha (Eds.) (1997) Aging and the Aged- A challenge to Indian Gerontology. Friends Publications (India): Delhi
- John Van Willigen and N.K. Chadha (1999) Social Aging in a Delhi Neighborhood. Bergin and Garvey: New York, USA
- Allen Felicity, Health Psychology: theory and practice, Published by Allen & Unwin, 1998
- Friedman, Health Psychology: Health Psychology, 2nd Edition, Published by Academic Internet Publishers Incorporated, 2006
- Ogden Jane, Health Psychology: A Textbook, Published by Open University Press, 2000



Course structure: Environmental Psychology - Course Code: PSY-305

Course Title: Environmental Psychology

Credit Units: 3

Course Level: UG Level

Course Code: PSY-305

Course Objectives:

- The paper on Environmental Psychology offers a research-based introduction to the psychological relationship between humans and their built and natural environments and discusses how sustainable environments can be created to the benefit of both people and nature.

Pre-requisites: The students must possess fair understanding of concept of environmental education

Course Content:	Weightage
Module I: Introduction to Environmental Psychology	10%
<ul style="list-style-type: none"> • Concept of Environment: Physical, Social and Institutional • Origin & Scope • Methods to study the environment 	
Module II: Approaches/ Theories of Environment- Human Behaviour Relationship	20%
<ul style="list-style-type: none"> • Arousal Approach • Adaptation Level Approach • Behavior Constraint Approach • Environmental Stress Approach • Stimulus Overload Theory • Ecology Theory 	
Module III: Environmental Perception, Cognition and Attitudes	20%
<ul style="list-style-type: none"> • Cognitive Maps: its components, errors, functions, factors influencing cognitive mapping • Various Approaches to Environmental Perception: the Kaplan and Kaplan Model of Environmental Preference, Berlyne's Method of assessing Landscape Aesthetics • Role of changing attitude towards environment 	
Module IV: Environmental Stress	10%
<ul style="list-style-type: none"> • Environmental Stressors (their characteristics and effects on mental health) : Noise, Thermal, Air, Crowding, Natural Disasters • Various Approaches: Environmental Remodeling, Environmental Competence, Environmental Awakening, Social Accommodation • Coping with Environmental Stress 	
Module V: Environmental Assessment	10%
<ul style="list-style-type: none"> • Architecture, Design and Behaviour in various environments i.e. Residents, Schools, Hospitals, Workplace • Importance to study the designing of various environments • Environmental solutions to urban environment 	
Module VI: Applications of Environmental Psychology to Community Problems	20%
<ul style="list-style-type: none"> • Human responses to save the environment • Principles of Environmental Education • Reinforcement Techniques/ Approaches to eliminate the environmentally destructive behavior 	

Student Learning Outcomes:

- Explore the environment's effects on human wellbeing and behaviour, factors influencing environmental behaviour and ways of encouraging pro-environmental action
- This course will enable students to apply psychological theories – broadly defined to include attitudes, values and ethics – to the relationships between humans and the natural environment.
- Integrate the various theories with environmental politics and policy and develop an idea of how human psychology, preferences and values, as well as resulting behaviour, aids or hinders solutions to environmental pollution and natural resource problems.

Pedagogy for Course Delivery:

The class will be taught focusing on the application of science and theory to the solution of problems involving natural and altered environments. The environmental psychology subject will review the application of practical solutions to everyday environmental problems.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Nagar D., Environmental Psychology. New Delhi: Concept Publishing Company.
- Trivedi, P.R., Environmental Education. New Delhi: APH Publishing Corporation

References:

- Paul A. Bell, Thomas C Greene, Jeffery D. Fisher, Andrew S. Baum, Environmental Psychology Published by Routledge, 2005
- Mirilia Bonnes, Gianfranco Secchiaroli, Claire Montagna, Environmental psychology: a psycho-social introduction. Published by SAGE, 1995



Course structure: Psychology - Basic Practical- I - Course Code: PSY-300

Course Title: Psychology - Basic Practical- I

Credit Units: 2

Course Level: UG Level

Course Code: PSY-300

Course Objectives:

- To apply the general concepts of psychology through the medium of experiments Every student is expected to perform 5 experiments mentioned below:

Pre-requisites: The students must possess fair understanding of administration of psychological tests

Course Content:														
1. N.K. Chadha and Usha Ganesan Social Intelligence Scale 2. Rotter's Locus of Control Scale 3. Self Concept Scale 4. Social Maturity Scale (VSMS) 5. Youth self Report														
<p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> Understand the concepts of psychology through the mediums of the experiments Develop With the skills of conducting & documenting experiments in the field of psychology. <p>Pedagogy for Course Delivery: The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically. Insights would be given on conducting test on individuals with an objective to understand criminal behavior</p>														
<p>Assessment/ Examination Scheme:</p> <table border="1"> <thead> <tr> <th>Theory L/T (%)</th> <th>Lab/Practical (%)</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>30%</td> <td>70%</td> <td>100%</td> </tr> </tbody> </table>				Theory L/T (%)	Lab/Practical (%)	End Term Examination	30%	70%	100%					
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Components (Drop down)	Practical File	Attendance												
Weightage (%)	25%	5%	70%											



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Term Paper – II - Course Code: NTP-303

Course Title: Term Paper – II

Credit Units: 2

Course Level: UG Level

Course Code: NTP-303

Course Objective:

The rationale behind introducing the term paper for BA Students (II Year) is to enhance the reading and writing habits of the students and to make them aware about the process of carrying out a research work. This helps them to develop insight into the course they are studying which creates an academic interest among the students. Presentation of the term paper plays an important role as it facilitates knowledge sharing and improvement in presentation skills which will further enhance the confidence of the students. The overall objective of this term paper is to develop research orientations in students and to make them understand and enhance skills in Research Methodology

Guidelines for Term Paper:

- 1) Topic
- 2) Introduction
- 3) Review Research
- 4) Discussion
- 5) Conclusion
- 6) References

Examination Scheme:

Compilation of Term Paper:	50 Marks
Viva Voce:	25 Marks
Presentation of Term Paper:	25 Marks
Total	100 Marks



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Summer Internship Project (Evaluation) - Course Code: NSP-306

Course Title: Summer Internship

Credit Units: 2

Course Level: UG Level

Course Code: NSP-306

Course Objective:

- To enable the students with the practical exposure in their core area of interest (Corporate Sector, NGOs, Hospitals etc.), which in turn will be the pathway to their personal and professional training.
- It will also help students to develop report writing skills.

Duration: Four Weeks (June- July) Methodology:

Students get opportunity in diversified Institutes e.g. Corporate Sector, Schools, NGOs and Hospitals. They will be guided by an internal and external supervisor from their respective Institute. Students will submit their summer project reports with their supervised daily reporting. Immediately after returning from their summer vacations. This would require primary data collection.

Examination Scheme:

Internal Faculty Interaction:	20 Marks
Feedback from External Supervisor:	20 Marks
Viva Voce:	30 Marks
Report Writing:	30 Marks

Total **100 Marks**



Course structure: Introductory Counseling Psychology - Course Code: PSY-401

Course Title: Introductory Counseling Psychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY-401

Course Objectives

- This course will provide each student to develop and demonstrate theoretical models supported by a substantial body of idea related to approaches to counseling skills.
- Students to develop a theoretical foundation upon which to base counseling approach.

Pre-requisites: The students must possess fair understanding of counselling process

Course Content:	Weightage
Module I: Counselling: The Art and Science of Helping	20%
<ul style="list-style-type: none"> • Meaning, purpose and goals of counseling with special reference to India • Professional issues, ethics, education and training of the counselor • Characteristics of a good counselor 	
Module II: Counselling Process	
<ul style="list-style-type: none"> • Counselling relationship • Counselling interview • Counselling Termination 	20%
Module III: Theories and Techniques of Counselling	20%
<ul style="list-style-type: none"> • Psychodynamic Approaches • Freudain • Neo Freudian • Existentialism • Client centered 	
Module IV: Cognitive Approaches	
<ul style="list-style-type: none"> • REBT:Rational emotive behaviour Therapy 	20%
Module V: Behavioural Approaches	20%
<ul style="list-style-type: none"> • Cognitive Behaviour Therapy • Behaviour Modifications 	

Student Learning Outcomes: Student will be able to:

- Evaluate various psychotherapies and schools in counseling techniques.
- Develop skills of eclectic therapeutic plans.
- Identify the techniques to practice in the therapy encounter and how those techniques should be implemented with a variety of disorders and psychosocial issues

Pedagogy for Course Delivery: Through lecture, role-play, video feedback and the use of creative (expressive) arts, students are provided

an in-depth experience in skill development using individual and small group counseling and therapy.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

1. Encyclopedia of Psychotherapy vol. 2
2. Michael P. Nichis: The essentials of Family therapy: A Pearson Education Company 2001
3. Prochaska, James, A: system of Psychotherapy: Pacific Grove; Brooks/Cole publishing core 1998
4. Ravi Rana: Counselling students- A psychodynamic Perspective: Mac Millan Press Ltd: 2000
5. Samuel .T. Gladding : Counselling A Comprehensive Profession : A Pearson Education company
6. S P K Jena: Behaviour Therapy Technique, Research and Application: Sage Publications India Pvt Ltd: 2008



Course structure: Abnormal Psychology - Course Code: PSY-402

Course Title: Abnormal Psychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY-402

Course Objectives:

- The purpose of Abnormal Psychology is to introduce students to fundamental concepts and scientific principles underlying abnormal human behavior.
- This course will impart in students an appreciation of the complex issues surrounding how both scientists and laypersons think about abnormal behavior.
- Students would be able to diagnose a disorder, prescribe a treatment, and make a prognosis. A students would also get an insight into the skills which are required by a psychologist. The type of knowledge this course imparts is precisely the type used by professional practitioners.

Pre-requisites: The students must possess fair understanding of concept of abnormality and normality

Course Content:	Weightage
Module I: Introduction	10%
<ul style="list-style-type: none">• Concept of abnormality: Criteria and Perspectives• Classification: DSM V & ICD-10• Casual factors in Psychopathological Behaviour<ul style="list-style-type: none">○ Biological determinants○ Psychological determinants○ Socio-cultural determinants	
Module II: Anxiety Disorders & Somatoform Disorders	20%
<ul style="list-style-type: none">• Generalized anxiety disorders• Obsessive– Compulsive disorders• Phobic Disorders• Conversion disorders• Hypochondriasis	
Module III: Dissociative Disorder	10%
<ul style="list-style-type: none">• Psychogenic Amnesia and Fugue• Dissociative Identity Disorder	
Module IV: Mood Disorders	20%
<ul style="list-style-type: none">• Bipolar disorders: Mixed, Manic, Depressive• Depressive disorder: Major depression and dysthymia,	
Module V: Schizophrenia	20%
<ul style="list-style-type: none">• Catatonic• Disorganized• Paranoid	
Module VI: Personality Disorders	20%
<ul style="list-style-type: none">• Personality Disorder: Narcissistic Personality, Histrionic Personality,• Antisocial (Psychopathic) Personality, Borderline Personality, Paranoid Personality, and Schizotypal Personality	

Student Learning Outcomes:

- Explain multiple definitions of the terms “normal” and “abnormal.”
- Review psychological, biological, and sociocultural theoretical perspectives of abnormal behavior.
- Describe the diagnostic criteria, symptoms, course, incidence, prevalence, etiology, prognosis, and correlates of major mental disorders.
- Evaluate biological, social, learning, and developmental influences on psychopathology.
- Apply diagnostic criteria and case formulations to the assessment and diagnosis of major mental disorders
- Review current research findings and trends relative to the development and description of maladaptive behavior, as well as gender and demographic influences on the prevalence of psychological illness.

Pedagogy for Course Delivery:

- The course will be structured to facilitate learning about psychopathological behavior, which will be explored from various theoretical frameworks, including psychological, biological, and socio-cultural perspectives. Psychological disorders will be discussed according to DSM-IV diagnostics with special attention paid to etiological considerations, disorder-specific descriptions, and theories underlying classification. Specific disorders will be reviewed using Current empirically done researches. Movie review would also be done to make the sessions more interesting and knowledge imparting

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100 %	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

- Carson, R.C. & Butcher, J.N. (1992), Abnormal Psychology and Modern Life; (1st Ed.) New York: Harper Collins.
- Davsion, G.S, & Neale, J.M. (1990): Abnormal Psychology; (Vth Ed.), New York: John Wiley and Sons.
- Kaplan, H.I. & Saddock, B.J. (Eds.) (1998), A Comprehensive Text Book of Psychiatry; (4th Ed.) Volume I & II Baltimore: Williams and Wilkins.
- Korchin, S.J. (1986). Modern Clinical Psychology; New York: Harper/ Delhi: C behavioural Science Publications.



Course structure: Introduction to Organizational Psychology - Course Code: PSY-403

Course Title: Introduction to Organizational Psychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY-403

Course Objectives

- This course will provide to enable students to understand concepts, theories and research of industrial psychology.
- To help students to learn applications of industrial psychology in various organizational settings.

Pre-requisites: The students must possess fair understanding of types of different type of organization culture

Course Content:	Weightage
Module I Organizational Communication	20%
<ul style="list-style-type: none"> • Types of organizational communication • Interpersonal communication • Improving employee communication skills 	
Module II Organizational Change	
<ul style="list-style-type: none"> • The prevalence of change in Organization • The nature of change process • Forces behind unplanned change • Managing Organizational Change 	20%
Module III Performance Appraisal	20%
<ul style="list-style-type: none"> • Definition • Appraisal Process, Appraisal Methods • Absolute Standard- Essay method, Critical incident method, Checklist method, Graphic rating scale, Forced choice method, Behavior Anchored Rating Scale (BARS) • Relative standards – Group Order Ranking, Individual Ranking, Paired comparison, Management by objectives, 360 degree appraisal, Errors in appraising 	
Module IV Working Conditions and Human Factors	20%
<ul style="list-style-type: none"> • Work schedules • Work Environment • Ergonomics and Human Factors 	
Module V Organizational Environment	20%
<ul style="list-style-type: none"> • Structure and design • Individual in organization • Organizational culture 	

Student Learning Outcomes: Students will be able to

- Describe concepts of psychology in the process of manpower training .
- Design training & development process of an organizations
- apply various methods in organizational setting

Pedagogy for Course Delivery: The class will be taught using theory and case based method.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Dwivedi, R. S. (2000). Managing human resources: Personal management; SPS Press: N. Delhi.
- Haslam, S. A. (2002). Psychology in organization; Sage Publication: Thousand Oaks.
- Tosi, L.H., Mrero, N.P. Johr R. Rizzo (1999) Managing organizational behaviour; Oxford: Blackwell.
- Walton, J. (1999). Strategic human resource development; Prentice – Hall: London.



Course structure: Sports Psychology - Course Code: PSY 404

Course Title: Sports Psychology

Credit Units: 3

Course Level: UG Level

Course Code: PSY 404

Course Objectives

- To trace the development of sports psychology as an independent discipline with its multidimensional perspectives.
- To identify the relationship of personality and situational factors with performance on individual and team events; and to apply the psychological interventions in sports.
- To present the overview of Sport Psychology theories, methodology & interventions.

Pre-requisites: The students must possess fair understanding of need and scope of sport psychology

Course Content:	Weightage
Module I - Perspectives in Sport Psychology	20%
<ul style="list-style-type: none"> • Nature, Historical & recent perspectives on sports psychology • Need and scope of sports psychology • Sport performance, Performance enhancement of Elite athletes, • Nature, Historical & recent perspectives on sport psychology, • Personality profiles of successful sports persons, Performance under pressure 	
Module II- Overview of Sport Performance	20%
<ul style="list-style-type: none"> • The role of stress, arousal, anxiety and attention in the performance of individual and team sports • Role of cognitive -motor processes, • Psycho-physiological processes and conscious-unconscious attentional processes in Sport Performance • Motivation & deliberate practice 	
Module III Athlete Assessment	20%
<ul style="list-style-type: none"> • Overview of self-report based athlete assessments • Advances in Athlete assessment using Neuro-cognitive measures and emerging protocols 	
Module IV - Social Psychological aspects, Sport Psychology Lab Work, Ethical & Professional perspectives	20%
<ul style="list-style-type: none"> • social psychological dimensions of individual & team sports • Role of networking in sports, team v/s individual team game strategies • Sport Psychology considerations for Individual and team games, • Inter-personal communication and contributing to team goals in team sports, • Sport Psychology Lab Work – Either Manual or computerized – • Neuro-cognitive tests or Biofeedback Practical perspectives, Ethical & professional considerations	
Module V- Enhancement of Sport Performance	20%
<ul style="list-style-type: none"> • Training/Coaching techniques, • cognitive and behavioral interventions, the role of Sports Psychologists • Intervention techniques - Goal setting & deliberate practice, • Mental Imagery, Cognitive strategies, Hypnosis 	

Student Learning Outcomes:

- Students will analyze the history and development of sports psychology.
- Students will be able to relate to the theoretical foundation of sports psychology
- Analyze the Psychological strategies of enhancement of sport performance
- Employ skills about Sport Psychology Laboratory
- List the Ethical & professional perspectives

Pedagogy for Course Delivery:

The class will be taught using theory and case based method. Practical, theoretical and conceptual exposure is given through psychological intervention & laboratory work. Guest speakers or experts from the industry would be invited for a lecture on particular expert areas as well.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- J. Mohan, N.K. Chadha and S. Sulan Akhtar (Eds.) (1992) Psychology of Sports- The Indian Perspective. Friends Publications (India): Delhi
- Jarvis, M. Sport psychology. Routledge Publication

References:

- Evidence Based Applied Sport Psychology – A Practioner’s manual By Dr. Roland Carlstedt, Springer Publishing Company



Course structure: Psychology and Life skills -Course Code: PSY-405

Course Title: Psychology and Life skills

Credit Units: 3

Course Level: UG Level

Course Code: PSY-405

Course Objectives:

- To enable students to understand various concepts and phenomenon in psychology.
- Help the students to assess the human personality

Pre-requisites: The students must possess fair understanding of nature and scope of psychology

Course Content:	Weightage
Module I Module I: Introduction	20%
<ul style="list-style-type: none"> • Definition of Psychology • Nature and scope of the field 	
Module II Research in psychology	20%
<ul style="list-style-type: none"> • Introduction to research methods • Types of research (experimental and non-experimental) • Scope of research 	
Module III Individual differences & human personality	20%
<ul style="list-style-type: none"> • Concept of individual differences & human personality • Theories of personality (in brief) • Assessing human personality 	
Module IV Psychology in Indian context	20%
<ul style="list-style-type: none"> • Emergence of psychology in India • Scope of psychology in India • Indigenous psychology 	
Module V Application of psychology in everyday life	20%
<ul style="list-style-type: none"> • Application of psychology for the reduction of poverty, violence and other social problems • Tackling burning issues with psychology such as terrorism rape and hate crimes. 	

Student Learning Outcomes:

- Develop an understanding of the field of psychology
- Analyze emergence of psychology in Indian context
- Appreciate the use of psychology in tackling various social problems

Pedagogy for Course Delivery: Lectures, presentations, group discussions,

project **Assessment/ Examination Scheme:**

Theory L/T (%)	Lab/Practical(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Texts:

- Misra, G. (2011). Handbook of Psychology in India. Oxford University Press
- Pandey, J. (2004). Psychology in India Revisited - Developments in the Discipline, Volume 1-4. Sage publications India Pvt. Ltd.
- Zimbardo, P., & Gerrig, R. J. (2008). Psychology and Life. Pearsons Education.



Course structure: Educational Psychology - Course Code: PSY-406

Course Title: Educational Psychology

Credit Units: 3

Course Level: UG Level

Course Code: PSY-406

Course Objectives:

- To familiarize students with the aims of education and their psychological significance.
- To help understanding the relationship between self, school, and society.
- To give an overview of the ways in which children think and learn.
- To understand the relationship between learning, motivation and creativity.

Pre-requisites: The students must possess fair understanding of learning and motivational theories

Course Content:	Weightage
Module 1. Introduction	
<ul style="list-style-type: none">• Aims of education in relation to relationship of self, society and education.• Education and self-knowledge: Becoming a reflective practitioner.• Brief introduction to problems of schooling in contemporary India.• Transformative education for individual and social change.	25%
Module 2. Cognition and Learning	
<ul style="list-style-type: none">• An overview of the key theoretical approaches: Behaviorism, Individual-Constructivism, Social-constructivism, Social learning theory.• Indian perspectives: Learning through deep contemplation and purified perception, learning through silence.• Mindfulness in learning.	25 %
Module 3. Learning and Motivation	
<ul style="list-style-type: none">• Critical reflection on the folk understanding of 'intelligence', 'ability' and 'achievement' in contemporary India.• Motivation and developmental dynamics.• Creativity and Imagination, Learning Styles, Cooperative Learning.• Creating an emotionally secure classroom that encourages Democracy, self-expression, and self-determination.	25%
Module 4. Education in the Indian Context	
<ul style="list-style-type: none">• Understanding the hidden curriculum of education; learner diversity and hidden discrimination.• Understanding educational stress and anxiety, bullying, parental and peer pressure.• Education, consumerism and the market.• Enhancing mental health and well-being of learners and teachers.• Education and technology in contemporary India.	25 %

Student Learning Outcomes:

- Develop an understanding of the field of Teaching and Learning
- Analyse education system from psychological point of view
- Appreciate the use of psychology in tackling various educational problems

Pedagogy for Course Delivery: Lectures, presentations, group discussions, project

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Readings:

- Badheka, G. (1997). *Divaswapan*. New Delhi, India: NBT.
- Bodrova, E., & Leong, D. J. (1996). *Tools of the mind: The Vygotskian approach to early childhood education*. NJ, USA: Prentice-Hall.
- Bruner, J. (1996). *The culture of education*. Cambridge: Harvard University Press.
- Cornelissen, M., Misra G., & Varma, S. (2010). *Foundations of Indian psychology* (Vol. 2). New Delhi, India: Pearson.
- Huppes, N. (2001). *Psychic education: A workbook*. Pondicherry, India: Sri Aurobindo Ashram.
- Joshi, K. (Ed.) (1988). *The good teacher and the good pupil*. Auroville, India: Sri Aurobindo International Institute of Educational Research.
- Kapur, M. (2007). *Learning from children what to teach them*. New Delhi, India: Sage Publications.
- Krishnamurti, J. (1974). *On education*. Ojai, California: Krishnamurti Foundation Trust.
- National Council of Educational Research and Training. (2006). Position paper: National focus group on aims of education. In *National Curriculum Framework 2005*. New Delhi, India: NCERT.
- Rogers, C. (1983). *Freedom to learn in the 80s*. USA: Charles R. Merrill Pub. Co.
- Sri Aurobindo, & The Mother. (1956). *On education*. Pondicherry, India: Sri Aurobindo Ashram Press.
- Thapan, M. (Ed.) (2014). *Ethnographies of schooling in contemporary India*. New Delhi, India: Sage Pub.
- Woolfolk, A., Misra, G., & Jha, A. (2012). *Fundamentals of educational psychology*. New Delhi, India: Pearson Pub.



Course structure: Psychology of Health and Yoga - Course Code: PSY-407

Course Title: Psychology of Health and Yoga

Credit Units: 3

Course Level: UG Level

Course Code: PSY-407

Course Objectives:

- To introduce health psychology and arrive at the introduction to the philosophy and practice of yoga
- To introduce the concepts of transformation of person as the core objective of Indian Psychology, through the study of different traditions of yoga
- To study the role of bhakti as a historical movement well as a concept in social transformation through personal transformation

Pre-requisites: The students must possess fair understanding of concept and philosophy of yoga

Course Contents:	Weightage
Module 1. Health psychology and health promotion through yoga <ul style="list-style-type: none"> • Health psychology: Definition, need and importance of health psychology; Difference between health psychology and clinical psychology • Health psychology and behavioural medicine • Health promotion: Importance of health psychology in medical and organizational set up • The assumptions surrounding the study of a person/human development, human cognition, human emotion, self/personality and motivation, pertaining to health • A critical evaluation of the applications of psychological knowledge in the area of health, and identification of gaps 	25%
Module 2. Stress and lifestyle disorders <ul style="list-style-type: none"> • Meaning and definitions, Development of stress; Nature of stressors: Frustration pressure • Factors predisposing stress: Stress: Life events and daily hassles • Coping with stress: Problem oriented and emotion oriented • Stress Management: Meaning and definition; Changing thoughts, behavior, and physiological responses 	25%
Module 3. Yoga and health: The idea of ‘sva-Astha’ <ul style="list-style-type: none"> • The assumptions of development and personhood/self, motivation, cognition, emotion and action in yoga • The centrality of consciousness as such (Nija, Tat, Svaroop, Vastu) • Introduction to the idea of health and well-being in the panchakosha 	25%
Module 4. Health promotion through Yoga <ul style="list-style-type: none"> • Yoga and human development: Yoga in Schools; Research evidence on yoga in schools • Yoga for specific lifestyle disorders: Asthma, sleeplessness, diabetes, BP and cardiac heart diseases Research evidence on the impact of yoga intervention on lifestyle Disorder	25%

Student Learning Outcomes:

- Develop an understanding of health from Indian theoretical perspective
- Apply psychological theories in matters of health

Pedagogy for Course Delivery: Lectures, presentations, group discussions, project

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Readings:

Babu, R. K. (2011). *Asana sutras*. Vizianagaram, India: Home of Yoga Publications.

Desikachar, T. K. V. (2003). *Reflections on Yoga Sutras of Patanjali*. Krishnamacharya Yoga Mandiaram.

Iyengar, B. K. S. (1976). *Light on yoga*. London: UNWIN Paperbacks.

Niranjanananda Saraswathi, Swami. (1994): *Prana, pranayama, prana vidya*. Munger, India: Bihar School of Yoga.

Rama, R. R. (2006). *Journey to the real Self*. Vijnigiri, India: Yoga Consciousness Trust.

Satyananda S, Swami. (2002). *Asana, pranayama, mudra, bandha*. Munger, India: Yoga Publications Trust.



Course structure: Psychology Basic Practical II - Course Code: PSY-400

Course Title: Psychology Basic Practical II

Credit Units: 2

Course Level: UG Level

Course Code: PSY-400

Course Objectives:

- To apply the general concepts of psychology through the medium of experiments.

Pre-requisites: The students must possess fair understanding of psychological assessment and interpretation

Course Content:														
<ol style="list-style-type: none"> Family Pathology Scale Sinha's Comprehensive Anxiety Test Work Motivation Scale Verbal Test of Creative Thinking WHO Quality of life (BREF) 														
<p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> Understand the concepts of psychology through the mediums of the experiments Develop With the skills of conducting & documenting experiments in the field of psychology. <p>Pedagogy for Course Delivery: The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically. Insights would be given on conducting test on individuals with an objective to understand criminal behavior</p>														
<p>Assessment/ Examination Scheme:</p> <table border="1"> <thead> <tr> <th>Theory L/T (%)</th> <th>Lab/Practical/(%)</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>30%</td> <td>70%</td> <td>100%</td> </tr> </tbody> </table>				Theory L/T (%)	Lab/Practical/(%)	End Term Examination	30%	70%	100%					
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Components (Drop down)	Practical File	Attendance												
Weightage (%)	25%	5%	70%											



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Case Study Presentation - Course Code: NCS-408

Course Title: Case Study Presentation

Credit Units: 2

Course Level: UG Level

Course Code: NCS-408

Course Objective:

- To develop in students the skills of documentation of data for conducting theoretically correct and practically relevant research.

Methodology:

Each student will engage themselves in interaction and observation of Psychological Processes in a subject/field of their choice.

Students will then present the findings in the form of a paper for Case Study Presentation discussion.

Examination Scheme of Case Study Presentation-

Faculty Interaction - 25 Marks

Viva Voce - 30

Marks Presentation of Case Study - 20

Marks Report Writing - 25

Marks

Total 100 Marks



Course structure: Clinical Psychology - Course Code: PSY-501

Course Title: Clinical Psychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY-501

Course Objectives:

- To familiarize with the history and development of clinical psychology as a field in India and its evolving professional identity.
- To orient students to major theoretical models which guide clinical psychological practice and research.
- To orient about clinical assessment process and its applications in various domains.

Pre-requisites: The students must possess fair understanding of different psychological approach

Course Content:	Weightage
Module 1. Foundations	25%
<ul style="list-style-type: none">• Historical background: Early & recent history.• Nature of discipline: Theory and research.• Developing a professional identity: Education & training, professional activities and employment settings, sub-specializations.	
Module 2. Psychodynamic approach	25%
<ul style="list-style-type: none">• Brief orientation to four psychoanalytic psychologies – Drive, ego, object relations & self psychology• Understanding psychological defenses, regression, and the true and false self-systems.	
Module 3. Other major approaches	25%
<ul style="list-style-type: none">• Behavioural and cognitive-behavioural• Humanistic• Existential• Family systems• Biological• Attempt at integration: Bio-psycho-social	
Module 4. Clinical assessment	25%
<ul style="list-style-type: none">• Rationale and planning• Clinical interviewing• Areas of applications: Intellectual and educational; personality and interpersonal; behavioural and psycho-diagnostic	

Student Learning Outcomes:

- Describe the developmental stages from birth to old age
- Recognize the various issues faced and adjustments required at different developmental stages.
- Develop an awareness regarding the stages the development and review the various theoretical paradigms associated with the same.

Pedagogy for Course Delivery:

- Theory classes using lecture & discussion mode
- PowerPoint presentations including videos

Assigning students task of collecting researches/case studies relevant to each topic in current times & then having an interaction based discussion in the class

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Readings:

Hecker, J. E., & Thorpe, G. L. (2005). *Introduction to clinical psychology: Science, practice, and ethics*. Delhi, India: Pearson Education.

Hersen, M., Kazdin, A. E., & Bellack, A. S. (Eds.) (1991). *The clinical psychology handbook* (2nd ed.). New York: Pergamon Press.

Marks, D. F., & Yardley, L. (Eds.) (2004). *Research methods for clinical and health psychology*. New Delhi, India: Sage.

Osborne, R. E., Lafuze, J., & Perkins, D. C. (2000). *Case analysis for abnormal psychology: Learning to look beyond the symptoms*. Philadelphia, USA: Psychology Press.

Pomerantz, A. M. (2008). *Clinical psychology: Science, practice, and culture*. New Delhi, India: Sage Publications.

Trull, T. J., & Phares, E. J. (2001). *Clinical psychology: Concepts, methods, and profession* (6th ed.). Belmont, CA: Wadsworth/Thomson Learning.



Course structure: Gender Psychology - Course Code: PSY-502

Course Title: Gender Psychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY-502

Course Objectives:

- This course is designed to introduce students to psychological theories and research regarding the differences and similarities between men and women and the effects of gender in social situations.
- Students will learn to understand the complexity and diversity of gendered experiences in the social settings of their own and other cultures

Pre-requisites: The students must possess fair understanding of biological basis of gender

Course Content:	Weightage
Module I Introduction to Gender Psychology	20%
<ul style="list-style-type: none"> • Defining Sex and Gender within Psychology • Perspectives in Gender: Social, Economical, Political & Biological • Gender Identity: Biological basis of Gender 	
Module II Gender and Life Course	20%
<ul style="list-style-type: none"> • Physical , Social and Moral Development • Module III Gender Roles & Stereotypes • Masculinity and Femininity in Religious Context • Global/Cultural Context • Effects of stereotypes and roles • Media and Depiction of gender 	
Module III Gender Roles & Stereotypes	20%
<ul style="list-style-type: none"> • Masculinity and Femininity in Religious Context • Global/Cultural Context • Effects of stereotypes and roles • Media and Depiction of gender 	
Module IV Gender Difference	20%
<ul style="list-style-type: none"> • Emergence of Gender Differences: Cognitive abilities • Determinants of gender differences: Social and affective behavior 	
Module V Gender and Mental Health	20%
<ul style="list-style-type: none"> • Health & Fitness • Stress & Coping • Treatment for Mental Disorders 	

Student Learning Outcomes:

- Review biological, social, psychological aspect of gender identity with the help of theories and research
 - Interpret the complexity and diversity of gender experiences in social setting
- Pedagogy for Course Delivery:
- Power Point Presentations
 - Lectures

- Case Studies

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

Text:

- Brannon, L. (2001), Gender: Psychological Perspectives (3rd edition); Needam Heights, MA: Allyn and Bacon.
- Kimmel, M. S. and Aronson, A. (2000), The Gendered Society Reader; New York: Oxford University Press.

References:

- Mustin R.T. & Marecek J., (1990) ,Making a Difference: Psychology and the Construction of Gender; New Haven, CT: Yale UP
- Golombok S. & Fivush R., (1994), Gender Development ;Cambridge, UK: Cambridge UP



Course structure: Psychology of Motivation and Leadership - Course Code: PSY-503

Course Title: Psychology of Motivation and Leadership

Credit Units: 3

Course Level: UG Level

Course Code: PSY-503

Course Objectives:

- To understand the concept of motivation and leadership in the work place and application of these psychological concepts in various organizational settings

Pre-requisites: The students must possess fair understanding of different theories of motivation and leadership

Course Content:	Weightage
Module I Introduction	
<ul style="list-style-type: none">Introduction to the study of motivation and leadershipBasic concepts and theoretical focuses in biological area	20%
Module II Understanding of Motivation	
<ul style="list-style-type: none">Biological Motivation: Hunger & ThirstCerebral basis of reinforcement, motivation and addictive behaviorCognitive approach to motivationCognitive theories of Motivation: Intrinsic Motivation and Extrinsic Motivation	20%
Module III Workplace Motivation	
<ul style="list-style-type: none">Theories: Content theories: Maslow's need hierarchy, Herzberg two factor theory, Alderfer's ERG theory, McClelland's achievement theory. Process theories: Vroom's expectancy theory, Adam's equity theory, Porter & Lawler's model.Applications in day-to-day lifeMotivation and Job Satisfaction identifying the linksAssessment and prediction of Motivation at work	20%
Module IV Introduction to leadership	
<ul style="list-style-type: none">Selection MethodsSelection TestsInterview (elimination process)	20%
Module V Psychology of Leaders	20%
<ul style="list-style-type: none">Psychological assumptions and implications of various theories of management and leadershipInfluence processes; Change of managerial behavior; Impact of the larger environment.	

Student Learning Outcomes:

- Synthesize the knowledge of biological bases of motivation with leadership
- Explore basic motivational psychology applied to working places
- Illustrate the relevance of motivation theories to optimize employees' satisfaction
- Apply leadership skills in various organizational settings.

Pedagogy for Course Delivery: Case studies, Interactive lectures, Role play, Group discussion, Research articles.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Luthan, F (2013). Organizational Behavior evidence based approach 12th edition. McGraw Hill
- Yulk, G (2006). Leadership in organization. Sixth edition. Pearson Edu., Inc.
- Miner J, (2007). Organizational Behavior. Prentice Hall
- Greenberg, J & Baron, R.A. (2003). Behaviour in organizations Understanding and managing the human side of work Pearson Edu., Inc.
- Robbins, Stephen P, (2005). Organizational Behavior. Prentice Hall
- Singh, K(2013). Organizational Behavior Text and cases. Dorling Kindersley. Pearson education.



Course structure: Psychological Practices in Organizations - Course Code: PSY-504

Course Title: Psychological Practices in Organizations

Credit Units: 3

Course Level: UG Level

Course Code: PSY-504

Course Objectives:

- To enable students to understand various concepts and phenomenon in organizational psychology

Pre-requisites: The students must possess fair understanding of organizations from psychological perspective

Course Content:	Weightage
Module I Introduction	20%
<ul style="list-style-type: none"> Introduction to I/O psychology Understanding organizations from psychological perspective 	
Module II Psychological processes in organization	20%
<ul style="list-style-type: none"> Motivation Emotion 	
Module III Social Processes in Organizations	20%
<ul style="list-style-type: none"> Leadership Cooperation & Competition Group processes 	
Module IV Working Organizations	
<ul style="list-style-type: none"> Problem solving in organizations Decision making in organization 	20%
Module V Communication in organization	20%
<ul style="list-style-type: none"> Process of communication Barriers to communication Models of communication 	

Student Learning Outcomes:

- Develop an understanding of the field of organizational psychology
- Analyze various psychological processes in organizations
- Appreciate the working of organizations through various psychological processes

Pedagogy for Course Delivery:

- Lectures, presentations, group discussions, project and practicals

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Muchinsky, P.M. (2006). Psychology Applied to Work. (8th Edition). Wadsworth Publishers.
- Anderson, N. (2001). Handbook of Industrial, Work & Organizational Psychology. Sage Publications Ltd.



Course structure: School Counseling - Course Code: PSY 505

Course Title: School Counseling

Credit Units: 3

Course Level: UG Level

Course Code: PSY 505

Course Objectives:

- This is to enable the students to develop an understanding of counseling within school setup, which is collaborative work of counselor and other school staff.
- It would also focus on prevention and intervention of mental health and disorders of children and adolescents.

Pre-requisites: The students must possess fair understanding of basic concept and nature of counselling

Course Content:	Weightage
Module I - Introduction to School Counselling <ul style="list-style-type: none"> • Historical and Current Issues • Need, Scope of School Counselling • Difference between Educational Psychologist and School Counsellor • Transformations of the Roles, Responsibilities & skills of School Counselors • Professional and Ethical Codes of conduct in school counseling • Guidance & Counseling Need and importance of guidance and counseling at school settings 	10%
Module II- Counselor in Educational Setting <ul style="list-style-type: none"> • The Profession of School Counseling: School Counselor as Program Coordinator, Educational Leader, The Guidance Curriculum / Demonstrating Accountability, Becoming a Systematic Change Agent- Advocacy • Need for Counselling at various levels: Elementary School, Middle School, Secondary School & Higher Secondary School • Counseling & Curriculum Development • Counseling & Family Intervention for Children Counselling & School Management 	20%
Module III Role of Personal Guidance <ul style="list-style-type: none"> • Principal, Teacher, Counselor, Career Counselor, Parents & other Specialists • Holistic Model- 5 aspects: Personal, Temperamental, Professional, Social, Environmental • Importance of Holistic Approach in School Counselling Overview of the other approaches to counseling children 	20%
Module IV - Mental Health of Students <ul style="list-style-type: none"> • Working with various types of students: mental and emotional disorders; • chemically dependent adolescents, ODD; Anger control issues, ADHD, Depression in youth suicide, Self-esteem/ social anxiety disorder, Eating disorders, Sexual Abuse • Supportive Services including programmes of Intervention and Prevention & Self Help Material • Role of Faith & Spirituality in Students mental HealthStudents' perspective of Mental Health 	20%
Module V- Experience of Transition	20%

<ul style="list-style-type: none"> • Concept of change, Adjustment & Transition • Transition & Students' experiences • Adjustment Difficulty for students, family & teachers • Resilience • Physical, Psychosocial Changes in Adolescence 	
Module VI: Indian Education System: The Changing Perspective	10%
<ul style="list-style-type: none"> • Growth & policies • New Measures Psychology of deprived 	

Student Learning Outcomes: Student will be able to:

- Apply guidance & counseling skills in schools at various level.
- Analyze career counseling as an important aspect of assessment
- Design and develop holistic plan for various types of students and their needs
- Comprehend the challenges and risk involved in the management of a classroom with individual differences

Pedagogy for Course Delivery: The class will be taught using theoretical and case based method. An applied knowledge and information for effective counseling support within school settings will be given.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Belkin, G.S. (1998), Introduction to Counselling; W.C.: Brown Publishers
- Nelson, J. (1982), The Theory and Practice of Counselling Psychology; New York: Holt Rinehart & Winston.

References:

- Ben, N. Ard, Jr. (Ed.) (1997), Counselling and Psychotherapy: Classics on Theories and Issues; Science and Behaviour Books Co.
- Brammer, L.M. & Shostrom, E.L. (1977), Therapeutic psychology: Fundamentals of Counselling Psychotherapy; (3rd Ed.) , Englewood Cliffs: Prentice Hall
- Udupa, K.N. (1985). Stress and its Management by Yoga; Delhi: Moti Lal Bansari Das.
- Windy, D. (1988) (ed.), Counselling in Action; New York: Sage Publication.



Course structure: Forensic Mental Health - Course Code: PSY-506

Course Title: Forensic Mental Health

Credit Units: 3

Course Level: UG Level

Course Code: PSY-506

Course Objectives:

- The students will be able to demonstrate an awareness of legal aspects related to crimes committed by those who suffer from mental disorders. Discuss the differences between forensic psychology, forensic psychiatry and forensic medicine.
- Understand the allied fields and differential role responsibilities of the professional in each field.

Pre-requisites: The students must possess fair understanding of different personality disorders

Course Content:	Weightage
Module I Introduction	10%
<ul style="list-style-type: none"> • Definition • Domains of field • Applications 	
Module II Current Mental Health Legislation	20%
<ul style="list-style-type: none"> • Laws related to mental health in India • For victim • For perpetrator 	
Module III Mental Disorders & Crime	30%
<ul style="list-style-type: none"> • Crime and its causes; • crime committed under the effect of a disorder; • relationship between crime and mental disorders: specific disorders which have been empirically linked with crime like psychopathy, impulse control, schizophrenia 	
Module IV Mental Health aspects of specific crimes	30%
<ul style="list-style-type: none"> • For both victim & perpetrator • Homicide • Suicide • Infanticide • Sexual offences • Stalking • Rape • Child abuse & abduction 	
Module V Ethical issues related to law enforcement	10%
<ul style="list-style-type: none"> • Code of ethics in Indian legal system 	

Student Learning Outcomes:

- Recognize the legal associations to mental disorders and role of mental health professionals.
- Judge psyche of victims of crime.
- Analyze and judge psyche of perpetrators of crime.
- Appraise ethical issues for forensic mental health professionals during assessment and therapies.

Pedagogy for Course Delivery:

- Theory classes using lecture & discussion mode
- Power point presentations including videos
- Assigning students task of collecting researches/case studies relevant to each topic in current times & then having an interaction based discussion in the class

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T)

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Blau, T.H., (1988). The Psychologist as Expert Witness, (2nd Edn.) John Wiley & Sons, New York
- Gelder, M. et al, (2001), Short Oxford Text Book of Psychiatry, Oxford University Press, New York
- Hess, A.K., & Winer, I.V., (1999). Handbook of forensic Psychology (2nd Edn.) John Wiley & Sons, New York
- James, S.H., and Nordby, J.J., (Eds) (2003). Forensic Science; An Introduction to Scientific and Investigative Techniques, CRC Press, London
- Shapiro, D.L., (1991). Forensic Psychological Assessment – An Integrative Approach Allyn & Bacon, Boston



Course structure: Psychology of Caregivers - Course Code: PSY- 507

Course Title: Psychology of Caregivers

Credit Units: 3

Course Level: UG Level

Course Objectives:

Course Code: PSY- 507

- The students will understand the importance of caregivers Informal caregivers play a central role in patient care, and care giving can provide positive and negative experiences.
- It will enhance awareness of those factors that underlie the motivation to care for others.
- The students will appreciate caregivers' understanding as to the dynamics that support and undermine self-caring activity.
- The Students will be able to help and encourage caregivers' to experiment with changing existing self-defeating patterns and acquiring or strengthening more constructive ways of being.

Pre-requisites: The students must possess fair understanding of concept and nature of caregivers

Course Content:	Weightage
Module I Introduction	20%
<ul style="list-style-type: none"> • Concept of care-giving • Nature & Scope • Historical Foundations 	
Module II: Classification	20%
<ul style="list-style-type: none"> • Primary Care-givers • Secondary Care-givers • Tertiary Care-givers 	
Module III: Care-giving in different settings	20%
<ul style="list-style-type: none"> • Rehabilitation & Palliative Care • Orphanages • De-addiction centers • Old Age Home • Hospitals • Schools 	
Module IV Psychological Perspective	20%
<ul style="list-style-type: none"> • Quality of Life • Hope, Optimism, Love, Happiness • Social Support • Religion & Spirituality 	
Module V: Burn Out in Caregivers	20%
<ul style="list-style-type: none"> • Identification of Burn Out • Types of Burn Outs: Physical, Social, Emotional, Cognitive • Dealing with Burn out: Remedial Measure 	

Student Learning Outcomes:

- Recognize the importance of caregivers and their psychological perspective
- Analyze physical, social, emotional and cognitive issues of the caregivers
- Apply their understanding for betterment of caregivers.

Pedagogy for Course Delivery:

The class will be taught using theory and case based method. In addition to assigning the application based teaching, the course instructor will create learning environments that encourage caregivers' to experiment with changing existing self-defeating patterns and acquiring or strengthening more constructive ways of being. Class content and structure are presented, along with preliminary data on class efficacy that is based on psycho educational & positive intervention.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

- Hilary Schofield, Sidney Bloch, Victorian Health Promotion Foundation, Helen Herrman, Barbara Murphy, Julie Nankervis, Bruce Singh, Family caregivers: disability, illness and ageing. Published by Allen & Unwin, 1998

References:

- Ilene Morof Lubkin, Pamala D. Larsen, Chronic illness: impact and interventions. Published by Jones & Bartlett Publishers, 2005
- Karen Dahlberg Vander Ven, Ethel Tittnich , Competent caregivers--competent children: training and education for child care practice, Haworth Press, 1986.



Course structure: Introduction to Community Psychology - Course Code: PSY-508

Course Title: Introduction to Community Psychology

Credit Units: 3

Course Level: UG Level

Course Code: PSY-508

Course Objectives:

- To help students understand community-based research and to encourage them to think about how research findings can be used to address social problems.
- This course will provide students with an introduction to the field of community psychology.
- This area of psychology is concerned with the scientific study of social problems and their solutions.

Pre-requisites: The students must possess fair understanding of basic concept of community

Course Content:	Weightage
Module I: Community Psychology: Basic concept of community work	10%
<ul style="list-style-type: none">• Introduction and Orientation to Community Psychology• Aims of Community Psychology• History of CMH movement; Socio-Environmental Context; Structure, Design, & Organization	
Module II: Key Issues in Community Psychology	30%
<ul style="list-style-type: none">• Urbanization; urban and/or rural physical environment, pollution• Poverty & homelessness• community-integration and mental health• immigration and adjustment• discrimination & prejudice• unemployment• intergroup conflict• issues in childhood and adolescence (e.g. child abuse, youth violence)• aging and health• Drug Addiction, Alcoholism and their Rehabilitation• HIV/AIDS Awareness	
Module III: Research and Program Evaluation in Community Psychology	20%
<ul style="list-style-type: none">• Aims of Community Research• Methods of Community Psychology Research• Models and Interventions	
Module IV: The School System	20%

<ul style="list-style-type: none"> • Role of Psychologist in school • Gifted Children, Scholastic backwardness • Truancy and discipline related issues • Behavioral Problems in Children • Puberty Related Problems • Classroom management. 	
Module V: The Family System	20%
<ul style="list-style-type: none"> • Family Disorganization, Separated and/Divorced Couples, single parenting. • Family Environment and maladaptive Behaviour • Introduction to Family Life Cycle • Psychological Interventions with the family 	

Student Learning Outcomes:

- Implement community based intervention for various psychosocial issues.
- Analyze key contemporary issues in the area of community psychology
- Develop insight and analyze the important concerns in community psychology.

Pedagogy for Course Delivery:

The class will be taught using theory and case based method. through lectures, , tutorial and field assignment activities in particular.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Mann, A.P. Community Psychology and Applications
- Sheldon J Korchin, Modern Clinical Psychology
- Rappaport, J: Community Psychology: Values, Research and Action

References:

- Bates, A. P. and Julian, J. :Sociology— Understanding Social Behaviour
- Browning, C. J.: differential Impact of Family Disorganization on Male Adolescents
- Burgers, E.W., and Lock, H.J.: The Family
- Nimkoff, M.E. :The Family
- Cohen Albert K.: Deviance and Control
- Gobbons, D. C.: Deviant Behaviour (2nd ed.)
- Vijoy K Verma, Param Kulhara, Christine, Social psychiatry: A Global Perspective
- R Srinivasa Murthy, Barbara J Burns, Community Mental Health – Proceedings of the Indo US Symposium.



Course structure: Science of Well-being - Course Code: PSY-509

Course Title: Science of Well-being

Credit Units: 3

Course Level: UG Level

Course Code: PSY-509

Course Objectives:

- To understand the concepts related to theory and science of well-being and their applications to the betterment of self and others.

Pre-requisites: The students must possess fair understanding of the developmental origin well-being

Course Content:	Weightage
Module I Evolution & Development	20%
<ul style="list-style-type: none"> Natural selection & the elusiveness of happiness- Evolutionary Psychology Understanding well-being in the evolutionary context of brain development The developmental origins of well-being 	
Module II Physiology & Neuroscience	
<ul style="list-style-type: none"> Well-being and Affective style: neural substrates and bio behavioural correlates Physically active lifestyle and well-being Potential of Nutrition to promote physical and behavioural well being 	20%
Module III A Brief Philosophy of Well-being	20%
<ul style="list-style-type: none"> The Basic Triad of Human Needs The way of Positive Philosophers, Negative Philosophers and Humanists What Makes Life Stressful? 	
Module IV Cultural Perspective	
<ul style="list-style-type: none"> Subjective Well-Being : Introduction Process underlying SWB ; Adaption, Goals and Temperament Cultural Differences in the Definition and Causes of Well- Being Role of Natural Environment & Well-being 	20%
Module V Social & Economic Consideration	20%
<ul style="list-style-type: none"> Social Context of Well-being Peace & Development Income & SWB: Can money buy happiness? 	

Student Learning Outcomes:

- Enable students to relate theory and science of well-being to make the life stress free
- Application of social and economic contexts of well-being for the peace and development of world
- Design and develop models for physical and Behavioural wellbeing

Pedagogy for Course Delivery: The class will be taught using theory and case based method.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text

- Miley, William M: The Psychology of Well Being
- Daniel Kahneman, Ed Diener, Norbert Schwarz, Russell: Well Being: The Foundations of Hedonic Psychology, Sage Foundation

References

- Sirgy, M. Joseph: The Psychology of Quality of Life
- Stanley L. Brodsky: Psychology of Adjustment & Well Being



Course structure: Psychology Basic Practical III - Course Code: PSY-500

Course Title: Psychology Basic Practical

Credit Units: 2

Course Level: UG Level

Course Code: PSY-500

Course Objectives:

- To apply the general concepts of psychology through the medium of experiments

Pre-requisites: The students must possess fair understanding of different types of psychological tests

Course Content:														
1. DEO Mohan's Achievement Motivation Scale 2. PGI Memory Scale 3. State-Trait Anxiety Scale 4. Global Adjustment Scale (Form-A) 5. Standard Progressive Matrices (SPM)														
Student Learning Outcomes: <ul style="list-style-type: none"> Understand the concepts of psychology through the mediums of the experiments Develop With the skills of conducting & documenting experiments in the field of psychology. 														
Pedagogy for Course Delivery: The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically. Insights would be given on conducting test on individuals with an objective to understand criminal behavior														
Assessment/ Examination Scheme: <table border="0" style="width: 100%; text-align: center;"> <tr> <td>Theory L/T (%)</td> <td>Lab/Practical/(%)</td> <td>End Term Examination</td> </tr> <tr> <td>30%</td> <td>70%</td> <td>100%</td> </tr> </table>				Theory L/T (%)	Lab/Practical/(%)	End Term Examination	30%	70%	100%					
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Continuous Assessment/Internal Assessment			End Term Examination											
Components (Drop down)	Practical File	Attendance												
Weightage (%)	25%	5%	70%											



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Term Paper – III - Course Code: NTP-503

Course Title: Term Paper – III

Credit Units: 2

Course Level: UG Level

Course Code: NTP-503

Course Objectives:

The rationale behind introducing the term paper for BA Students (II Year) is to enhance the reading and writing habits of the students and to make them aware about the process of carrying out a research work. This helps them to develop insight into the course they are studying which creates an academic interest among the students. Presentation of the term paper plays an important role as it facilitates knowledge sharing and improvement in presentation skills which will further enhance the confidence of the students. The overall objective of this term paper is to develop research orientations in students and to make them understand and enhance skills in Research Methodology

Guidelines for Term Paper:

- 1) Topic
- 2) Introduction
- 3) Review Research
- 4) Discussion
- 5) Conclusion
- 6) References

Examination Scheme:

Compilation of Term Paper:	50 Marks
Viva Voce:	25 Marks
Presentation of Term Paper:	25 Marks
Total	100 Marks



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Summer Internship Project (Evaluation) - Course Code: NSP-506

Course Title: Summer Internship Project (Evaluation)

Credit Units: 2

Course Level: UG Level

Course Code: NSP-506

Course Objective:

- To enable the students with the practical exposure in their core area of interest (Corporate Sector, NGOs, Hospitals etc.), which in turn will be the pathway to their personal and professional training.
- It will also help students to develop report writing skills.

Duration: Four Weeks (June-

July) Methodology:

Students get opportunity in diversified Institutes e.g. Corporate Sector, Schools, NGOs and Hospitals. They will be guided by an internal and external supervisor from their respective Institute. Students will submit their summer project reports with their supervised daily reporting. Immediately after returning from their summer vacations. This would require primary data collection.

Examination Scheme:

Internal Faculty Interaction:	20 Marks
Feedback from External Supervisor:	20 Marks
Viva Voce:	30 Marks
Report Writing:	30 Marks
Total	100 Marks



Course structure: Psychology of Differentially-abled Children (Special Education) Course Code: PSY-601

Course Title: Psychology of Differentially-abled Children (Special Education). Credit Units: 4

Course Level: UG Level

Course Code: PSY-601

Course Objectives:

- Students will understand and apply concepts of psychology in differentially-abled children
- To the development of education of challenged and gifted children.

Pre-requisites: An introduction to the basic concepts and practices of the field of Clinical Psychology.

Course Content:	Weightage	
Module I Children with mild differences in behavior & learning	20%	
<ul style="list-style-type: none"> • Children with Speech & Learning Disabilities • Children with Learning Disabilities • Children with Intellectual Disabilities • Children and youth with behavior disorders Children who are Gifted, Creative and Talented 		
Module II Children with Sensory Impairments		10%
<ul style="list-style-type: none"> • Children and youth with Hearing Impairments • Children with Visual Impairments 		
Module III Children with Low Incidence Disabilities	10%	
<ul style="list-style-type: none"> • Children with Special Health Care Needs • Children with Neurological Disabilities • Children with Pervasive Developmental Disorders • Children with Severe & Multiple Disabilities 		
Module IV Interventions with Infants, Preschoolers, young adults and families		20%
<ul style="list-style-type: none"> • Teaching Strategies • Educational Provisions • Transition from School to Work • Vocational Training & Rehabilitation • Social benefits and Schemes - State and Central governments, NGOs. 		
Module V Special Education across the Life Span	20%	
<ul style="list-style-type: none"> • Early Childhood Special Education • Transitioning to Adulthood • Develop competence for assessment of adaptive behavior among children with special needs 		
Module VI Special Education- Curriculum for the Handicapped		

<ul style="list-style-type: none"> • Special Education • Individualized Education Program (IEP) • Integrated Education- Models of Integration • Inclusive Education • Community based instruction (Ecological) • Action Research- Meaning and Nature 	20%
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Student Learning Outcomes:

- Enable students develop insight to understand the concepts of psychology to the development of education of challenged & gifted students
- Identify and Enumerate the characteristics of exceptional children
- Enable students to apply the concepts in helping challenged and gifted children through interventions and community based programs

Pedagogy for Course Delivery: The class will be taught using theory and case based method. In addition to assigning the case studies, the course instructor will spend considerable time in applying the concepts of psychology to special education. The instructor will cover the ways to think innovatively liberally using thinking techniques.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Panda K.C, Education of Exceptional Children
- Pillai M.G, Exceptional Children- Causes & Assessment
- Prasad S.B, Special Education
- Horn, John Louis: The Education of Exceptional Children
- Robert T. Brown, Cecil R. Reynolds, Psychological perspectives on childhood exceptionality: a handbook (Edition: 99)



Course structure: Planning, Recruitment and Selection - Course Code: PSY-602

Course Title: Planning, Recruitment and Selection

Credit Units: 3

Course Level: UG Level

Course Code: PSY-602

Course Objectives:

- Student will be able to understand the aspects and concept of Planning, Recruitment & Selection as HR personnel. From the initial phase of understanding the basic HR policies and practices,
- Students will be introduced to planning process for the hiring personnel in an organization. Useful models and frameworks, complemented by practical advice and guidelines, shall provide students with a solid foundation to apply Planning, Recruitment & Selection.

Pre-requisites: The students must possess fair understanding of recruitment and selection policies

Course Content:	Weightage
Module I : Introduction	
<ul style="list-style-type: none"> • Application of HR policies & practices Impact of Power on Belief, feeling, Behaviour Pattern of Self & others 	20%
Module II: Planning	
<ul style="list-style-type: none"> • Organisational Structure& Planning • Job Analysis • Job Design • Legal issues in Recruitment & Selection, • OD, Intervention 	20%
Module III: Process of Recruitment and Selection	
<ul style="list-style-type: none"> • Advertisement for Positions • Reference Scanning • Resume writing • Matching and Evaluation 	20%
Module IV: Techniques of Recruitment and Selection	
<ul style="list-style-type: none"> • Selection Methods • Selection Tests • Interview (elimination process) 	20%
Module V: Post Recruitment & Selection Issues	
<ul style="list-style-type: none"> • Training and Development • Managing Diversity • Developing global mind set Promotion and succession planning. 	20%

Student Learning Outcomes:

- Design and develop viable innovative techniques for recruitment and selection.
- Analyze and attract the vital resources required to turn a planning of the selection procedure into reality.
- Identify the need for strategic planning for recruitment and selection.
- Apply the concept of recruitment and selection process at workplace.

Pedagogy for Course Delivery: The class will be taught using theory and case based method. In addition to assigning the case studies, the course instructor will understand the current trends in recruitment and selection. The instructor will cover the innovative ways of recruitment and selection.

Lab/ Practicals details, if applicable:

NA Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Blum & Naylor, Industrial Psychology, CBS Publishers & Distributors
- B.D.Singh (2007). Compensation and Reward Management, Excel Books, New Delhi.
- Luthans, F. Organizational Behavior, McGraw – Hill International, 1998.
- Kaji H. Hona, Syndrome in workers occupationally exposed, Journal of Hard Surgery.
- Halder, Uday K, Human Resource Development (2009) Oxford University Press
- Bhattacharya, Dipak Kumar, Human Resource Management (2002) Excel Books
- Rao, VSP, Human Resource Management (2004) Excel Books
- Kadefore. R., Ergonomic model for workplace assessment, Human Factors Association of Canada.
- Malik P.L., Industrial Law Eastern, Lucknow, 1991.
- Muchinshy. M. Paul, Psychology Applied to Work - Wadsworth



Course structure: Introduction to Industrial Relations - Course Code: PSY-603

Course Title: Introduction to Industrial Relations

Credit Units: 3

Course Level: UG Level

Course Code: PSY-603

Course Objectives:

- To enable students to get a basic understanding of the role of industrial relationships, legal and social aspects and their applications related to the organizational settings.
- Students will also know about the trade union acts and legal framework Union Recognition.
- Students will understand about the settlement of industrial disputes.

Pre-requisites: The students must possess fair understanding of organizational relationship

Course Content:	Weightage
Module I	
<ul style="list-style-type: none">• Industrial Relations Management• Concept- Evaluation- Background of Industrial Relations in India, Influencing factors of IR in enterprise and the consequences	10%
Module II Economic, Social and Political Environments	
<ul style="list-style-type: none">• Employment Structure- Social Partnership, Wider Approaches to Industrial Relations Labor Market	10%
Module III Trade Unions	
<ul style="list-style-type: none">• Introduction- Definition and Objectives, Growth of Trade Unions in India, Trade area analysis, development and mapping, Trade Unions Act (1926) and Legal framework Union Recognition, Union Problems• Employees Association- Introduction, Objectives, Membership, Financial Status• Management related case study	20%
Module IV Quality of Work Life	
<ul style="list-style-type: none">• Workers Participation in Management- Workers Participation in India, Shop Floor, Plant Level, Board Level- Workers' Welfare in Indian Scenario- Collective Bargaining concepts & characteristics- Promoting Peace	20%
Module V: Wage & Salary Administration	
<ul style="list-style-type: none">• Nature & Significance of Wage, Salary Administration, Essentials, Minimum Wage, Fair Wage, Real Wage, Incentives & Fringe Benefits, Issues and constraints in Wage Determination in India	10%
Module VI: Social Security	
<ul style="list-style-type: none">• Introduction and types of Social Security in India, Health and Occupational Safety Programs- Salient features of Workmen Compensation Act and Employees' State Insurance Act relating to Social Security, Workers' Education objectives rewarding	10%
Module VII: Employee Grievances	

<ul style="list-style-type: none"> Causes of Grievances- Conciliation, Arbitration and Adjudication, Procedural aspects for Settlement of Grievances, Standing Orders, Code Discipline 	10%
Module VIII: Industrial Disputes	
<ul style="list-style-type: none"> Meaning, Nature and Scope of Industrial Disputes Cases & Consequences of Industrial Disputes Prevention and Settlement of Industrial Disputes in India 	10%

Student Learning Outcomes: On completion of the course the student will be able to-

- Recognize the issues related to industrial relations.
- Identify and review latest issues of management

Identify employee grievances and assess industrial disputes

Pedagogy for Course Delivery: Lecture, group discussion and case study

Assessment/ Examination Scheme:

Continuous Assessment/Internal Assessment	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Assessment Plan:

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Arora M, Industrial Relations (2000), Excel Books

References:

- Dynamics of Industrial Relations (2004) Himalaya Publishing House
- Manappa A, Industrial Relations (2004), Tata McGraw Hill



Course structure: Psychology of Exceptional and Gifted children - Course Code: PSY-604

Course Title: Psychology of Exceptional and Gifted children.

Credit Units: 3

Course Level: UG Level

Course Code: PSY-604

Course Objectives:

- Students will aware about the knowledge and understanding of the complexity of the exceptional child.
- Students will help the exceptional child.

Pre-requisites: The students must possess fair understanding of basic concept of child behavior

Course Content:	Weightage
Module I Foundations of Special Education	
<ul style="list-style-type: none">• Introduction to children who are exceptional• Issues and trends in special education• Risk factors & children at risk• Collaborating with parents & families	20%
Module II Special Education- Curriculum for the Gifted	
<ul style="list-style-type: none">• Approaches to curriculum• Differentiated curriculum• Enrichment approaches• Interdisciplinary instruction• Independent Study• Mentorship Programs• Internship• Enrichment triad/revolving door model• Curriculum compacting programs• Acceleration approach• Advanced placement• Ability grouping• Individualized instruction	20%
Module III Identify and discuss Individualized Educational Plans	
<ul style="list-style-type: none">• Developing, Implementation & Assessment, Implications for curriculum development	10%
Module IV Critical Attitudes towards Special Children & Youth	
<ul style="list-style-type: none">• Legislation & litigation concerning the Education of Special Children• RPWD Act, 2016	10%
Module V Attitudes, Expectations and Alternative Approaches in teaching Special Children	
<ul style="list-style-type: none">• Mainstreaming, Integration, Inclusion, Special Services• Dealing with teachers, parents, Special students & Non-handicapped Students	20%

Module VI Instructional Planning for each of the Exceptionality	20%
<ul style="list-style-type: none"> • Developing appropriate instructional strategies for use with each of the Exceptionalities • Modification of given instructional units to meet the needs of students with each of the Exceptionalities • Development of a management plan for working with Special students within the regular classroom 	

Student Learning Outcomes:

- Gain knowledge of Exceptional and Gifted Children
- Appraise various interventions for children with exceptional needs
- Reflect on the legislations for Exceptional children

Pedagogy for Course Delivery: The class will be taught utilizing case studies and practical experience in the field. They would be provided with an opportunity to reflect on the legislations provided for Exceptional children

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Panda K.C, Education of Exceptional Children
- Pillai M.G, Exceptional Children- Causes & Assessment

References:

- Prasad S.B, Special Education
- Horn, John Louis: The Education of Exceptional Children
- Robert T. Brown, Cecil R. Reynolds, Psychological perspectives on childhood exceptionality: a handbook (Edition: 99)



Course structure: Teaching & Learning Techniques - Course Code: PSY-605

Course Title: Teaching & Learning Techniques

Credit Units: 3

Course Level: UG Level

Course Code: PSY-605

Course Objectives:

- To enable the students to gather knowledge about the need and scope of Educational counseling with focus on various teaching & learning styles, cognitive issues, and various sources of measurement of learning.
- Students will be able to know the assessments in teaching & learning methodologies.

Pre-requisites: The students must possess fair understanding of basic counselling style.

Course Content:	Weightage
Module I: Introduction	20%
<ul style="list-style-type: none">• Need and scope of Educational Counseling• Specific issues in education	
Module II: Learning & Studying Styles	20%
<ul style="list-style-type: none">• Kolb's Experiential Learning Style• Honey & Mumford Learning Style• Gregoire Learning Styles• Howard Gardener Multiple Intelligences• Note Taking Skills: Cornell Method, The Outline Method, The Mapping method, The charting Method & The Sentence Method• Types of Study Skills: Role of Self Awareness & Time Management• Study Methods: PQRST Method, PRWR Method, Acronyms & Acrostics, Location, Verbal repetition	
Module III: Teaching Styles	20%
<ul style="list-style-type: none">• Command Style• Task style• Reciprocal Style• Small Group Style• Guided Discovery Style• Problem Solving style	
Module IV: Assessments in Teaching & Learning Methodologies	20%
<ul style="list-style-type: none">• Observations, interviews, rating scales• Cumulative record & anecdotal record• Case study, sociometry, questionnaire & projective tests• Psycho educational assessments: Intelligence, memory, creativity, personality, motivation, aptitude, interest	
Module V: Consultation Model & Skills	

<ul style="list-style-type: none"> • Counselor as Educational consultant • Career Guidance & counseling: theories & influences • Behavioral Model • Play therapy • Individualized Educational Programs 	20%
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Student Learning Outcomes:

- Apply Learning Styles & Teaching Strategies in various educational settings
- Evaluate different methods of enhancing learning & Psycho educational assessment
- Analyze consultation model & skills

Pedagogy for Course Delivery:

The class will be taught using theory, case studies & extensive discussion methods & practical work.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Mangal, S. K., (2004), Advance Educational Psychology; New Delhi : Prentice Hall

References:

- M Dash, Neena Dash; Fundamentals of Educational Psychology: Atlantic Publishers & Distributors, New Delhi.
- L S Vygotsky, (1999) Educational Psychology ; Vanit Books, New Delhi
- R K Prithi (Ed.2004) Educational Psychology: Discovery Publishing House, New Delhi



Course structure: Human Skill Development - Course Code: PSY-606

Course Title: Human Skill Development

Credit Units: 3

Course Level: UG Level

Course Code: PSY-606

Course Objectives:

- To equip the students to develop skills enabling them to handle issues and challenges of health & wellness.
- Students also Identifying important skills needed to maintain healthy Living
- Students will also know about the lifestyle management

Pre-requisites: The students must possess fair understanding of concept of the health and wellness

Course Content:	Weightage
Module I: Introduction	25%
<ul style="list-style-type: none"> • Introduction to the main issues & challenges of healthy living. • Identifying important skills needed to maintain healthy Living 	
Module II: Developing Soft Skills	25%
<ul style="list-style-type: none"> • The power of creative thinking • Handling Emotions Effectively • Developing positive attitude • Problem Solving & Critical Thinking 	
Module III: Health & Nutrition	25%
<ul style="list-style-type: none"> • Balanced Diet: Definition, Concept, Need & Importance • BMR: Definition, Concept, Need & Importance • Nutritional requirements at different life stages • Fighting Illness • Lifestyle Management: Dealing with Obesity, CHD, Hypertension, HIV/AIDS etc. 	
Module IV: Health Management	25%
<ul style="list-style-type: none"> • Yoga & Meditation • Science of Spirituality • Stress Management • Community Health 	

Student Learning Outcomes:

- Define issues of health and wellness
- Develop soft skills and creative thinking and positive attitude required for human skills development.
- Design techniques of health management

Pedagogy for Course Delivery: The class will be taught using theory and case based method. In addition to assigning the case studies, the course instructor will spend considerable time in understanding the concept of human skills development.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Michael Feuerstein, Elise E. Labbé, Andrzej R. Kuczmierczyk, Health psychology: a psychobiological perspective, Published by Springer, 1986

References:

- David Marks, Brian Evans, Michael Murray, Carla Willig, Cailine Woodall, Catherine Marie Sykes, Health psychology: theory, research and practice, Published by SAGE, 2005
- Douglas Carroll, Health psychology: stress, behaviour and disease. Published by Routledge, 1992



Course structure: Psychology of Aging - Course Code: PSY-607

Course Title: Psychology of Aging

Credit Units: 3

Course Level: UG Level

Course Code: PSY-607

Course Objectives:

- This paper will enable the students to have a better understanding of the needs, theories and processes of ageing. Also,
- To empower the students with the wider knowledge on how to deal with the issues and problems related to old age.

Pre-requisites: The students must possess fair understanding of historical perspective of Ageing

Course Content:	Weightage
Module I : Introduction	
<ul style="list-style-type: none">• Gerontology- Meaning, Nature & Scope• Historical perspective of Ageing• Global Picture- Researches & Studies in Indian and Western Context• Morbidity & Mortality• Ageing- Myths & Facts• Major Needs of Older Adults	20%
Module II : The Process of Ageing	
<ul style="list-style-type: none">• Developmental Aspects of Ageing• Biological & Physiological Aspects of Ageing• Psychological Aspects of Ageing• Social Aspects of Ageing	20%
Module III : Health Needs & Care for Older Adults	
<ul style="list-style-type: none">• Assessment, Diagnosis & Planning• Major Illnesses- Physical & Psychological• Care giving- Mild & Chronic Illnesses• Mental Health• Palliative Care	20%
Module IV : Individual & Social Issues	
<ul style="list-style-type: none">• Adaptation to Old Age, Attitudes towards Old People• Adjustment to Changes:• Family Patterns• Loss of Spouse• Living Alone• Remarriage in Old Age• Physical, Motor & Mental Abilities	20%
Module V : Ethical, Legal & Financial Issues	
<ul style="list-style-type: none">• Role of Ethics• Welfare Policy for Elderly• Old Age/Shelter Homes for Elderly, Retirement• Identifying Excellence in Care of Elderly• Ethical Theories & Principles• Constitutional Rights, Policy & Services• Legislation & Public Policy	20%

Student Learning Outcomes:

- Enables the students to have a better perceptive of the needs, theories and processes of ageing
- Applying the knowledge to deal with the issues and problems related to old age.
- Creating a better and conducive environment for the elderly population to make ageing a pleasurable experience.

Pedagogy for Course Delivery:

Students will be given a new perspective to the needs and desires of the elderly. They were trained through case study method about their issues and challenges and how are they supposed to be worked out.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Kenneth F. Ferraro: Gerontology: perspectives and issues, Published by Springer Pub. Co., 1990
- Nicholas Coni, William Davison, Stephen Webster: Ageing: the facts
- Ian Stuart-Hamilton: The Psychology of Ageing: An Introduction, 4th Edition



Course structure: Science of Happiness - Course Code: PSY-608

Course Title: Science of Happiness

Credit Units: 3

Course Level: UG Level

Course Code: PSY-608

Course Objectives:

- Student to acquire meaningful knowledge of various aspects of happiness.
- Students will also to apply the concepts with a holistic view to deal with the barriers in day-to-day life.
- Course will provide an overview of positive psychology and introduces the theoretical models of adolescence and early adulthood.

Pre-requisites: The students must possess fair understanding of positive and negative emotions and its effects

Course Content:	Weightage
Module I Happiness	20%
<ul style="list-style-type: none"> • Positive and Negative Affectivity • The Effects & Causes of Happiness • Culture and Happiness • Relationships and Happiness • Geography of Bliss 	
Module II Happiness and its Physical Aspects	
<ul style="list-style-type: none"> • Physical aspects of happiness • Living quality life through positive psychology • Satisfaction with life 	
Module III : Happiness and its Mental Aspects	
<ul style="list-style-type: none"> • Psychological effects of happiness • Flow experiences • Preventing mental distress 	
Module IV Happiness and its Social Aspects	20%
<ul style="list-style-type: none"> • Social correlates of Happiness • social cohesion, particularly in the light of the aging population • Sense of belongingness for happiness 	
Module V Happiness and Morality	20%
<ul style="list-style-type: none"> • The Religious and Spiritual Concepts of Happiness • Relationship between Happiness and corruption • Reciprocal Altruism 	

Student Learning Outcomes:

- Acquire meaningful knowledge of various aspects of happiness
- Apply a holistic and spiritual view of psychology to deal with stressors of day to day life
- Develop and design the social model to promote happiness

Pedagogy for Course Delivery: The class will be taught using theory and case based method. In addition to assigning the case studies, the course instructor will spend considerable time in understanding the concept

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Williams, H.S., The Science of Happiness, Oxford University
- C. R. Snyder, Shane J. Lopez, Positive Psychology: The Scientific and Practical Explorations of Human Strengths
- C. R. Snyder, Shane J. Lopez, The Handbook of Positive Psychology.

References:

- Rich Gilman, Michael Furlong, E. Scott Huebner, A Handbook of Positive Psychology in Schools
- Ilona Boniwell, Positive Psychology in a Nutshell
- Goleman, Daniel: Emotional Intelligence



Course structure: Psychology Basic Practical– IV - Course Code: PSY-600

Course Title: Psychology Basic Practical– IV.

Credit Units: 2

Course Level: UG Level

Course Code: PSY 600

Course Objectives:

- To apply the general concepts of psychology through the medium of experiments. Every student is expected to perform and write all experiments out of the following.

Pre-requisites: The students must possess fair understanding of different psychometric assessment

Course Content:			
<ul style="list-style-type: none"> Heartland’s Forgiveness Scale Colored Progressive Matrices (CPM) 16 PF Family Environment Scale Parent Child Relationship Scale 			
<p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> Understand the concepts of psychology through the mediums of the experiments Develop With the skills of conducting & documenting experiments in the field of psychology. <p>Pedagogy for Course Delivery: The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically. Insights would be given on conducting test on individuals with an objective to understand criminal behavior</p>			
Assessment/ Examination Scheme:			
Theory L/T (%)	Lab/Practical/(%)	End Term Examination	
30%	70%	100%	
Theory Assessment (L&T):			
Continuous Assessment/Internal Assessment			End Term Examination
Components (Drop down)	Practical File	Attendance	
Weightage (%)	25%	5%	



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Major Project - Course Code: NMP-601

Course Title: Major Project

Credit Units: 6

Course Level: UG Level

Course Code: NMP-601

Course Objectives:

- To enable the students with the practical exposure in their core area of interest (Corporate Sector, NGOs, Hospitals etc.), which in turn will be the pathway to their personal and professional training.
- It will also help students to develop report writing skills.

Duration: Four Months (Jan. - April) Methodology:

Students get opportunity in diversified Institutes e.g. Corporate Sector, Schools, NGOs and Hospitals. They will be guided by an internal and external supervisor. Students will submit their reports after **90 Hrs of Fieldwork (15 days* 6hrs per day)**, with their supervised daily reporting, at the end of the academic year. **The days for fieldwork are Fridays & Saturdays.** The student will submit the Log Sheet to their internal supervisor on every Monday.

Examination Scheme:

Internal Faculty Interaction	20 Marks
Feedback from External Supervisor	20 Marks
Viva Voce	30 Marks
Report Writing	30 Marks
Total	100 Marks

AMITY INSTITUTE OF BEHAVIOURAL & ALLIED SCIENCES

Behavioural Science Course

(PG Programme)

**ONE & TWO YEAR POST-GRADUATE
2019-2021**

FIRST SEMESTER

Self-Development for Interpersonal Skills

(Total Credits: 1)

Course Code: BSP-143

S. NO.	COURSE	DURATION (IN HOURS)
1	Understanding Self	2
2	Self-Esteem: Sense of Worth	2
3	Emotional Intelligence: Brain Power	2
4	Managing Emotions and Building Interpersonal Competence	2
5	Leading Through Positive Attitude	2
TOTAL HOURS		10

SECOND SEMESTER

CONFLICT RESOLUTION & MANAGEMENT

(Total Credits: 1)

Course Code: BSP-243

S. NO.	COURSE	DURATION (IN HOURS)
1	Conflict Management	2
2	Behavioural & Interpersonal Communication	2
3	Relationship Management for Personal & Professional Development	2
4	Stress Management	2
5	Conflict Resolution & Management	2
TOTAL HOURS		10

THIRD SEMESTER
Professional Competencies & Career Development
 (Total Credits: 1)
Course Code: BSP-343

S. NO.	COURSE	DURATION (IN HOURS)
1	Professional Competence	2
2	Managing Personal Effectiveness	2
3	Components of Excellence	2
4	Career Development	2
5	Personal & Professional Success	2
TOTAL HOURS		10

FOURTH SEMESTER

LEADERSHIP & MANAGING SKILLS
 (Total Credits: 1)
Course Code: BSP-443

S. NO.	COURSE	DURATION (IN HOURS)
1	Leadership Excellence	2
2	Team: An Overview	2
3	Team Building for Leadership Excellence	2
4	Team & Sociometry	2
5	Team Leadership for Managing Excellence	2
TOTAL HOURS		10



Course structure: Self-Development And Interpersonal Skills - Course Code: BSP-143

Course Title: Self-Development And Interpersonal Skills

Credit Units: 1

Course Level: PG Level

Course Code: BSP-143

Course Objectives:

This course aims at imparting an understanding of:

- Self and the process of self exploration
- Learning strategies for development of a healthy self esteem
- Importance of attitudes and their effect on work behavior
- Effective management of emotions and building interpersonal competence.

Course Contents:

Module I: Understanding Self

(2 Hours)

- Formation of self concept
- Dimension of Self
- Components of self
- Self Competency

Module II: Self-Esteem: Sense of Worth

(2 Hours)

- Meaning and Nature of Self Esteem
- Characteristics of High and Low Self Esteem
- Importance & need of Self Esteem
- Self Esteem at work
- Steps to enhance Self Esteem

Module III: Emotional Intelligence: Brain Power

(2 Hours)

- Introduction to EI
- Difference between IQ, EQ and SQ
- Relevance of EI at workplace
- Self assessment, analysis and action plan

Module IV: Managing Emotions and Building Interpersonal Competence

(2 Hours)

- Need and importance of Emotions
- Healthy and Unhealthy expression of emotions
- Anger: Conceptualization and Cycle
- Developing emotional and interpersonal competence
- Self assessment, analysis and action plan

Module V: Leading Through Positive Attitude

(2 Hours)

- Understanding Attitudes

- Formation of Attitudes
- Types of Attitudes
- Effects of Attitude on
 - Behavior
 - Perception
 - Motivation
 - Stress
 - Adjustment
 - Time Management
 - Effective Performance
- Building Positive Attitude

Student learning outcomes:

- Student will Develop accurate sense of self
- Student will nurture a deep understanding of personal motivation
- Student will develop thorough understanding of personal and professional responsibility
- Student will able to analyse the emotions of others for better adjustment.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

- The above evaluation scheme shall not be applicable for LLM Course.

Suggested Readings:

- Towers, Marc: Self Esteem, 1st Edition 1997, American Media
- Pedler Mike, Burgoyne John, Boydell Tom, A Manager’s Guide to Self-Development: Second edition, McGraw-Hill Book company.
- Covey, R. Stephen: Seven habits of Highly Effective People, 1992 Edition, Simon & Schuster Ltd.,
- Khera Shiv: You Can Win, 1st Edition, 1999, Macmillan
- Gegax Tom, Winning in the Game of Life: 1st Edition, Harmony Books
- Chatterjee Debashish, Leading Consciously: 1998 1st Edition, Viva Books Pvt.Ltd.,
- Dr. Dinkmeyer Don, Dr. Losoncy Lewis, The Skills of Encouragement: St. Lucie Press.
- Singh, Dalip, 2002, Emotional Intelligence at work; First Edition, Sage Publications.
- Goleman, Daniel: Emotional Intelligence, 1995 Edition, Bantam Books
- Goleman, Daniel: Working with E.I., 1998 Edition, Bantam Books.



Course structure: Conflict Resolution & Management - Course Code: BSP-243

Course Title: Conflict Resolution & Management

Credit Units: 1

Course Level: PG Level

Course Code: BSP-243

Course Objectives:

This course aims at imparting an understanding of:

- To develop an understanding the concept of stress its causes, symptoms and consequences.
- To develop an understanding the consequences of the stress on one's wellness, health, and work performance.
- Enhancing personal effectiveness and performance through effective interpersonal communication
- Enhancing their conflict management and negotiation skills

Course Contents:

Module I: Conflict Management

(2 Hour)

- Meaning and nature of conflicts
- Types of Conflict
- Styles and Techniques of conflict management
- Conflict management and interpersonal communication

Module II: Behavioural & Interpersonal Communication

(2 Hours)

- Importance of Interpersonal Communication
- Rapport Building – NLP, Communication mode
- Steps to improve interpersonal communication
- Meaning and Nature of Behavioural Communication
- Relevance of Behavioural Communication

Module III: Relationship Management for Personal and professional Development

(2 Hours)

- Importance of relationships
- Maintaining healthy relationships
- Communication Styles
- Types of Interpersonal Relationships

Module IV: Stress Management

(2 Hours)

- Understanding of Stress & GAS Model
- Symptoms of Stress
- Individual and Organizational consequences with special focus on health
- Healthy and Unhealthy strategies for stress management
- Social support for stress management and well being
- Stress free, Successful and Happy Life

Module V: Conflict Resolution & Management

(2 Hours)

- Conflict Resolution Strategies
- Ways of Managing Conflict (Healthy & Unhealthy)
- Impact of Conflict Resolution & Management

Student learning outcomes

- Students develop the ability to identify their strengths and weaknesses.
- Students will know how to develop positive healthy relationship .
- Students will know how to manage their daily life conflicts.
- Students will know how to be resilient during stressful situations.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

- **The above evaluation scheme shall not be applicable for LLM Course.**

Suggested Readings:

- Vangelist L. Anita, Mark N. Knapp, Inter Personal Communication and Human Relationships: Third Edition, Allyn and Bacon
- Julia T. Wood. Interpersonal Communication everyday encounter
- Simons, Christine, Naylor, Belinda: Effective Communication for Managers, 1997 1st Edition Cassel
- Goddard, Ken: Informative Writing, 1995 1st Edition, Cassell
- Harvard Business School, Effective Communication: United States of America
- Foster John, Effective Writing Skills: Volume-7, First Edition 2000, Institute of Public Relations (IPR)
- Beebe, Beebe and Redmond; Interpersonal Communication, 1996; Allyn and Bacon Publishers.



Course structure: Professional Competencies & Career Development - Course Code: BSP-343

Course Title: Professional Competencies & Career Development Credit Units: 1

Course Level: PG Level

Course Code: BSP-343

Course Objectives:

This course will help the students to:

- Importance of Personal and Professional excellence
- Inculcating the components of excellence
- Explore interest, attitude and Explore career opportunities
- Set career goals

Course Contents:

Module I: Professional Competence

(2 Hours)

- Understanding Professional Competence
- Component of Competence:
 - Knowledge
 - Skills
 - Attitude
 - Self awareness
 - Self Promotion & Presentation,
 - Self confidence
 - Skills
 - Performance
- Political awareness, Coping with uncertainty
- Developing positive attributes at work place (personal and professional)
- Time management
- Handling criticism and interruptions
- Managing difficult people

Module II: Managing Personal Effectiveness

(2 Hours)

- Dimensions of personal effectiveness (self disclosure, openness to feedback and perceptiveness)
- Integration of personal and organizational vision for effectiveness
- A healthy balance of work and play

Module III: Components of Excellence

(2 Hours)

- Positive Imagination & Focused
- SMART Goal
- Controlling Distraction
- Commitment
- Constructive Evaluation
- Creativity & Success

Module IV: Career Development**(2 Hours)**

- Understanding Development Process
- Knowing and assessing one's Interest
- Knowing and assessing one's Aptitude
- Selecting from available resources
- Career planning and development

Module V: Personal & Professional Success**(2 Hours)**

- Career Selection & Motivation
- Action planning, Networking, Negotiation
- Accept Change & Challenge for Successful Career

Student learning outcomes

- Students develop the ability to identify their strengths and weaknesses.
- Students will know how to develop positive healthy relationship.
- Students will know how to manage their daily life conflicts.
- Students will know how to be resilient during stressful situations.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company
- Smither Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers
- Raman, A.T. (2003) Knowledge Management: A Resource Book. Excel Books, Delhi.
- Kamalavijayan, D. (2005). Information and Knowledge Management, Macmillan India Ltd. Delhi



Course structure: Leadership & Managing Excellence - Course Code: BSP-443

Course Title: Leadership & Managing Excellence

Credit Units: 1

Course Level: PG Level

Course Code: BSP-443

Course Objectives:

This course aims to enable students to:

- Understand the concept and building of teams
- Understand the concept of Self Leadership and Leadership Excellence
- Understand the leadership Styles in organizations
- Facilitate better team management and organizational effectiveness through universal human values.

Course Contents:

Module I: Leadership Excellence

(2Hours)

- Leadership
- Self- Leadership
- Self- Leadership Competencies

Module II: Teams: An Overview

(2Hours)

- Team Design Features: Team vs. Group
- Effective Team Mission and Vision
- Life Cycle of a Project Team
- Rationale of a Team, Goal Analysis and Team Roles

Module III: Team Building for Leadership Excellence

(2Hours)

- Types and Development of Team Building
- Stages of Team
- Profiling your Team: Internal & External Dynamics
- Team Strategies for organizational vision

Module IV: Team & Sociometry

(2Hours)

- Patterns of Interaction in a Team
- Sociometry: Method of studying attractions and repulsions in groups
- Construction of sociogram for studying interpersonal relations in a Team
- Team communication

Module V: Team Leadership for Managing Excellence

(2Hours)

- Leadership styles in organizations
- Situational Leadership Style
- Power to Empower : Team & Individual

Student learning outcomes

- Students develop the ability to identify their leadership skills.
- Students will know how to manage their personal and professional conflicts..
- Students will know how to maintain their healthy interpersonal relationships.
- Students will know how to be develop self-leadership.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

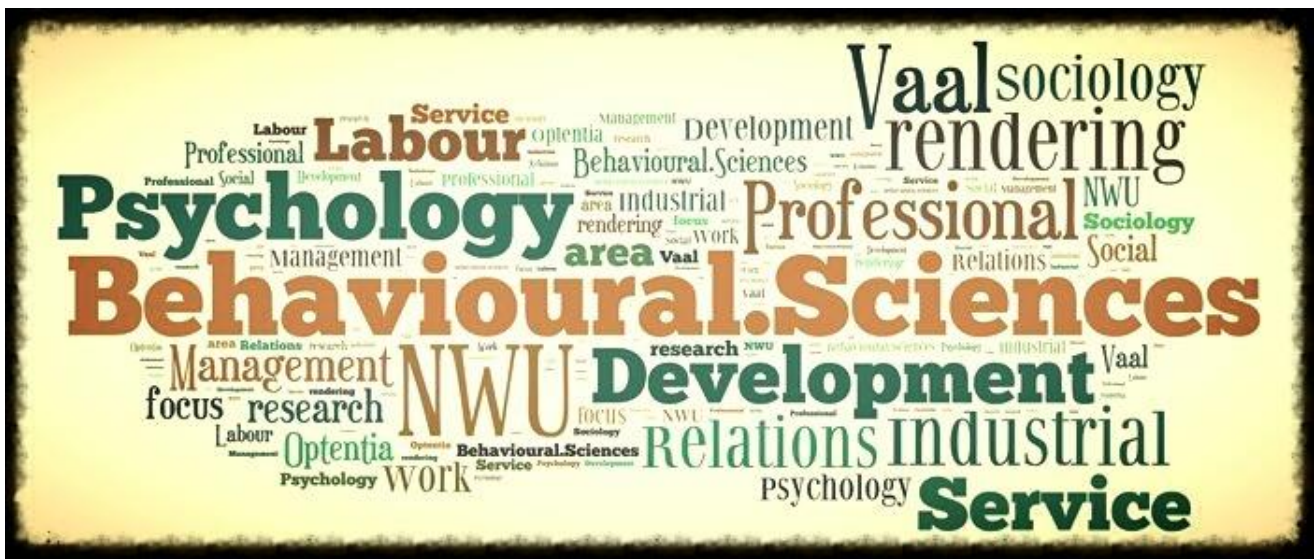
Suggested Readings:

- Organizational Behaviour, Davis, K.
- Hoover, Judhith D. Effective Small Group and Team Communication, 2002,Harcourt College Publishers
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company

AMITY INSTITUTE OF BEHAVIOURAL & ALLIED SCIENCES

Behavioural Science Course

(UG Programme)



“The best Contribution one can make to humanity is to improve oneself”.

Objective: To inculcate Behavioural Skills for Personal & Professional growth in Amity students of higher education

Special Feature:

❖ Activities:

- Games
- Exercise

- Group Discussion
 - Role Plays
 - Situation Analysis
 - Movie Analysis
 - Quiz
 - Story telling
 - Case Studies
 - Presentation
 - Behavioural Observation Etc.
-
- ❖ **Psychometric Testing** will be used for self assessment of the students which would give them an insight for required improvements and changes in their behavior and personality.
 - ❖ Journal for Success would be maintained every semester, where the learning from various activities would be compiled for Self analysis and assessment by the students to decide their own action plan for self improvement with the help of a mentor.
 - ❖ Project on Scripture and Current issues would be made to imbibe tolerance and universal human values to become effective as an individual and a team player.

NEW BEHAVIOURAL SCIENCE COURSE

THREE, FOUR & FIVE YEARS UNDER-GRADUATE PROGRAMME

2019 – 2024

AMITY UNIVERSITY MADHYA PRADESH

THREE, FOUR & FIVE YEARS UNDER-GRADUATE PROGRAMME PROGRAMME STRUCTURE AND CURRICULUM

FIRST SEMESTER UNDERSTANDING SELF FOR EFFECTIVENESS (Total Credits: 1) Course Code: BSU-143

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Self: Core Competency	2
2	Techniques of Self Awareness	2
3	Self Esteem & Effectiveness	2
4	Building Positive Attitude	2
5	Building Emotional Competence	2
TOTAL HOURS		10

SECOND SEMESTER INDIVIDUAL, SOCIETY AND NATION (Total Credits: 1) Course Code: BSU-243

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Individual Differences and Personality	2
2	Managing Diversity	2
3	Socialization	2
4	Patriotism and National Pride	2
5	Human Rights, Values and Ethics	2
TOTAL HOURS		10

THIRD SEMESTER

PROBLEM SOLVING & CREATIVE THINKING

(Total Credits: 1)

Course Code: BSU-343

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Thinking as a tool of Problem Solving	2
2	Hindrances to Problem Solving process	2
3	Problem Solving	2
4	Plan of Action	2
5	Creative Thinking	2
TOTAL HOURS		10

FOURTH SEMESTER

VALUES & ETHICS FOR PERSONAL & PROFESSIONAL DEVELOPMENT

(Total Credits: 1)

Course Code: BSU-443

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Introduction to Values & Ethics	2
2	Values Clarification & Acceptance	2
3	Morality	2
4	Ethical Practice	2
5	Personal & Professional Values	2
TOTAL HOURS		10

FIFTH SEMESTER

GROUP DYNAMICS AND TEAM BUILDING

(Total Credits: 1)

Course Code: BSU-543

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Groups Formation	2
2	Group Functions	2
3	Teams	2
4	Leadership	2
5	Power to Empower	2
TOTAL HOURS		10

SIXTH SEMESTER

STRESS AND COPING STRATEGIES

(Total Credits: 1)

Course Code: BSU-643

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Stress	2
2	Stages and Models of Stress	2
3	Causes and Symptoms of Stress	2
4	Consequences of Stress	2
5	Strategies for Stress management	2
TOTAL HOURS		10

SEVENTH SEMESTER

CAREER PLANNING & DEVELOPMENT

(Total Credits: 1)

Course Code: BSU-743

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Career Planning	2
2	Career Success: Interest, Aptitude & Attitude	2
3	Explore Career for Growth	2
4	Self-Reliance and Employability Skills	2
5	Impression Management for Career Enhancement	2
TOTAL HOURS		10

EIGHTH SEMESTER

POSITIVE PERSONAL GROWTH

(Total Credits: 1)

Course Code: BSU-843

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Positive Personality	2
2	Positive Emotions	2
3	Hope, Optimism and Resilience	2
4	Application of Positive Emotions	2
5	Happiness and Well Being	2
TOTAL HOURS		10

NINETH SEMESTER

PERSONAL AND PROFESSIONAL EXCELLENCE

(Total Credits: 1)

Course Code: BSU-943

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Components of Excellence	2
2	Managing Personal Effectiveness	2
3	Personal success strategy	2
4	Positive Personal Growth	2
5	Professional Success	2
TOTAL HOURS		10

TENTH SEMESTER LEADERSHIP EXCELLENCE

(Total Credits: 1)

Course Code: BSU-1043

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Self Leadership	2
2	Behavioural Communication & Effective Leadership	2
3	Conflict Management for Effective Leadership	2
4	Interpersonal Relationship & Leading Teams	2
5	Leadership Excellence	2
TOTAL HOURS		10



Course structure: Understanding Self for Effectiveness - Course Code: BSU-143

Course Title: Understanding Self for Effectiveness

Credit Units: 1

Course Level: UG Level

Course Code: BSU-143

Course Objectives:

This course aims at imparting an understanding of:

- Understanding self & process of self-exploration
- Learning strategies for development of a healthy self esteem
- Importance of attitudes and its effective on personality
- Building Emotional Competency

Course Contents:

Module I: Self: Core Competency

(2 Hours)

- Understanding of Self
- Components of Self – Self identity
- Self-concept
- Self confidence
- Self-image

Module II: Techniques of Self Awareness

(2 Hours)

- Exploration through Johari Window
- Mapping the key characteristics of self
- Framing a charter for self
- Stages – self-awareness, self-acceptance and self-realization

Module III: Self Esteem & Effectiveness

(2 Hours)

- Meaning
- Importance
- Components of self esteem
- High and low self esteem
- Measuring your self esteem

Module IV: Building Positive Attitude

(2 Hours)

- Meaning and nature of attitude
- Components and Types of attitude
- Importance and relevance of attitude

Module V: Building Emotional Competence

(2 Hours)

- Emotional Intelligence – Meaning, components, Importance and Relevance
- Positive and negative emotions
- Healthy and Unhealthy expression of emotions

Student learning outcomes

- Student will Develop accurate sense of self
- Student will nurture a deep understanding of personal motivation
- Student will develop thorough understanding of personal and professional responsibility
- Student will able to analyse the emotions of others for better adjustment.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Organizational Behaviour, Davis, K.
- Hoover, Judhith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
- Dressler, David and Cans, Donald: The Study of Human Interaction
- Lapiere, Richard. T – Social Change
- Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.
- Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company
- Smither Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers



Course structure: Individual, Society and Nation - Course Code: BSU-243

Course Title: Individual, Society and Nation

Credit Units: 1

Course Level: UG Level

Course Code: BSU-243

Course Objectives:

This course aims at enabling students towards:

- Understand the importance of individual differences
- Better understanding of self in relation to society and nation
- Facilitation for a meaningful existence and adjustment in society
- Inculcating patriotism and national pride

Course Contents:

Module I: Individual differences & Personality (2 Hours)

- Personality: Definition & Relevance
- Importance of nature & nurture in Personality Development
- Importance and Recognition of Individual differences in Personality
- Accepting and Managing Individual differences
- Intuition, Judgment, Perception & Sensation (MBTI)
- BIG5 Factors

Module II: Managing Diversity (2 Hours)

- Defining Diversity
- Affirmation Action and Managing Diversity
- Increasing Diversity in Work Force
- Barriers and Challenges in Managing Diversity

Module III: Socialization (2 Hours)

- Nature of Socialization
- Social Interaction
- Interaction of Socialization Process
- Contributions to Society and Nation

Module IV: Patriotism and National Pride (2 Hours)

- Sense of pride and patriotism
- Importance of discipline and hard work
- Integrity and accountability

Module V: Human Rights, Values and Ethics (2 Hours)

- Meaning and Importance of human rights
- Human rights awareness
- Values and Ethics- Learning based on project work on Scriptures like- Ramayana, Mahabharata, Gita etc.

Student learning outcomes

- Student will be able to identify, understand, and apply contemporary theories of leadership to a wide range of situations and interactions
- Student will be able to understand and respect individual difference, so to enhance the relationship
- Learn social responsibility and develop a sense of citizenship
- Student will be able to identify and understand the impact of culture on one's leadership style

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Davis, K. Organizational Behaviour,
- Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
- Dressler, David and Cans, Donald: The Study of Human Interaction
- Lapiere, Richard. T – Social Change
- Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.
- Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.
- Robbins O.B.Stephen;. Organizational Behaviour



Course structure: Problem Solving and Creative Thinking- Course Code: BSU-343

Course Title: Problem Solving and Creative Thinking

Credit Units: 1

Course Level: UG Level

Course Code: BSU-343

Course Objectives:

To enable the students:

- Understand the process of problem solving and creative thinking.
- Facilitation and enhancement of skills required for decision-making.

Course Contents:

Module I: Thinking as a tool for Problem Solving

(2 Hours)

- What is thinking: The Mind/Brain/Behavior
- Critical Thinking and Learning:
 - Making Predictions and Reasoning
 - Memory and Critical Thinking
 - Emotions and Critical Thinking
- Thinking skills

Module II: Hindrances to Problem Solving Process

(2 Hours)

- Perception
- Expression
- Emotion
- Intellect
- Work environment

Module III: Problem Solving

(2 Hours)

- Recognizing and Defining a problem
- Analyzing the problem (potential causes)
- Developing possible alternatives
- Evaluating Solutions
- Resolution of problem
- Implementation
- Barriers to problem solving:
 - Perception
 - Expression
 - Emotion
 - Intellect
 - Work environment

Module IV: Plan of Action**(2 Hour)**

- Construction of POA
- Monitoring
- Reviewing and analyzing the outcome

Module V: Creative Thinking**(2 Hours)**

- Definition and meaning of creativity
- The nature of creative thinking
 - Convergent and Divergent thinking
 - Idea generation and evaluation (Brain Storming)
 - Image generation and evaluation
 - Debating
- The six-phase model of Creative Thinking: ICEDIP model

Student learning outcomes

- Student will be able to understand and solve the problems effectively in their personal and professional life.
- Students will outline multiple divergent solutions to a problem,
- Student will be able to create and explore risky or controversial ideas, and synthesize ideas/expertise to generate innovations.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Michael Steven: How to be a better problem solver, Kogan Page, New Delhi, 1999
- Geoff Petty: How to be better at creativity; Kogan Page, New Delhi, 1999
- Richard Y. Chang and P. Keith, Kelly: Wheeler Publishing, New Delhi, 1998.
- Phil Lowe Koge Page: Creativity and Problem Solving, New Delhi, 1996
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management (1996); Pfeiffer & Company
- Bensley, Alan D.: Critical Thinking in Psychology – A Unified Skills Approach, (1998), Brooks/Cole Publishing Company.



Course structure: Value & Ethics for Personal & Professional Development - Course Code: BSU-443

Course Title: Value & Ethics For Personal & Professional Development

Credit Units: 1

Course Level: UG Level

Course Code: BSU-443

Course Objectives:

This course aims at imparting an understanding of Values, Ethics & Morality among students for making a balanced choice between personal & professional development.

Course Contents:

Module I: Introduction to Values & Ethics

(2 Hours)

Meaning & its type

Relationship between Values and Ethics

Its implication in one's life

Module II: Values Clarification & Acceptance

(2Hours)

Core Values-Respect, Responsibility, Integrity, Resilience, Care, & Harmony

Its process-Self Exploration

Nurturing Good values

Module III: Morality

(2 Hours)

Difference between morality, ethics & values

Significance of moral values

Module IV: Ethical Practice

(2 Hours)

Ethical Decision making

Challenges in its implementation

Prevention of Corruption & Crime

Module V: Personal & Professional Values

(2 Hours)

Personal values-Empathy, honesty, courage, commitment

Professional Values-Work ethics, respect for others

Its role in personality development

Character building-"New Self awareness"

Student learning outcomes

- Able to answer the question: What do I stand for?
- Ability to apply a coherent set of moral principles within professional and specialized contexts
- Willing to make unpopular but right decision
- Committed to working for justice and peace locally and globally

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Text & References:

- Cassuto Rothman, J. (1998). From the Front Lines, Student Cases in Social Work Ethics. Needham Heights, MA: Allyn and Bacon.
- Gambrill, E. & Pruger, R. (Eds). (1996). Controversial Issues in Social Work Ethics, Values, & Obligations. Needham Heights, MA: Allyn and Bacon, Inc.



Course structure: Group Dynamics and Team Building - Course Code: BSU-543

Course Title: Group Dynamics and Team Building

Credit Units: 1

Course Level: UG Level

Course Code: BSU-543

Course Objectives:

- To inculcate in the students an elementary level of understanding of group/team functions
- To develop team spirit and to know the importance of working in teams

Course Contents:

Module I: Group formation

(2 Hours)

- Definition and Characteristics
- Importance of groups
- Classification of groups
- Stages of group formation
- Benefits of group formation

Module II: Group Functions

(2 Hours)

- External Conditions affecting group functioning: Authority, Structure, Org. Resources, Organizational policies etc.
- Internal conditions affecting group functioning: Roles, Norms, Conformity, Status, Cohesiveness, Size, Inter group conflict.
- Group Cohesiveness and Group Conflict
- Adjustment in Groups

Module III: Teams

(2 Hours)

- Meaning and nature of teams
- External and internal factors effecting team
- Building Effective Teams
- Consensus Building
- Collaboration

Module IV: Leadership

(2 Hours)

- Meaning, Nature and Functions
- Self leadership
- Leadership styles in organization
- Leadership in Teams

Module V: Power to empower: Individual and Teams

(2 Hours)

- Meaning and Nature
- Types of power
- Relevance in organization and Society

Student learning outcomes

- Students will Develop critical and reflective thinking abilities
- Students will Demonstrate an understanding of group dynamics and effective teamwork
- Student will develop a range of leadership skills and abilities such as effectively leading change, resolving conflict, and motivating others
- Student will Gain knowledge and understanding of organization resources, policies, and involvement opportunities.
- Student will Develop strategies to recruit, retain, and continually motivate contributing members to the organization

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Organizational Behaviour, Davis, K.
- Hoover, Judith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
- Dressers, David and Cans, Donald: The Study of Human Interaction
- Lapiere, Richard. T – Social Change
- Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.
- Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company
- Smither Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers



Course structure: Stress & Coping Strategies - Course Code: BSU-643

Course Title: Stress & Coping Strategies

Credit Units: 1

Course Level: UG Level

Course Code: BSU-643

Course Objectives:

- To develop an understanding the concept of stress its causes, symptoms and consequences.
- To develop an understanding the consequences of the stress on one's wellness, health, and work performance.

Course Contents:

Module I: Stress

(2 Hours)

- Meaning & Nature
- Characteristics
- Types of stress

Module II: Stages and Models of Stress

(2 Hours)

- Stages of stress
- The physiology of stress
- Stimulus-oriented approach.
- Response-oriented approach.
- The transactional and interact ional model.
- Pressure – environment fit model of stress.

Module III: Causes and symptoms of stress

(2Hours)

- Personal
- Organizational
- Environmental

Module IV: Consequences of stress

(2 Hours)

- Effect on behavior and personality
- Effect of stress on performance
- Individual and Organizational consequences with special focus on health

Module V: Strategies for stress management

(2 Hours)

- Importance of stress management
- Healthy and Unhealthy strategies
- Peer group and social support
- Happiness and well-being

Student learning outcomes

- Student will able demonstrate thorough understanding of stress and its effects
- Student will able to learn various coping strategies to deal stress effectively so to overcome the consequences and impact of stress on their health and wellbeing, ultimately it will enhance their performance.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Blonna, Richard; Coping with Stress in a Changing World: Second edition
- Pestonjee, D.M, Pareek, Udai, Agarwal Rita; Studies in Stress And its Management
- Pestonjee, D.M.; Stress and Coping: The Indian Experience



Course structure: Career Planning & Development - Course Code: BSU-743

Course Title: Career Planning & Development

Credit Units: 1

Course Level: UG Level

Course Code: BSU-743

Course Objectives:

This course will help the students to:

- Explore interest and attitude
- Explore career opportunities
- Set career goals
- Developing attributes that employers value

Course Contents:

Module I: Career Planning

(2 Hours)

- Importance of Career Planning & Development
- Career Development Plan
- Assessment of Career Development

Module II: Career Success: Interest, Aptitude & Attitude (Personality)

(2 Hours)

- Interest, Aptitude & Attitude
- Knowing and assessing one's Interest
- Knowing and assessing one's Aptitude

Module III: Explore Career for Growth

(2 Hours)

- Selecting from available resources
- Career selection (Jobs)
- Career planning and development

Module IV: Self Reliance and Employability skills

(2 Hours)

- Self awareness, Self promotion and Presentation, Self confidence
- Action planning, Networking, Negotiation
- Political awareness, Coping with uncertainty,
- Developing positive attributes at work place (personal and professional)
- Time Management as Self Management

Module V: Impression Management for Career Enhancement

(2 Hours)

- Meaning & Components of Impression Management
- Impression Management Techniques(Influencing Tactics)
- Impact of Impression Management on Career Planning and Development

Student learning outcomes

- Students develop the ability to identify suitable career options and to create a suitable career plan based on the utilization of the counseling process, assessment tools, and other resources.
- Students will know how to assess their skills, interests and values.
- Students will know how to make informed career choices based on their self- assessment.
- Students will know how to explore relevant career options and build skills pertinent to those of greatest interest.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Organizational Behaviour, Davis, K.
- Hoover, Judith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
- Dressers, David and Cans, Donald: The Study of Human Interaction
- Lapiere, Richard. T – Social Change
- Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.
- Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company
- Smither Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Positive Personal Growth - Course Code: BSU-843

Course Title: Positive Personal Growth

Credit Units: 1

Course Level: UG Level

Course Code: BSU-843

Course Objectives:

- To have a great deal of insight into one's character.
- Understanding of positive emotions
- To explore the dimensions of happiness, well-being, Optimism and hope
- Quick understanding of different situations and grasp new concepts.

Course Contents:

Module I: Positivity in personality

(2 Hours)

- Importance of Positivity in personality
- Positivity Vs. Negativity
- Introspection and personal growth

Module II: Positive Emotions

(2 Hours)

- Understanding positive emotions
- Importance of Positive emotion
- Types and identification of positive emotions (Love, happiness, Contentment, Resilience, etc.)

Module III: Hope, Optimism and Resilience

(2 Hours)

- Positive approach towards future
- Benefits of Positive approach
- Resilience during challenge and loss

Module IV: Application of Positive Emotions

(2 Hours)

- Application of positive emotions in relationships, and organizations
- Creating healthy organizational climate
- Positive emotions enhances performance

Module V: Happiness and Well Being

(2 Hours)

- Concept of Happiness & Well-Being
- Secret of happy mind and healthy life
- Work life balance

Student learning outcomes:

- Students develop the ability to identify and regulate positive emotions for personal and professional excellence .
- Students will know how to develop resilience.
- Students will know how to role of happiness to attain wellbeing.
- Students will know how to nurture personality by positivity.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Raman, A.T. (2003) Knowledge Management: A Resource Book. Excel Books, Delhi.
- Kamalavijayan D. (2005). Information and Knowledge Management Macmillan India Ltd. Delhi



Course structure: Personal and Professional Excellence - Course Code: BSU-943

Course Title: Personal and Professional Excellence

Credit Units: 1

Course Level: UG Level

Course Code: BSU-943

Course Objectives:

- Importance of Personal and Professional excellence
- Inculcating the components of excellence

Course Contents:

Module I: Components of Excellence

(2 Hours)

- Personal Excellence:
 - Identifying long-term choices and goals
 - Uncovering the talent, strength & style
- Analyzing choke points in your personal processes by analysis in area of placements, events, seminars, conference, extracurricular activities, projects etc.

Module II: Managing Personal Effectiveness

(2 Hours)

- Setting goals to maintain focus
- Dimensions of personal effectiveness (self disclosure, openness to feedback and perceptiveness)
- Integration of personal and organizational vision for effectiveness
- A healthy balance of work and play
- Managing Stress creatively and productively

Module III: Personal Success Strategy

(2 Hours)

- Time management
- Handling criticism and interruptions
- Managing difficult people
- Mapping and evaluating the situations
- Identifying long-term goals

Module IV: Personal Positive Growth

(2 Hours)

- Understanding & Developing positive emotions
- Positive approach towards future
- Resilience during loss and challenge

Module V: Professional Success

(2 Hours)

- Building independence & interdependence
- Reducing resistance to change
- Continued reflection (Placements, events, seminars, conferences, projects extracurricular Activities etc.)

Student learning outcomes

- Students develop the ability to identify their strengths and weaknesses.
- Students will know how to assess their skills, interests and values.
- Students will know how to excel in their career choices based on their self- assessment.
- Students will know how to be resilient during loss and challenge

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Organizational Behaviour, Davis, K.
- Hoover, Judith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company



Course structure: Leadership Excellence - Course Code: BSU-1043

Course Title: Leadership Excellence

Credit Units: 1

Course Level: UG Level

Course Code: BSU-1043

Course Objectives:

This course aims to enable students to:

- Understand the concept of Self Leadership and Leadership Excellence
- Understand the leadership Styles in organizations
- Managing conflict within team
- Importance of Healthy Relationship with teams for high performance

Course Contents:

Module: I Self Leadership

(2 Hours)

- Understanding Leadership
- Self-Leadership
- Techniques of Self Leadership
- Self-Leadership Competencies

Module: II Behavioural Communication & Effective Leadership

(2 Hours)

- Importance of Interpersonal Communication
- Rapport Building – NLP, Communication mode
- Steps to improve interpersonal communication
- Meaning and Nature of Behavioural Communication
- Relevance of Behavioural Comm. In Personal and professional Development

Module: III Conflict Management for Leadership Excellence

(2 Hours)

- Meaning and nature of conflicts
- Styles and techniques of conflict management
- Meaning and Negotiation approaches (Traditional and Contemporary)
- Process and strategies of negotiations

Module: IV Interpersonal Relationship Leading Teams

(2 Hours)

- Importance of relationships
- Maintaining healthy relationships
- Communication Styles
- Types of Interpersonal Relationships
- Interpersonal Styles (Personal & Professional)

Module: V Leadership Excellence

(2 Hours)

- Traits of Effective Leader
- SPARKLE Model effective leadership
- Leadership Styles
- Situational Leadership Style for Excellence

Student learning outcomes

- Students develop the ability to identify their leadership skills.
- Students will know how to manage their personal and professional conflicts..
- Students will know how to maintain their healthy interpersonal relationships.
- Students will know how to be develop self-leadership.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Organizational Behaviour, Davis, K.
- Hoover, Judhith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company



Course Title: Psychosocial Foundations of Behavior and Psychopathology

Credit Units: 10

Course Level: MPhil

Course Code: PSY-131

Course Objectives:

The psychosocial perspectives attempt to understand human cognition, motives, perceptions and behavior as well as their aberrations as product of an interaction amongst societal, cultural, familial and religious factors. The overall aim is to introduce conceptualizations of mental health problems within the psychosocial framework, giving due considerations to contextual issues. Each unit in this paper pays attention to the different types of causal factors considered most influential in shaping both vulnerability to psychopathology and the form that pathology may take.

By the end of Part – I, trainees are required to demonstrate ability to:

1. Demonstrate a working knowledge of the theoretical application of the psychosocial model to various disorders.
2. Make distinctions between universal and culture-specific disorders paying attention to the different types of sociocultural causal factors.
3. Demonstrate an awareness of the range of mental health problems with which clients can present to services, as well as their psychosocial/contextual mediation.
4. Carry out the clinical work up of clients with mental health problems and build psychosocial formulations and interventions, drawing on their knowledge of psychosocial models and their strengths and weaknesses.
5. Apply and integrate alternative or complementary theoretical frameworks, for example, biological and/or religious perspectives, sociocultural beliefs and practices etc. in overall management of mental health problems.
6. Describe, explain and apply current code of conduct and ethical principles that apply to clinical psychologists working in the area of mental health and illness.
7. Describe Mental Health Acts and Policies, currently prevailing in the country and their implications in professional activities of clinical psychologists.

Course Contents/Syllabus:

Unit - I: Introduction: Scope of clinical psychology; overview of the profession and practice; history and growth; professional role and functions; current issues and trends; areas of specialization; ethical and legal issues; code of conduct.

Unit - II: Mental health and illness: Mental health care – past and present; stigma and attitude towards mental illness; concept of mental health and illness; perspectives – psychodynamic, behavioral, cognitive, humanistic, existential and biological models of mental health/illness

Unit - III: Epidemiology: Epidemiological studies in Indian context; socio-cultural correlates of mental illness, mental health, psychological well-being and quality of life.

Unit - IV: Self and relationships: Self-concept, self-image, self-perception and self-regulations in mental health and illness; learned helplessness and attribution theories; social skill model; interpersonal and communication models of mental illness; stress diathesis model, resilience,



coping and social support.
Unit - V: Family influences: Early deprivation and trauma; neglect and abuse; attachment; separation; inadequate parenting styles; marital discord and divorce; maladaptive peer relationships; communication style; family burden; emotional adaptation; expressed emotions and relapse.
Unit - VI: Societal influences: Discrimination in race, gender and ethnicity; social class and structure, poverty and unemployment; prejudice, social change and uncertainty; crime and delinquency; social tension & violence; urban stressors; torture & terrorism; culture shock; migration; religion & gender related issues with reference to India.
Unit - VII: Disability: Definition and classification of disability; psychosocial models of disability; impact, needs and problems; issues related to assessment/certification of disability – areas and measures.
Unit - VIII: Rehabilitation: Approaches to rehabilitation; interventions in the rehabilitation processes; models of adaptation to disability; family and caregivers issues; rights of mentally ill; empowerment issues; support to recovery.
Unit - IX: Policies and Acts: Rehabilitation Policies and Acts (Mental Health Act of 1987, National Mental Health Program 1982, the Persons With Disabilities (equal opportunities, protection of rights and full participation) Act 1995; Rehabilitation Council of India (RCI) Act of 1992, National Trust for Mental Retardation, CP and Autistic Children 1999, Juvenile Justice Act of 1986; Mental Health Care Bill 2011; ethical and forensic issues in psychiatry practice); assistance, concessions, social benefits and support from government and voluntary organizations; contemporary challenges; rehabilitation ethics and professional code of conduct.
Unit - X: Introduction to psychopathology: Definition; concepts of normality and abnormality; clinical criteria of abnormality; continuity (dimensional) versus discontinuity (categorical), and prototype models of psychopathology; classification and taxonomies – reliability and utility; classificatory systems, currently in use and their advantages and limitations. Approach to clinical interviewing and diagnosis; case history; mental status examination; organization and presentation of psychiatric information; diagnostic formulation.
Unit - XI: Psychological theories: Psychodynamic; behavioral; cognitive; humanistic; interpersonal; psychosocial; and other prominent theories/models of principal clinical disorders and problems, viz. anxiety, obsessive-compulsive, somatoform, dissociative, adjustment, sexual, substance use, personality, suicide, childhood and adolescence, psychotic, mood disorders, and culture-specific disorders.
Unit - XII: Indian thoughts: Concept of mental health and illness; nosology and taxonomy of mental illness; social identity and stratification (Varnashrama Vyawastha); concept of – cognition, emotion, personality, motivation and their disorders.

Student Learning Outcomes:

- Develop insight and analyze the contribution of social psychologists to the understanding of human society.
- Evaluate effective strategies in socialization, group processes (both inter and intra group).
- Ability to chart the progression of theories in major areas in Social Psychology.
- Interpret attitude formation and various methods to be used to change the attitude.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the theories being taught in class.

Assessment examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
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100%	NA	100%
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Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

References:

Achenback, T.M. (1974). *Developmental Psychopathology*. New York: Ronald Press. Brislin, R. W. (1990). *Applied Cross cultural psychology*. New Delhi: Sage publications. Buss, A.H. (1966). *Psychopathology*. NY: John Wiley & Sons.

Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). *Abnormal Psychology* (13th ed.). New Delhi: Dorling Kindersley Pvt Ltd.

Cole, J.O. & Barrett, J.E. (1980). *Psychopathology in the aged*. New York: Raven Press. Fish, F, & Hamilton, M (1979). *Fish's Clinical Psychopathology*. Bristol:John Wright & Sons.

Irallagher, B. J. (1995). *The sociology of mental illness* (3rd ed.). New York: Prentice hall. Kakar, S. (1981). *The Inner world: a psychoanalytic study of childhood and society in India*. New Delhi: Oxford University Press.

Kapur, M. (1995). *Mental Health of Indian Children*. New Delhi: Sage publications.

Klein, D.M. & White, J.M. (1996). *Family theories – An introduction*. New Delhi: Sage Publications.

Krahe, B. (1992). *Personality and Social Psychology: Towards a synthesis*. New Delhi: Sage Publications.

Kuppuswamy, B. (1965). *An Introduction to Social Psychology* (2nd ed.). New Delhi: Konark Publishers.

Kuppuswamy, B. (1990). *Elements of ancient Indian Psychology* (1st ed.). New Delhi: Konark Publishers.

Lindzey, G., & Aronson, E. (1975). *Handbook of Social Psychology* (Vols. 1 & 5). New Delhi: Amerind Publishing.

Madan, G.R (2003). *Indian Social Problems* (Vols. 1-2). New Delhi: Allied Publishers Pvt. Ltd

Mash, E.J & Wolfe, D.A. (1999). *Abnormal Child Psychology*. New York: Wadsworth Publishing

Millon, T., Blaney, P.H. & Davis, R.D. (1999). *Oxford Textbook of Psychopathology*. New York: Oxford University.

Pfeiffer, S.I. (1985). *Clinical Child Psychology*. New York: Grune & Stratton.

Radley, A. (1994). *Making sense of illness: The social psychology of health and disease*. New Delhi: Sage Publications.

Rao, H.S.R & Sinha D. (1997). *Asian perspectives in Psychology* (Vol. 19). New Delhi: Sage publications:

Saraswathi, T.S (1999). *Culture, Socialization and human development*. New Delhi: Sage publications.

Walker, C.E & Roberts, M.C. (2001). *Handbook of Clinical Child Psychology* (3rd ed.). Canada: John Wiley & Sons.



Course Title: Statistics and Research Methodology

Credit Units: 10

Course Level: MPhil

Course Code: PSY-132

Course Objectives:

The aim of this paper is to elucidate various issues involved in conduct of a sound experiment/survey. With suitable examples from behavioral field, introduce the trainees to the menu of statistical tools available for their research, and to develop their understanding of the conceptual bases of these tools. Tutorial work will involve exposure to the features available in a large statistical package (SPSS) while at the same time reinforcing the concepts discussed in lectures.

By the end of Part – II, trainees are required to demonstrate ability to:

1. Understand the empirical meaning of parameters in statistical models
2. Understand the scientific meaning of explaining variability
3. Understand experimental design issues - control of unwanted variability, confounding and bias.
4. Take account of relevant factors in deciding on appropriate methods and instruments to use in specific research projects.
5. Understand the limitations and shortcomings of statistical models
6. Apply relevant design/statistical concepts in their own particular research projects.
7. Analyze data and interpret output in a scientifically meaningful way
8. Generate hypothesis/hypotheses about behavior and prepare a research protocol outlining the methodology for an experiment/survey.
9. Critically review the literature to appreciate the theoretical and methodological issues involved.

Course Contents/Syllabus:

Unit - I: Introduction: Various methods to ascertain knowledge, scientific method and its features; problems in measurement in behavioral sciences; levels of measurement of psychological variables - nominal, ordinal, interval and ratio scales; test construction - item analysis, concept and methods of establishing reliability, validity and norms.
Unit - II: Sampling: Probability and non-probability; various methods of sampling - simple random, stratified, systematic, cluster and multistage sampling; sampling and non-sampling errors and methods of minimizing these errors.
Unit - III: Concept of probability: Probability distribution - normal, poisson, binomial; descriptive statistics - central tendency, dispersion, skewness and kurtosis.
Unit - IV: Hypothesis testing: Formulation and types; null hypothesis, alternate hypothesis, type I and type II errors, level of significance, power of the test, p-value. Concept of standard error and confidence interval.
Unit - V: Tests of significance - Parametric tests: Requirements, "t" test, normal z-test, and "F" test including post-hoc tests, one-way and two-way analysis of variance, analysis of covariance, repeated measures analysis of variance, simple linear correlation and regression.



Unit –VI : Test of significance- Non-parametric tests: Assumptions; One-sample tests (signs test, Mc Nemer test); two-sample test,(Mann Whitney U test, Wilcoxon rank sum test); k-sample tests (Kruskal Wallies test, and Friedman test) and chi-square test.
Unit - VII: Experimental design: Randomization, replication, completely randomized design, randomized block design, factorial design, crossover design, single subject design, non-experimental design.
Unit - VIII: Epidemiological studies: Epidemiological studies: Rates- Prevalence and incidence; Types- Prospective and retrospective studies; Diagnostic Efficiency Statistics (sensitivity, specificity, predictive values); Risk Estimation- odds ratio and survival analysis.
Unit - IX: Multivariate analysis: Introduction, Multiple regression, logistic regression, factor analysis, cluster analysis, discriminant function analysis, path analysis, MANOVA, Canonical correlation, and Multidimensional scaling.
Unit - X: Sample size estimation: Sample size determination for estimation of mean, estimation of proportion, comparing two means and comparing two proportions.
Unit - XI: Qualitative analysis of data: Content analysis, qualitative methods of psychosocial research.
Unit - XII: Use of computers: Use of relevant statistical package in the field of behavioral science and their limitations.

Student Learning Outcomes:

- Develop insight and analyze the contribution of statistic to the understanding of human society
- To learn various methods used in statistical analysis.
- To develop ability to apply various statistical technique in research areas.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the statistic being taught in class.

Assessment examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Essential References:

B.L. (2007). *Qualitative Research: Methods for the social sciences* (6th ed.). New York: Pearson Education.

Daniel, W.W. (2005). *Biostatistics: a foundation for analysis in health sciences* (8th ed.). New York: John Wiley and Sons.

Dillon, W.R. & Goldstein, M. (1984). *Multivariate analysis: Methods & Applications*. New York: John Wiley & Sons.

Hassart, T.H. (1991). *Understanding Biostatistics*. ST. Louis: Mosby Year Book.

Kerlinger, F.N. (1995). *Foundations of Behavioral Research*. New York: Holt, Rinehart & Winston.

Kothari, C. R. (2003). *Research Methodology*. New Delhi: Wishwa Prakshan.

Siegal, S. & Castellan, N.J. (1988). *Non-parametric statistics for the behavioral sciences*. McGraw Hill: ND



Course Title: Psychiatry

Credit Units: 10

Course Level: MPhil

Course Code: PSY-133

Course Objectives:

The aim is to train in conceptualization of psychopathology from different etiological perspectives, eliciting phenomenology and arrive at the clinical diagnosis following a classificatory system and propose/carry out psychological interventions including psychosocial treatment/management for the entire range of psychological disorders. Also, to train in assessing the caregivers' burden, disability and dysfunctions that are often associated with mental disorders and intervene as indicated in a given case.

By the end of Part – I, trainees are required to demonstrate ability to:

1. Demonstrate an understanding of a clinically significant behavioral and psychological syndrome, and differentiate between child and adult clinical features/presentation.
2. Understand that in many ways the culture, societal and familial practices shape the clinical presentation of mental disorders, and understand the role of developmental factors in adult psychopathology.
3. Carryout the clinical work up of clients presenting with the range of mental health problems and make clinical formulations/diagnosis drawing on their knowledge of a pertinent diagnostic criteria and phenomenology.
4. Summarizes the psychosocial, biological and sociocultural causal factors associated with mental health problems and neuropsychological disorders with an emphasis on biopsychosocial and other systemic models.
5. Carryout with full competence the psychological assessment, selecting and using a variety of instruments in both children and adults.
6. Describe various intervention programs in terms of their efficacy and effectiveness with regard to short and longer term goals, and demonstrate beginning competence in carrying out the indicated interventions, monitor progress and outcome.
7. Discuss various pharmacological agents that are used to treat common mental disorders and their mode of action.
8. Demonstrate an understanding of caregiver, and family burden and their coping style.
9. Assess the disability/dysfunctions that are associated with mental health problems, using appropriate measures.
10. Discuss the medico-legal and ethical issues in patients requiring chronic care and institutionalization.

Syllabus:

Unit - I: Signs and symptoms: Disorders of consciousness, attention, motor behavior, orientation, experience of self, speech, thought, perception, emotion, and memory.
Unit - II: Psychoses: Schizophrenia, affective disorders, delusional disorders and other forms of psychotic disorders – types, clinical features, etiology and management.
Unit - III: Neurotic, stress-related and somatoform disorders: types, clinical features, etiology and management.
Unit - IV: Disorders of personality and behavior: Specific personality disorders; mental & behavioral disorders due to psychoactive substance use; habit and impulse disorders; sexual disorders and dysfunctions – types, clinical features, etiology and management.
Unit - V: Organic mental disorders: Dementia, delirium and other related conditions with neuralgic and systemic disorders – types, clinical features, etiology and management.
Unit - VI: Behavioral, emotional and developmental disorders of childhood and adolescence: types, clinical features, etiology and management.
Unit - VII: Mental retardation: Classification, etiology and management.
Unit - VIII: Neurobiology of mental disorders: Neurobiological theories of psychosis, mood disorders, suicide, anxiety disorders, substance use disorders and other emotional and behavioral syndromes.
Unit - IX: Therapeutic approaches: Drugs, ECT, psychosurgery, psychotherapy, and behavior therapy, preventive and rehabilitative strategies – half-way home, sheltered workshop, daycare, and institutionalization.
Unit - X: Consultation-liaison psychiatry: Psychiatric consultation in general hospital; primary care setting.
Unit - XI: Special populations/Specialties: Geriatric, terminally ill, HIV/AIDS, suicidal, abused, violent and non-cooperative patients; psychiatric services in community, and following disaster/calamity.



Student Learning Outcomes:

- Analyse the importance of the most essential fundamental physiological and psychological process underlying events
- Explore the various techniques used to examine brain tissue and their examination techniques.
- Evaluate the comprehensive exposure to psychological disorders and its governing factor with various behaviours.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the theories being taught in class.

Assessment examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Essential References:

- Gelder, M., Gath, D., & Mayon, R. (1989). *Oxford Textbook of Psychiatry* (2nd ed.). New York: Oxford University Press.
- Kaplan, B.J. & Sadock, V.A., (1995). *Comprehensive Textbook of Psychiatry* (6th ed.). London: William & Wilkins.
- Rutter, M. & Herson, L. (1994). *Child and Adolescent Psychiatry: Modern approaches* (3rd ed.). London: Blackwell Scientific Publications.
- Sims, A. & Bailliere, T. (1988). *Symptoms in mind: Introduction to descriptive psychopathology*. London: WB Saunders.
- Vyas, J.N. & Ahuja, N. (1999). *Textbook of postgraduate psychiatry* (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers.



Course Title: Practical- Psychological Assessment

Credit Units: 18

Course Level: MPhil

Course Code: PSY-134

Course Objectives:

To provide hands-on experience in acquiring the necessary skills and competency in selecting, administering, scoring and interpreting psychological tests often employed in clients with mental or neuropsychological disorders. Since psychological assessment involves integration of information from multiple sources, the trainees are required to be given extensive exposure in working up of cases and carrying out the assessment at all levels. Typical areas of focus for psychological assessment includes (not necessarily limited to): cognition, intelligence, personality, diagnostic, levels of adjustment, disability/functional capacity, neuropsychological functions, clinical ratings of symptomatology, variables that help/direct treatment, and assess treatment outcomes.

By the end of Part – I, trainees are required to demonstrate ability to:

1. Use relevant criteria to assess the quality and appropriateness of a psychological test and evaluate its strengths and weaknesses for clinical purposes.
2. Able to carry out the clinical work-up and discuss the diagnostic possibilities based on the history and mental status examination of the clients with psychological/neuropsychological problems.
3. Synthesize and integrate collateral information from multiple sources and discuss the rationale for psychological assessment as relevant to the areas being assessed.
4. Select and justify the use of psychological tests and carry out the assessment as per the specified procedures in investigating the relevant domains.
5. Interpret the findings in the backdrop of the clinical history and mental status findings and arrive at a diagnosis.
6. Prepare the report of the findings as relevant to the clinical questions asked or hypothesis set up before the testing began, and integrate the findings in service activities.

Syllabus:

Unit - I: Introduction: Case history; mental status examination; rationale of psychological assessment; behavioral observations, response recording, and syntheses of information from different sources; formats of report writing.
Unit - II: Tests of cognitive functions: Bender gestalt test; Wechsler memory scale; PGI memory scale; Wilcoxon cord sorting test, Bhatia's battery of performance tests of intelligence; Binet's test of intelligence (locally standardized); Raven's progressive matrices (all versions); Wechsler adult intelligence scale – Indian adaptation (WAPIS – Ramalingaswamy's), WAIS-R.
Unit - III: Tests for diagnostic clarification: A) Rorschach psychodiagnostics, B) Tests for thought disorders – color form sorting test, object sorting test, proverbs test, C) Minnesota multiphasic personality inventory; multiphasic questionnaire, clinical analysis questionnaire, IPDE, D) screening instruments such as GHQ, hospital anxiety/depression scale etc. to detect psychopathology.
Unit - IV: Tests for adjustment and personality assessment: A) Questionnaires and inventories – 16 personality factor questionnaire, NEO-5 personality inventory, temperament and character inventory, Eyesenk's personality inventory, Eysenck's personality questionnaire, self-concept and self-esteem scales, Rottor's locus of control scale, Bell's adjustment inventory (students' and adults'), subjective well-being questionnaires, QOL, B) projective tests – sentence completion test, picture frustration test, draw-a-person test; TAT – Murray's and Uma Chowdhary's.
Unit - V: Rating scales: Self-rated and observer-rated scales of different clinical conditions such as anxiety, depression, mania, OCD, phobia, panic disorder etc. (including Leyton's obsessional inventory, Y-BOCS, BDI, STAI, HADS, HARS, SANS, SAPS, PANSS, BPRS), issues related to clinical applications and recent developments.
Unit - VI: Psychological assessment of children: A) Developmental psychopathology check list, CBCL, B) Administration, scoring and interpretation of tests of intelligence scale for children such as SFB, C-RPM, Malin's WISC, Binet's tests, and developmental schedules (Gesell's, Illingworth's and other) Vineland social maturity scale, AMD adaptation scale for mental retardation, BASIC-MR,



developmental screening test (Bharatraj’s), C) Tests of scholastic abilities, tests of attention, reading, writing, arithmetic, visuo-motor gestalt, and integration, D) Projective tests – Raven’s controlled projection test, draw -a-person test, children’s apperception test, E) Clinical rating scales such as for autism, ADHD etc.
Unit - VII: Tests for people with disabilities: WAIS-R, WISC-R (for visual handicapped), blind learning aptitude test, and other interest and aptitude tests, Kauffman’s assessment battery and such other tests/scales for physically handicapped individuals.
Unit - VIII: Neuropsychological assessment: LNNB, Halstead-Reitan battery, PGI-BBD, NIMHANS and other batteries of neuropsychological tests in current use.

Core Tests: (additions proposed)

1. Stanford Binet’s test of intelligence (any vernacular version)
2. Raven’s test of intelligence (all forms)
3. Bhatia’s battery of intelligence tests
4. Wechsler adult performance intelligence scale
5. Malin’s intelligence scale for children
6. Gesell’s developmental schedule
7. Wechsler memory scale
8. PGI memory scale
9. 16 personality factor questionnaire
10. NEO-5 personality inventory
11. Temperament and character inventory
12. Children personality questionnaire
13. Clinical analysis questionnaire
14. Multiphasic questionnaire
15. Object sorting/classification test
16. Sentence completion test
17. Thematic apperception test
18. Children’ apperception test
19. Rorschach Psychodiagnostic
20. Neuropsychological battery of tests (any standard version)

Student Learning Outcomes:

- To develop skill to establish therapeutic communication with the psychiatric/ non psychiatric
- Explore the various psychological test used to examine human behavior.
- Evaluate the comprehensive exposure to Neurological testing and its governing factor with various behaviors.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the psychological test being taught in class.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
N/A	100%	100%

Lab/Practical Assessment:

Continuous Assessment/Internal Assessment			End Term Examination
Components	Internal Evaluation	Attendance	
Weightage (%)	25%	5%	70%



Essential References:

- Bellack, A.S. & Hersen, M. (1998). *Comprehensive Clinical Psychology: Assessment* (Vol. 4). London: Elsevier Science Ltd.
- Choudhary, U. (1960). *An Indian modification of the Thematic Apperception Test*. Calcutta: Shree Saraswathi Press.
- Exner, J.E. (2002). *The Rorschach – A Comprehensive System*, (4th ed., Vol.1). New York: John Wiley and Sons.
- Freeman, F.S. (1965). *Theory and practice of psychological testing*. New Delhi: Oxford and IHBN.
- Hersen, M., Segal, D.L., & Hilsenroth, M.J. (2004). *Comprehensive handbook of psychological assessment* (Vols. 1-2). New York: John Wiley & Sons.
- Murray, H.A. (1971) *The Thematic Apperception Test manual*. London: Harvard University Press.



Course Title: Psychological Assessments Report Submission

Credit Units: 12

Course Level: MPhil

Course Code: NRS-135

Course Objectives:

- To familiarize the trainee with the formulation and Reporting of Psychodiagnostic evaluation.
- To enable the trainee with the writing format of psychological formulation and reporting.
- To familiarize the trainee with the formulation and reporting of IQ assessments.
- To familiarize the trainee with the formulation and reporting of Neuropsychological testing.
- To familiarize the trainee with the formulation and reporting of Personality testing

Duration: One Year

Methodology:

Trainee get opportunity in clinical Institutes e.g. Mental Hospital, NGOs and clinics. They will be guided by an internal and external supervisor. Trainees will submit 5 full length Psychodiagnostic Reports

Examination Scheme:

Internal Assessment	100 Marks
Total	100 Marks



Part - II (Year - II)

Course Title: Biological Foundations of Behavior

Credit Units: 10

Course Level: MPhil

Course Code: PSY-231

Course Objectives:

Brain disorders cause symptoms that look remarkably like other functional psychological disorders. Learning how brain is involved in the genesis of normal and abnormal behavioral/emotional manifestation would result in better clinical judgment, lesser diagnostic errors and increase sensitivity to consider and rule out a neuropsychological origin or biochemical mediation of the psychopathology. Also, current researches have indicated many pharmacological agents dramatically alter the severity and course of certain mental disorders, particularly the more severe disorders. Therefore, the aim of this paper is to provide important biological foundations of human behavior and various syndromes. The main focus is the nervous system and its command center – the brain.

By the end of Part – I, trainees are required to demonstrate ability to:

1. Describe the nature and basic functions of the nervous system.
2. Explain what neurons are and how they process information.
3. Identify the brain's levels and structures, and summarize the functions of its structures.
4. Describe the biochemical aspects of brain and how genetics increase our understanding of behavior.
5. State what endocrine system is and how it regulates internal environment and affects behavior.
6. Discuss the principles of psychopharmacology and review the general role of neurotransmitters and neuromodulators in the brain.
7. Describe the mono-aminergic and cholinergic pathway in the brain and the drugs that affect these neurons.
8. Describe the role of neurons that release amino acid neurotransmitters and the drugs that affect these neurons.
9. Describe what kinds of clinical symptoms are often associated with lesions of frontal, parietal, temporal and occipital lobes of the brain.
10. Describe what kinds of neuropsychological deficits are often associated with lesions of frontal, parietal, temporal and occipital lobes of the brain, and carry out the indicated neuropsychological assessment employing any valid battery of tests.
11. Describe what kinds of neuropsychological deficits are often associated with subcortical lesions of the brain.
12. List symptoms that are typical of focal and diffuse brain damage.
13. Enumerate the characteristics of clinical syndrome and the nature of neuropsychological deficits seen in various cortical and subcortical dementias.
14. Describe the neuropsychological profile of principal psychiatric syndromes.
15. Demonstrate an understanding of functional neuro-imaging techniques and their application in psychological disorders and cognitive neuroscience.
16. Demonstrate an understanding of the principals involved in neuropsychological assessment, its strengths and weaknesses, and its indications.
17. Describe the nature of disability associated with head injury in the short and longer term, methods of remedial training and their strengths and weakness.

Syllabus:

Part – A (Anatomy, Physiology and Biochemistry of CNS)

Unit –I: Anatomy of the brain: Major anatomical sub-divisions of the human brain; the surface anatomy and interior structures of cortical and sub-cortical regions; anatomical connectivity among the various regions; blood supply to brain and the CSF system; cytoarchitecture and modular organization in the brain.

Unit –II: Structure and functions of cells: Cells of the nervous system (neurons, supporting cells, blood-brain barrier); communication within a neuron (membrane potential, action potential); communication between neurons



(neurotransmitters, neuromodulators and hormones).
Unit – III: Biochemistry of the brain: Biochemical, metabolic and genetic aspect of Major mental disorders, mental retardation and behavioural disorders.
Unit - IV: Neurobiology of sensory-motor systems and internal environment: Organization of sensory-motor system in terms of receptors and thalamocortical pathways and motor responses.
Unit – V Regulation of Internal Environment: Role of limbic, autonomic and the neuroendocrine system in regulating the internal environment; reticular formation and other important neural substrates regulating the state of sleep/wakefulness.
Unit – VI : Neurobiology of Behaviour : Neurological aspects of drives, motivation, hunger, thirst, sex, emotions, learning and memory.
Unit –VII: Neurotransmitters and behaviour: Role of neurotransmitters and neuromodulators (acetylcholine, monoamines, amino acids, peptides, lipids) in various aspects of behaviour including learning and memory.
Unit –VIII: Introduction: Relationship between structure and function of the brain; the rise of neuropsychology as a distinct discipline, logic of cerebral organization; localization and lateralization of functions; approaches and methodologies of clinical and cognitive neuropsychologists.
Unit-IX: Frontal lobe syndrome: Disturbances of regulatory functions; attentional processes; emotions; memory and intellectual activity; language and motor functions.
Unit - X: Temporal lobe syndrome: Special senses – hearing, vestibular functions and integrative functions; disturbances in learning and memory functions; language, emotions, time perception and consciousness.
Unit – XI: Parietal and occipital lobe syndromes: Disturbances in sensory functions and body schema perception; agnosias and apraxias; disturbances in visual space perception; color perception; writing and reading ability.
Unit – XII: Neuropsychological profile of neuro-psychiatric conditions: Neuropsychological profile of cortical and subcortical dementia; major mental disorders and substance use disorders.
Unit – XIII: Functional human brain mapping: QEEG, EP & ERP, PET, SPECT, fMRI
Unit –XIV: Neuropsychological assessment: Introduction, principles, relevance, scope and indications for neuropsychological assessment and issues involved in neuropsychological assessment of children.
Unit –XV: Neuropsychological rehabilitation: Principles, objectives and methods of neuro-rehabilitation of traumatic brain injury, organic brain disorders, major psychiatric disorders and behavioural disorders; scope of computer-based retraining, neurofeedback, cognitive aids.

Student Learning Outcomes:

- Analyse the importance of the most essential fundamental physiological process underlying psychological events
- Explore the various techniques used to examine brain tissue and their examination techniques.
- Evaluate the comprehensive exposure to Nervous system and its governing factor with various behaviours.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode.
- Assigning students task of practicing the psychological test being taught in class.

Assessment examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%



Essential References:

- Bellack A.S. & Hersen M. (1998). *Comprehensive clinical psychology- Assessment (Vol. 4)*. London: Elsevier Science Ltd.
- Carlson, N.R. (2005). *Foundations of physiological psychology (6th ed.)*. New Delhi: Pearson Education Inc.
- Gazaaniga, M. S. (1984). *Handbook of cognitive neuroscience*. New York: Plenum Press. Golden, C.J. & Charles, C.T. (1981). *Diagnosis & Rehabilitation in clinical neuropsychology*. New York: Spring Field.
- Grant, I. & Adams, K.M. (1996). *Neuropsychological assessment of neuropsychiatric disorders (2nd ed.)*. New York: Oxford University Press.
- Grant, I. & Adams, K.M. (1996). *Neuropsychological assessment of neuropsychiatric disorders (2nd ed.)*. Oxford University Press: NY.
- Guyton, A.C. & Hall, J.E. (2006). *Textbook of medical physiology*. Philadelphia: Saunders Company.
- Jain, A.K. (2005). *Textbook of physiology (Vol. 2)*. New Delhi: Avichal Publishing Company. Kandel, E. R, & Schwartz, J. H (1985). *Principles of neural science*. New York: Elsevier.
- Kirshner H.S, (1986). *Behavioral Neurology*. New York: Churchill Livingstone.
- Kolb, B. & Whishaw, I.Q. (2007). *Fundamentals of human neuropsychology (6th ed)*. New York: Worth Publishers.
- Lezak, M.D. (1995). *Neuropsychological assessment*. New York: Oxford University Press.
- Prigatano, G.P. (1999). *Principles of Neuropsychological Rehabilitation*. New York: Oxford University Press.
- Rohrbaugh, J.W (1990). *Event Related brain potentials – Basic issues & applications*. New York: Oxford University Press.
- Snell, R.S. (1992). *Clinical Neuroanatomy for Medical Students*. Boston: Little Brown & Co.
- Stahl, S.M. (1998). *Essential psychopharmacology*. London: Cambridge University Press. Vinken, P.J, & Bruyn, G.W. (1969). *Handbook of clinical neurology (Vols. 2, 4, 45 & 46)*. Amsterdam: North Holland Publishing Co.
- Vinken, P.J., & Bruyn, G.W., (1969). *Handbook of clinical neurology (Vols. 2, 4 & 45)*. Amsterdam: North Holland Publishing Co.
- Vyas, J.N. & Ahuja, N (1999). *Textbook of postgraduate psychiatry (2nd ed., Vols. 1- 2)*. New Delhi: Jaypee brothers.
- Walsh, K. (2003). *Neuropsychology- A clinical approach (4th ed.)*. Edinburgh: Churchill Livingstone.



Course Title: Psychotherapy and Counseling

Credit Units: 10

Course Level: MPhil

Course Code: PSY-232

Course Objectives:

Impart knowledge and skills necessary to carry out psychological interventions in mental health problems with required competency. As a prelude to problem-based learning within a clinical context, the trainees are introduced to factors that lead to development of an effective working therapeutic alliance, pre-treatment assessment, setting therapy goals, evaluation of success of therapy in producing desired changes, and variables that affect the therapy processes. Further, the aim is to equip the trainees with various theories of clinical problems, and intervention techniques, and their advantages and limitations.

1. Describe what factors are important in determining how well patients do in psychotherapy?
2. Demonstrate an ability to provide a clear, coherent, and succinct account of patient's problems and to develop an appropriate treatment plan.
3. Demonstrate a sense of working collaboratively on the problem and ability to foster an effective alliance.
4. Demonstrate a working knowledge of theoretical application of various approaches of therapy to clinical conditions.
5. Set realistic goals for intervention taking into consideration the social and contextual mediation.
6. Carry out specialized assessments and interventions, drawing on their knowledge of pertinent outcome/evidence research.
7. Use appropriate measures of quantifying changes and, apply and integrate alternative or complementary theoretical approach, depending on the intervention outcome.
8. Demonstrate skills in presenting and communicating some aspects of current intervention work for assessment by other health professionals, give and receive constructive feedback.
9. Demonstrate ability to link theory-practice and assimilate clinical, professional, academic and ethical knowledge in their role of a therapist.
10. Present a critical analysis of intervention related research articles and propose their own methods/design of replicating such research.

Syllabus:

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

Unit - II: Therapeutic Relationship: Client and therapist characteristics; illness, technique and other factors influencing the relationship.

Unit - III: Interviewing: Objectives of interview, interviewing techniques, types of interview, characteristics of structured and unstructured interview, interviewing skills (micro skills), open-ended questions, clarification, reflection, facilitation and confrontation, silences in interviews, verbal and non-verbal components.

Unit - IV: Affective psychotherapies: Origin, basis, formulation, procedures, techniques, stages, process, outcome, indications, and research & current status with respect to psychodynamic, brief psychotherapy, humanistic, existential, gestalt, person-centered, Adlerian, transactional analysis, reality therapy, supportive, clinical hypnotherapy, play therapy, psychodrama, and oriental approaches such as yoga, meditation, shavasana, pranic healing, reiki, tai chi etc.

Unit - V: Behavior therapies: Origin, foundations, principles & methodologies, problems and criticisms, empirical status, behavioral assessment, formulations and treatment goals, Desensitization - (imaginal, in-vivo, enriched, assisted), Extinction - (graded exposure, flooding and response prevention, implosion, covert extinction, negative practice, stimulus satiation), Skill training - (assertiveness training, modeling, behavioral rehearsal), Operant procedures - (token economy, contingency management), Aversion - (faradic aversion therapy, covert sensitization, aversion relief procedure, anxiety relief procedure and avoidance conditioning), Self-control procedures - (thought stop, paradoxical intention, stimulus



satiation), Biofeedback – (EMG, GSR, EEG, Temp., EKG), Behavioral counseling, Group behavioral approaches, Behavioral family/marital therapies.
Unit - VI: Cognitive therapies: Cognitive model, principles and assumptions, techniques, indications and current status of rational emotive behavior therapy, cognitive behavior therapy, cognitive analytic therapy, dialectical behavior therapy, problem-solving therapy, mindfulness based cognitive therapy, schema focused therapy, cognitive restructuring, and other principal models of cognitive therapies.
Unit – VII: Systemic therapies: Origin, theoretical models, formulation, procedures, techniques, stages, process, outcome, indications, and research & current status with respect to family therapy, marital therapy, group therapy, sex therapy, interpersonal therapy and other prominent therapies.
Unit – VIII: Physiological therapies: Origin, basis, formulation, procedures, techniques, stages, process, outcome, indications, and current status with respect to progressive muscular relaxation, autogenic training, biofeedback, eye-movement desensitization and reprocessing, and other forms of evidence-based therapies.
Unit – IX: Counseling: Definition and goals, techniques, behavioral, cognitive and humanistic approaches, process, counseling theory and procedures to specific domains of counseling.
Unit - X: Therapy in special conditions: Therapies and techniques in the management of deliberate self harm, bereavement, traumatic, victims of man-made or natural disasters, in crisis, personality disorders, chronic mental illness, substance use, HIV/AIDS, learning disabilities, mental retardation, and such other conditions where integrative/eclectic approach is the basis of clinical intervention.
Unit - XI: Therapy with children: Introduction to different approaches, psychoanalytic therapies (Ana Freud, Melanie Klein, Donald Winnicott); special techniques (behavioral and play) for developmental internalizing and externalizing disorders; therapy in special conditions such as psycho-physiological and chronic physical illness; parent and family counseling; therapy with adolescents.
Unit – XII: Psycho-education (therapeutic education): Information and emotional support for family members and caregivers, models of therapeutic education, family counseling for a collaborative effort towards recovery, relapse-prevention and successful rehabilitation with regard to various debilitating mental disorders.
Unit – XIII: Psychosocial rehabilitation: Rehabilitation services, resources, medical and psychosocial aspects of disability, assessment, group therapy, supportive therapy and other forms of empirically supported psychotherapies for core and peripheral members.
Unit - XIV: Indian approaches to Psychotherapy: Yoga, Meditation, Mindfulness –based intervention: methods, processes and outcome.
Unit - XV: Contemporary issues and research: Issues related evidence-based practice, managed care, and research related to process and outcome.

Student Learning Outcomes:

- To learn various psychological therapies.
- To develop various skills to apply therapies in various clinical settings.
- To learn various theoretical assumptions under therapies.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the psychological therapy being taught in class.

Assessment examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%



Essential References:

- Aronson, M. J. & Scharfman, M.A. (1992). *Psychotherapy: The analytic approach*. New York: Jason Aronson, Inc.
- Baker, P, (1992). *Basic family therapy*. New Delhi: Blackwell Scientific Pub.
- Bellack, A.S. & Hersen, M., (1998). *Comprehensive Clinical Psychology* (Vol. 6). London: Elsevier Science Ltd.
- Bellack, A.S., Hersen, M., & Kazdin, A.E. (1985). *International handbook of behavior modification and therapy*. New York: Plenum Press.
- Bellack, A. S. & Hersen, M. (1985). *Dictionary of behavior therapy*. New York: Pergamon Press.
- Bergin, A.G. & Garfield, S. L. (1978). *Handbook of Psychotherapy & Behavior change – An empirical analysis*. New York: John Wiley & Sons.
- Bloch, S (2000). *An introduction to the psychotherapies* (3rd ed.). New York: Oxford Medical Publications.
- Capuzzi, D. & Gross, D.R. (2003). *Counseling and Psychotherapy: Theories and interventions* (3rd ed.). New Jersey: Merrill Prentice Hall.
- Clark, D.M. & Fairburn, C.G. (2001). *Science and practice of CBT*. London: Oxford University press.
- Dobson, K.S., & Craig, K.D. (1996). *Advances in cognitive behavior therapy*. New York: Sage Publications.
- Dryden, W. (1995). *Rational Emotive Behaviour Therapy*. New Delhi: Sage.
- Dryden, W. (2002). *Handbook of individual therapy* (4th ed.) New Delhi: Sage Publications. Eells, T.D (2007). *Handbook of psychotherapy case formulation* (2nd ed.). New York: Guilford press.
- Hersen M & Sledge W. (2002). *Encyclopedia of psychotherapy* (Vols. 1-2). New York: Academic Press.
- Freeman, A., Simon, K.M., Beutler L.E. & Arkowitz, M. (1988). *Comprehensive Handbook of cognitive therapy*. New York: Plenum Press.
- Friedberg R.D. & McClure, J.M. (2002). *Clinical Practice of cognitive therapy with children and adolescents- The nuts and bolts*. New York: Guilford Pres.
- Garfield, S. L. (1995). *Psychotherapy: an eclectic integrative approach* (2nd ed.). New York: John Wiley and son.
- Gibson, R.L. & Mitchell M.H. (2006). *Introduction to counseling and guidance* (6th ed.). New Delhi: Pearson.
- Graham, P.J. (1998). *CBT for children and families* (2nd ed.). London: Cambridge University Press.
- Greenson, R.R. (1967). *The Technique and Practice of psychoanalysis* (Vol. 1). New York: International Universities Press.
- Hawton, K. Salkovskis, P.M., Kirk, J. and Clark, D.M. (1989). *Cognitive Behavior Therapy for psychiatric problems: A practical guide*. New York: Oxford University Press.
- Klerman, G. L. & Weissman, M. M (1993). *New Approach of Interpersonal Psychotherapy*. Washington, DC.: American Psychiatric Press.
- Mash, E.J. & Wolfe, D.A. (1999). *Abnormal child psychology*. New York: Wadsworth Publishing.
- Rimm D.C., & Masters J.C. (1979). *Behavior therapy: Techniques and empirical findings*. New York: Academic Press.
- Sanders, D & Wills, F. (2005). *Cognitive therapy: An introduction* (2nd ed.). New Delhi: Sage Publications.
- Sharf, R.S. (2000). *Theories of psychotherapy and counseling* (2nd ed.). New York: Brooks/Cole.
- Turner, S.M, Calhour, K.S. & Adams, H.E.(1992). *Handbook of clinical behavior therapy*. New York: Wiley Interscience.
- Turner, S.M., Calhoun K.S., & Adams, H.E. (1992). *Handbook of Clinical Behavior therapy* New York: Wiley Interscience.
- Walker, C.E. & Roberts, MC (2001). *Handbook of clinical child psychology* (3rd ed.). Ontario: John Wiley and Sons.
- Wolberg, L.R. (1995). *The techniques of psychotherapy* (4th ed.). New York: Grune & Stratton.
- Wolman, B.B. & Stricker, G, (1983). *Handbook of family and marital therapy*. New York: Plenum.
- Wolman, B.B. (1967). *Psychoanalytic techniques, a handbook for practicing psychoanalyst*. New York: Basic Book.



Course Title: Behavioral Medicine

Credit Units: 10

Course Level: MPhil

Course Code: PSY-233

Course Objectives:

Health psychology, as one of the subspecialties of applied psychology, has made a notable impact on almost the entire range of clinical medicine. The field deals with psychological theories and methods that contribute immensely to the understanding and appreciation of health behavior, psychosocial and cultural factors influencing the development, adjustment to, treatment, outcome and prevention of psychological components of medical problems. The aim of behavioral medicine is to elucidate the effects of stress on immune, endocrine, and neurotransmitter functions among others, psychological process involved in health choices individuals make and adherence to preventive regimens, the effectiveness of psychological interventions in altering unhealthy lifestyles and in directly reducing illness related to various systems. Further, to provide the required skills and competency to assess and intervene for psychological factors that may predispose an individual to physical illness and that maintain symptoms, in methods of mitigating the negative effects of stressful situations/events, and buffering personal resources.

1. Appreciate the impact of psychological factors on developing and surviving a systemic illness.
2. Understand the psychosocial impact of an illness and psychological interventions used in this context.
3. Understand the psychosocial outcomes of disease, psychosocial interventions employed to alter the unfavorable outcomes.
4. Understand the rationale of psychological interventions and their relative efficacy in chronic disease, and carry out the indicated interventions.
5. Understand the importance of physician-patient relationships and communication in determining health outcomes.
6. Understand of how basic principles of health psychology are applied in specific context of various health problems, and apply them with competence.
7. Demonstrate the required sensitivity to issues of death and dying, breaking bad news, and end-of-life issues.
8. Carry out specialized interventions during period of crisis, grief and bereavement.
9. Understand, assimilate, apply and integrate newer evidence-based research findings in therapies, techniques and processes.
10. Critically evaluate current health psychology/behavioral medicine research articles, and present improved design/methods of replicating such research.
11. Demonstrate the sense responsibility while working collaboratively with another specialist and foster a working alliance.

Syllabus:

Unit – I: Introduction: Definition, boundary, psychological and behavioral influences on health and illness, neuroendocrine, neurotransmitter and neuroimmune responses to stress, negative affectivity, behavioral patterns, and coping styles, psychophysiological models of disease, theoretical models of health behavior, scope and application of psychological principles in health, illness and health care.
Unit – II: Central nervous system: Cognitive, personality, behavioral, emotional disturbances in major CNS diseases like cerebrovascular (stroke, vascular dementia etc.), developmental (cerebral palsy), degenerative (Parkinson’s etc.), trauma (traumatic brain and spinal cord injury), convulsive (epilepsy), and infectious (AIDS dementia), assessment and methods for psychological intervention and rehabilitation with such patients.
Unit – III: Cardiovascular system: Psychosocial, personality, lifestyle, and health practice issues, psychobehavioral responses including coping with illness and functional loss in hypertension, MI, following CABG and other cardiovascular conditions, salient issues with regard to quality-of-life and well- being, empirically proven methods of psychological management of CVS diseases.
Unit – IV: Respiratory system: precipitants, such as emotional arousal, and other external stimuli, exacerbants such as anxiety and panic symptoms, effects, such as secondary gain, low self -esteem in asthma and other airway diseases, psychological, behavioral and biofeedback strategies as adjunct in the management.
Unit – V: Gastrointestinal system: Evaluation of psychological factors including personality characteristics and stress/coping style in functional GI disorders such as irritable bowel syndrome, inflammatory bowel



disease, peptic ulcer disease, esophageal disorder etc., role of psychotherapy, behavior modification, cognitive restructuring, biofeedback and relaxation training.
Unit-VI: Genitourinary/renal/reproductive system: Psychosocial issues in male/female sexual dysfunctions, micturition/voiding problems including primary/secondary enuresis, end-stage renal disease, dialysis treatment, primary and secondary infertility, empirically validated psychological and behavioral interventions in these conditions.
Unit-VII: Dermatology: Role of stress and anxiety in psychodermatological conditions such as psoriasis, chronic urticaria, dermatitis, alopecia and the impact of these on self-esteem, body image and mood, role of psychological interventions such as relaxation, stress management, counseling and biofeedback strategies.
Unit-VIII: Oncology: Psychosocial issues associated with cancer - quality of life, denial, grief reaction to bodily changes, fear of treatment, side effects, abandonment, recurrence, resilience, assessment tools, and goals of interventions for individual and family, and therapy techniques.
Unit IX: HIV/AIDS: Model of HIV disease service program in India, pre- and post-test counseling, psychosocial issues and their resolutions during HIV progress, psychological assessment and interventions in infected adults and children, and family members/caregivers, highly active anti-retroviral treatments (HAART), neuropsychological findings at different stages of infection, issues related to prevention/spreading awareness and interventions in at risk populations.
Unit- X Pain: Physiological and psychological processes involved in pain experience and behavior, assessment tools for acute and chronic pain intensity, behavior, and dysfunctions/disability related to pain, psychological interventions such as cognitive, behavioral, biofeedback and hypnotic therapies.
Unit-XI :Terminally ill: Medical, religious and spiritual definition of death and dying, psychology of dying and bereaved family, strategies of breaking bad news, bereavement and grief counseling, management of pain and other physical symptoms associated with end-of-life distress in patients with cancer, AIDS, and other terminal illness, professional issues related to working in hospice including working through one’s own death anxiety, euthanasia – types, arguments for and against.
Unit- XII- Other general clinical conditions: Application of psychological techniques and their rationale in the clinical care of patients in general medical settings where psychological services appears to affect the outcome of medical management positively, for example in diabetes, sleep disorders, obesity, dental anxiety, burns injury, pre- and post-surgery, preparing for amputation, evaluation of organ donors/recipient, pre- and post-transplantation, organ replacement, hemophiliacs, sensory impairment, rheumatic diseases, abnormal illness behavior, health anxiety etc.
Unit-XIII: Contemporary Issues: Research and developments in health psychology, psychophysiology, psychoneuroimmunology, psychobiology, sociobiology and their implications, and effects of psychotherapy on the biology of brain.

Student Learning Outcomes:

- Analyse the importance of the most essential fundamental physiological process underlying psychological events.
- Explore the various techniques used to examine physiological process.
- Evaluate the comprehensive exposure to physiological factor associated with various behaviors.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the psychological therapy being taught in class.
- **Assessment examination Scheme:**

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

- **Theory Assessment (L&T):**

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%



Essential References:

- Basmajian J.V. (1979). *Biofeedback – Principles and practice for clinicians*. Baltimore: Williams & Wilkins Company.
- Bellack, A.S., Hersen, M., & Kazdin, A.E. (1985). *International handbook of behavior modification and therapy*. New York: Plenum Press.
- Bellack, A. S. & Hersen, M. (1985). *Dictionary of behavior therapy*. New York: Pergamon Press.
- Dimatteo, M.R., & Martin, L.R. (2002). *Health Psychology*. New Delhi: Pearson.
- Lambert, M.J (2004). *Handbook of Psychotherapy and behaviour change* (5th ed.). New York: John Wiley and Sons.
- Rimm D.C. & Masters J.C. (1979). *Behavior therapy: Techniques and empirical findings*. New York: Academic Press.
- Sweet, J.J, Rozensky, R.H. & Tovian, S.M. (1991). *Handbook of clinical psychology in medical settings*. Plenum Press: NY
- Tunks, E & Bellismo, A. (1991). *Behavioral medicine: Concepts & procedures*. New York: Pergamon Press.
- Turner, S.M., Calhoun, K.S., & Adams, H.E. (1992). *Handbook of Clinical Behavior therapy*. New York: Wiley Interscience.
- Weinman, J., Johnston, M. & Molloy, G. (2006). *Health Psychology* (Vols. 1-4). London: Sage Publications.



Course Title: Practical: Psychological therapies and viva voce

Credit Units: 18

Course Level: MPhil

Course Code: PSY-234

Course Objectives:

To provide hands-on experience in acquiring the necessary skills and competency in selecting, administering, psychological therapies often employed in clients with psychological and neuropsychological disorders. Since psychological therapies involves integration of information from multiple sources, the trainees are required to be given extensive exposure in working up of cases and carrying out the assessment at all levels for therapeutic intervention. Typical areas of focus for psychological therapies includes (not necessarily limited to): cognition, intelligence, personality, levels of adjustment, disability/functional rehabilitation, neuropsychological rehabilitation, clinical ratings of symptomatology, variables that help/direct treatment, and assess treatment outcomes.

Student Learning Outcomes:

- To develop skill to establish therapeutic communication with the psychiatric/ non psychiatric clients
- Explore the various psychological therapies used for maladaptive behavior.
- Evaluate the comprehensive exposure to Neurological rehabilitation and its governing factor with various behaviors.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the psychological therapies.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
N/A	100%	100%

Lab/Practical Assessment:

Continuous Assessment/Internal Assessment			End Term Examination
Components	Internal Evaluation	Attendance	
Weightage (%)	25%	5%	70%



Course Title: Therapy Report Submission

Credit Units: 12

Course Level: MPhil

Course Code: NRS-235

Course Objectives:

- To familiarize the trainee with the formulation and Reporting of psychotherapeutic intervention.
- To familiarize the trainee with the formulation and reporting of IQ intervention.
- To familiarize the trainee with the formulation and reporting of neuropsychological rehabilitation.
- To familiarize the trainee with the formulation and reporting of family therapy, group therapy for various psychological disorders.

Duration: One Year

Methodology:

Trainee get opportunity in clinical Institutes e.g. Mental Hospital, NGOs and clinics. They will be guided by an internal and external supervisor. Trainees will submit 5 full length Psychotherapeutic Reports

Examination Scheme:

Internal Assessment	100 Marks
Total	100 Marks



Course Title: Dissertation

Credit Units: 10

Course Level: MPhil

Course Code: NMP-230

Course Objectives:

- To familiarize them to use scientific methods and evidence to inform the assessment, understanding, treatment and prevention of human problems in behaviour, affect, cognition or health.
- Trainee will acquire and demonstrate knowledge and skills necessary to plan, conduct, evaluate, and disseminate research in areas relevant to clinical psychology

Duration: One Year

Methodology:

- Trainee get opportunity to acquire and demonstrate knowledge and skills necessary to plan, conduct, evaluate, and disseminate research in areas relevant to clinical psychology. Trainees will submit Dissertation.

Examination Scheme:

Internal Assessment	30 Marks
External Assessment	70 Marks
Total	100 Marks

AIBAS SYLLABUS

2018-19



**Model Framework for Programme Structure &
Curriculum**

Institution: AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

Programme Title: B.A. (H) APPLIED

PSYCHOLOGY Duration of the Program (in yrs): 3

Years

Semesters: 6

Batch: 2019-22

Level: Undergraduate

Programme Description:

The BA(H) Applied Psychology Programme at Amity Institute of Behavioural & Allied Sciences (AIBAS) offers a broad and self-contained introduction which covers the basic principles of learning, biological bases of behaviour, thinking, memory, personality, social influences on behaviour (Social Psychology),

Programme Educational Objectives/Goals:

- **Base of Knowledge:** Develop a broad base of knowledge in the various domains of Psychology in order to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural element.
- **Research Acumen:** Interpret how research methods are used to test alternative explanations of human thought and behavior in a variety of problem domains, both basic (theoretical) and applied (practical).
- **Practical Skills:** Synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, school, hospital etc.

FIRST SEMESTER

Course Code	Course Title	Course Type	L	T	P	Total Credits
PSY-101	INTRODUCTION TO PSYCHOLOGY-I	Core Course	3	1	-	4
PSY-102	BASIC RESEARCH METHODOLOGY-I	Core Course	3	1	-	4
PSY-103	BIOPSYCHOLOGY	Core Course	3	1	-	4
PSY-104	STATISTICS IN PSYCHOLOGY-I	Core Course	3	1	-	4
PSY-105	SCHOOLS OF PSYCHOLOGY	Core Course	2	1	-	3
EVS-142	ENVIRONMENTAL STUDIES-I	Value Added Course -EVS	2	-	-	2
PSY-100	EXPERIMENTAL PSYCHOLOGY-I	Core Course	-	-	4	2
BCU-141	COMMUNICATION SKILLS – I	Value Added Course -BC	1	-	-	1
BSU-143	BEHAVIOURAL SCIENCE – I	Value Added Course -BS	1	-	-	1
FLU-144	FRENCH	Value Added Course -FBL	2	-	-	2
NTP-103	TERM PAPER I	Non Teaching Credit Course	-	-	-	1
	TOTAL					28

SECOND SEMESTER						
Course Code	Course Title	Course Type	L	T	P	Total Credits
PSY -201	INTRODUCTION TO PSYCHOLOGY-II	Core Course	3	1	-	4
PSY -202	BASIC RESEARCH METHODOLOGY-II	Core Course	3	1	-	4
PSY -203	INTRODUCTION TO PERSONALITY THEORIES	Core Course	3	1	-	4
PSY-204	STATISTICS IN PSYCHOLOGY-II	Core Course	3	1	-	4
PSY-205	SOCIAL PSYCHOLOGY	Core Course	2	1	-	3
EVS-242	ENVIRONMENTAL STUDIES-II	Value Added Course -EVS	2	-	-	2
PSY-200	EXPERIMENTAL PSYCHOLOGY-II	Core Course	-	-	4	2
BCU-241	COMMUNICATION SKILLS - II	Value Added Course -BC	1	-	-	1
BSU-243	BEHAVIOURAL SCIENCE – II	Value Added Course -BS	1	-	-	1
FLP-244	FOREIGN LANGUAGE - II	Value Added Course -FBL	2	-	-	2
NSM-205	SEMINAR	Non Teaching Credit Course	-	-	-	1
	TOTAL					28

SUMMER INTERNSHIP PROJECT: Students get opportunity in diversified Institutes e.g. Corporate Sector, Schools, NGOs and Hospitals. They will be guided by an internal and external supervisor from their respective Institute. Duration of internship will be four weeks in the month of June.

THIRD SEMESTER

Course Code	Course Title	Course Type	L	T	P	Total Credits
PSY-301	DEVELOPMENTAL PSYCHOLOGY	Core Course	3	1	-	4
PSY-302	POSITIVE PSYCHOLOGY	Core Course	3	1	-	4
PSY-303	PSYCHOMETRIC ASSESSMENT	Core Course	3	1	-	4
PSY-304	SOCIAL GERONTOLOGY AND HEALTH	Core Course	3	1	-	4
PSY-305	ENVIRONMENTAL PSYCHOLOGY	Core Course	2	1	-	3
PSY-300	PSYCHOLOGY - BASIC PRACTICAL I	Core Course	-	-	4	2
BCU-341	COMMUNICATION SKILLS – III	Value Added Course -BC	1	-	-	1
BSU-343	BEHAVIOURAL SCIENCE – III	Value Added Course -BS	1	-	-	1
FLU-344	FRENCH	Value Added Course -FBL	2	-	-	2
NTP-303	TERM PAPER-II	Non Teaching Credit Course	-	-	-	2
NSP-306	SUMMER INTERNSHIP PROJECT (EVALUATION)	Non Teaching Credit Course	-	-	-	2
	TOTAL					29

FOURTH SEMESTER						
Course Code	Course Title	Course Type	L	T	P	Total Credits
PSY-401	INTRODUCTORY COUNSELING PSYCHOLOGY	Core Course	3	1	-	4
PSY-402	ABNORMAL PSYCHOLOGY	Core Course	3	1	-	4
PSY-403	INTRODUCTION TO ORGANIZATIONAL PSYCHOLOGY	Core Course	3	1	-	4
PSY-400	PSYCHOLOGY - BASIC PRACTICAL II	Core Course	-	-	4	2
BCU-441	COMMUNICATION SKILLS – IV	Value Added Course -BC	1	-	-	1
BSU-443	BEHAVIOURAL SCIENCE – IV	Value Added Course -BS	1	-	-	1
FLU-444	FRENCH	Value Added Course -FBL	2	-	-	2
NCS-408	CASE STUDY PRESENTATION	Non Teaching Credit Course	-	-	-	2
PICK ANY THREE COURSES OF YOUR CHOICE OUT OF THE FOLLOWING COURSES						
PSY-404	SPORTS PSYCHOLOGY	Specialization Elective Course	2	1	-	3
PSY-405	PSYCHOLOGY AND LIFE SKILLS	Specialization Elective Course	2	1	-	3
PSY-406	EDUCATIONAL PSYCHOLOGY	Specialization Elective Course	2	1	-	3
PSY-407	PSYCHOLOGY OF HEALTH AND YOGA	Specialization Elective Course	2	1	-	3
	TOTAL					29

SUMMER FIELD WORK

FIFTH SEMESTER

Course Code	Course Title	Course Type	L	T	P	Total Credits
PSY-501	Clinical Psychology	Core Course	3	1	-	4
PSY-502	Gender Psychology	Core Course	3	1	-	4
PSY-500	Psychology - Basic Practical III	Core Course	-	-	4	2
BCU-541	Communication Skills – III	Value Added Course -BC	1	-	-	1
BSU-543	Behavioural Science – V	Value Added Course -BS	1	-	-	1
FLU-544	French	Value Added Course -FBL	2	-	-	2
NTP-503	Term Paper-III	Non Teaching Credit Course	-	-	-	2
NSP-506	Summer Fieldwork (Evaluation)	Non Teaching Credit Course	-	-	-	4
PICK ANY THREE COURSES OF YOUR CHOICE OUT OF THE FOLLOWING GROUPS						
PSY -503	Psychology of Motivation and Leadership	Specialization Elective Course	2	1	-	3
PSY-504	Psychological Practices in Organisations	Specialization Elective Course	2	1	-	3
PSY-505	School Counseling	Specialization Elective Course	2	1	-	3
PSY-506	Forensic Mental Health	Specialization Elective Course	2	1	-	3
PSY-507	Psychology of Caregivers	Specialization Elective Course	2	1	-	3
PSY-508	Introduction to Community Psychology	Specialization Elective Course	2	1	-	3
PSY-509	Science of Well-being	Specialization Elective Course	2	1	-	3
	TOTAL					29

SIXTH SEMESTER						
Course Code	Course Title	Course Type	L	T	P	Total Credits
PSY-601	Psychology of Differentially-abled Children (Special Education)	Core Course	3	1	-	4
PSY-600	Psychology Basic Practical IV	Core Course	-	-	4	2
BCU-641	Communication Skills – IV	Value Added Course -BC	1	-	-	1
BSU-643	Behavioural Science – VI	Value Added Course -BS	1	-	-	1
FLU-644	French	Value Added Course -FBL	2	-	-	2
NMP-601	Major Project	Non Teaching Credit Course	-	-	-	6
PICK ANY FOUR COURSES OF YOUR CHOICE OUT OF THE FOLLOWING COURSES						
PSY-602	Planning Recruitment and Selection	Specialization Elective Course	2	1	-	3
PSY-603	Introduction to Industrial Relations	Specialization Elective Course	2	1	-	3
PSY-604	Psychology of Exceptional and Gifted Children	Specialization Elective Course	2	1	-	3
PSY-605	Teaching and Learning Techniques	Specialization Elective Course	2	1	-	3
PSY-606	Human Skill Development	Specialization Elective Course	2	1	-	3
PSY-607	Psychology of Aging	Specialization Elective Course	2	1	-	3
PSY-608	Science of Happiness	Specialization Elective Course	2	1	-	3
	TOTAL					28

SUMMARY: Total No. of Credits in B.A. (H) Applied Psychology = **171**



Course structure: Introduction to Psychology- I - Course Code: PSY101

Course Title: Introduction to Psychology- I

Credit Units: 4

Course Level: UG Level

Course Code: PSY 101

Course Objectives:

- The objective of this course is to study the concept, principles and theories of cognition and its application in cognitive psychology.
- This will facilitate the students to develop the cognitive skills in themselves and others.

Pre-requisites: The students must possess fair understanding of basic concept of psychology

Course Content:	Weightage
Module I: Introduction	10%
<ul style="list-style-type: none"> • Definition and Goals of Psychology • Role of a Psychologist in Society • Today's Perspectives Biological, Psychodynamic, Behaviorists, Cross cultural and Humanistic 	
Module II: Sensation & Perception	30%
<ul style="list-style-type: none"> • Nature and definitions • Characteristics of Sensation & perception • Visual depth perception • Constancy& movement perception • Illusion of object, shape, space, colour and movement • Factors influencing perception • Extra sensory perception 	
Module III: Learning	
<ul style="list-style-type: none"> • Definition • Classical Conditioning- Basics of conditioning, basic processes- Extinction, Spontaneous Recovery, Generalization, Discrimination, Higher Order Conditioning, Criticism and Significance of Classical Conditioning • Operant Conditioning- Thorndike's: Law of Effect, Reinforcement- Primary and Secondary, Positive rein forcers, Punishment, Pros and Cons of Punishment • Process- Generalization, Discrimination, Shaping, Chaining, Schedules of Reinforcement • Significance of Operant Conditioning, • Cognitive Learning- Latent Learning; Observational learning (Bandura); Insight Learning (Kohler), • Learner and Learning- Prepared Behaviours, Unprepared and Contra-prepared behaviours 	30%
Module IV: Memory	

<ul style="list-style-type: none"> • Basic Processes- Encoding, Storage, Retrieval • Sensory- Iconic Memory and Echoic Memory • STM- Working Memory, Serial Position Curve, Rehearsal, Chunking, LTM- Modules of Memory • Declarative, Procedural, Semantic, Episodic Memory, Associative models- Explicit Memory and Implicit Memory • Retrieval Cues, State Dependent and Context Dependent Memory, Tip-Of-The-Tongue Phenomenon, Flash Bulb Memories • Levels of processing- Constructive Processes in Memory- Schemas • Forgetting- Decay Theory Interference Theory 	30%
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Student Learning Outcomes:

- Develop a base in cognitive psychology with the help of relevant example of everyday life.
- Comprehend and analyze situations in life better and to enable others in the same way.
- Appreciate various theories of learning in the practical world.
- Identify the importance of experiments in the field of memory & how it shaped cognitive psychology

Pedagogy for Course Delivery:

The class will be trained to comprehend the basic processes involved in our day today living using theory. The students are facilitated for skill based learning .They will also be given exposure to relevant examples which smoothens the progress of their conceptual understanding of the course.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Morgan & King, 7th Ed, Introduction to Psychology

References:

- Atkinson & Hilgard, Introduction to Psychology
- Robert A. Baron, 5th Ed., Psychology



Course structure: Research Methodology-I - Course Code: PSY 102

Course Title: Research Methodology-I

Credit Units: 4

Course Level: UG Level

Course Code: PSY 102

Course Objectives:

- To introduce the basic principles of Research Methodology.
- To equip students with skills of various methods and techniques for scientific conduct of research in psychology.

Pre-requisites: The students must possess fair understanding of basics knowledge of research

Course Content:	Weightage
Module I: Introduction	10%
<ul style="list-style-type: none"> • Nature of research enquiry • Types of Research: Action and applied; qualitative and quantitative • Measurement v/s assessment • Importance and Limitations of Research 	
Module II: Scaling in Psychology	15%
<ul style="list-style-type: none"> • Concept of scaling • Types of scales • Psycho-physical scaling 	
Module III: Problem	15%
<ul style="list-style-type: none"> • Nature and characteristics of problem statement • Defining the problem, aim and objectives of a research • Qualities of a good problem statement 	
Module IV: Hypothesis	20%
<ul style="list-style-type: none"> • Concept and character of hypothesis • Types of hypothesis • Type I and type II errors • Writing a good hypothesis 	
Module V: Variables	20%
<ul style="list-style-type: none"> • Variables in research • Dependant and independent variables • Extraneous variables and their control 	
Module VI: Sampling	20%
<ul style="list-style-type: none"> • Definition of sampling • Population and sample • Techniques of sampling 	

Student Learning Outcomes:

- Analyze & comprehend research and its application.
- Design and Develop the strategy to conduct research.
- Comprehend the inter relation between parameters under study.
- Develop insight into procedural scientific steps of conducting a research.
- Identify the strategic & scientific aspects related to hypothesis testing.

Pedagogy for Course Delivery:

The class will be taught using theory and discussion method. In addition to assigning the research papers to be reviewed to understand the application of Research methodology, the course instructor will also discuss projects so as to give a better insight. The instructor will cover the ways innovative & current strategies to conduct and analyze research.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

Anastasi, A., (1988), Psychological Testing; 6th Ed. New York: Mc Millan Publishing Company.
 Kerlinger, F. N., (1933), Foundation of Behavioural Research; New Delhi: Surjeet Publication.
 Freeman, F.S. (1962). Theory and Practice of Psychological Testing; New Delhi: Oxford IBH
 Pandey, J. (1988). Psychology in India: The State of the Art Vol.I (Personality and Mental Processes) New Delhi; Sage



Course structure: Biopsychology - Course Code: PSY 103

Course Title: Biopsychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY 103

Course Objectives:

- The paper on Biopsychology correlates the discipline to the physiological aspect of human life and emphasizes the need to study physiology for complete understanding of human beings.
- It will also provide an overview of issues that many physiological psychologists consider in understanding how the brain and behaviour interact.

Pre-requisites: The students must possess fair understanding of basics of human biology

Course Content:	Weightage
Module I: Introduction to Biopsychology	20%
<ul style="list-style-type: none"> • Concept of biopsychology • Techniques used in biopsychology • Hemisphere function: Sperry and the split-brain; Left handedness; Emotion and the right hemisphere 	
Module II: Cell & Nervous System	20%
<ul style="list-style-type: none"> • Cell structure: Neuron, Synapses, The neurotransmitters • The nervous system: Basic subdivisions-Peripheral and Central 	
Module III: Hormonal Basis of Behaviour	20%
<ul style="list-style-type: none"> • Endocrine system: Structure &Function • Abnormalities of major glands: Thyroid, Adrenals, Gonads, Pituitary and Pancreas 	
Module IV: Sleep, Arousal & Biological Rhythms	20%
<ul style="list-style-type: none"> • Functions of sleep • Biological Rhythms • Concept of arousal; Physiological measure of arousal • Reticular Formation and Central Arousal 	
Module V: Learning & Memory	20%
<ul style="list-style-type: none"> • Anterograde and retrograde Amnesia • Alzheimer Disease • Korsakoff's Psychosis • Biochemistry of learning and memory 	

Student Learning Outcomes:

- Analyse the importance of the most essential fundamental physiological process underlying psychological events
- Explore the various techniques used to examine brain tissue and their examination techniques
- Evaluate the comprehensive exposure to Nervous system and its governing factor with various behaviours.

Pedagogy for Course Delivery: The class will be taught using theory and case based method. In addition to this presentations will be shown in PPT form.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Leukel, F., (1968), Introduction to Physiological Psychology

References:

- Levinthal, G. G., (1990), Introduction to Physiological Psychology
- Anthony, C.P & Thobidean G.A., (1987), Text Book of Anatomy & Physiology, New Jersey.



Course structure: Statistics in Psychology- I - Course Code: PSY 104

Course Title: Statistics in Psychology- I

Credit Units: 4

Course Level: UG Level

Course Code: PSY 104

Course Objectives:

- The paper on Statistics introduces quantification of psychological data and gives primary research orientation to the students.

Pre-requisites: The students must possess fair understanding of basic concept of statistics

Course Content:	Weightage
Module I: Introduction to Statistics	20%
<ul style="list-style-type: none">• Statistics: Meaning, Importance & Limitations• Descriptive and Inferential Statistics• Parametric and Non-parametric Statistics• Population and Sample• Scales of Measurement	
Module II: Frequency Distributions & Graphical Representation	20%
<ul style="list-style-type: none">• Frequency Distribution; Relative and Cumulative Frequency Distribution• Uni-variate & Bi-variate Frequency Distribution• Line Graph, Bar Graph, Pie Chart, Histogram, Frequency Polygon, Frequency Curve	
Module III: Measures of Central Tendency	20%
<ul style="list-style-type: none">• Mean• Median• Mode	
Module IV: Measures of Variability	20%
<ul style="list-style-type: none">• The Standard Deviation• Quartile Deviation• Variance	
Module V: Correlation	20%
<ul style="list-style-type: none">• Concept & Nature of Correlation• Product moment correlation• Spearman's Rank Difference correlation	

Student Learning Outcomes:

- Analyze the importance of statistics in the field of psychology
- Explore the various data interpretation techniques
- Evaluate various descriptive statistics technique

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode Assigning students task of practicing the statistics being taught in class.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Garret H E, Statistics in Psychology

References:

- Minimum E W, King, H M & Bear G, (1993), Statistical Reasoning in Psychology & Education, 3rd Edition, New York: John Wiley & Sons
- Siegel S (1956), Non Parametric Statistics, New York, McGraw Hill
- Broota S, (1992), Experimental Design in Behaviour Research, New Delhi
- Freeman, Statistics in Psychology



Course structure: Schools of Psychology - Course Code: PSY 105

Course Title: Schools of Psychology

Credit Units: 3

Course Level: UG Level

Course Code: PSY 105

Course Objectives:

- To give an overview on history of psychology and the developments within the discipline.
- Students know about the development of Psychology

Pre-requisites: The students must possess fair understanding of the nature of psychology

Course Content:	Weightage	
Module I: Science & Scientific Theory	20%	
<ul style="list-style-type: none">• What is science and non-science?• Psychology as a Science• Psychology as non-science• Theories, systems, paradigms, & methodological issues		
Module II: Structuralism & Functionalism		20%
<ul style="list-style-type: none">• Wundt, & Titchener's contribution to psychology (compare and contrast the two)• Structuralism as a school of thought• The American contribution to evolution of psychology		
Module III: Associationism & Behaviorism	10%	
<ul style="list-style-type: none">• Thorndikian Associationism• Watsonian Behaviorism		
Module IV: Psychodynamics & Gestalt	30%	
<ul style="list-style-type: none">• Classical Psychoanalysts : Sigmund Freud• Neo-psychoanalysts: Alfred Adler and Carl Jung• Gestalt school of thought		
Module V: Humanistic & Existential Approach		20%
<ul style="list-style-type: none">• Abraham Maslow• Carl Rogers• Existential approach to psychology		

Student Learning Outcomes:

- Interpret the historical evolution of psychology
- Clarify the various methodological issues of psychology
- Organize the various schools of thoughts in psychology

Pedagogy for Course Delivery:

Lectures, presentations, group discussions, and case studies

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Leahy, T H, (1991), A History of Modern Psychology; New York: Prentice Hall
- Chaplin, J P & Krawice, T S, (1979), Systems and Theories in Psychology; New York: Holt Rinechart & Winston
- Marx M H & Hillix W A, (1986), Systems and Theories in Psychology; New York: McGraw Hill
- Wolman B B, (1979), Contemporary Theories and Systems in Psychology; London: Freeman Book Company
- Sartre, J P (1956), History & Theories of Psychology
- Paranjpe, A C, (1994), Meeting East and West; New York: Plenum Press



Course structure: Experimental Psychology – I - Course Code: PSY-100

Course Title: Experimental Psychology – I

Credit Units: 2

Course Level: UG Level

Course Code: PSY-100

Course Objectives:

- To apply the general concepts of psychology through the medium of experiments. Every student is expected to perform and write all experiments mentioned below:

Pre-requisites: The students must possess fair understanding of basics of psychological assessment

Course Content:			
<ul style="list-style-type: none"> Bilateral Transfer of Learning Paired Association Serial Position Effect STM & LTM Stroop Effect 			
<p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> Understand the concepts of psychology through the mediums of the experiments Develop With the skills of conducting & documenting experiments in the field of psychology. <p>Pedagogy for Course Delivery: The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically. Insights would be given on conducting test on individuals with an objective to understand criminal behavior</p>			
Assessment/ Examination Scheme:			
Theory L/T (%)	Lab/Practical/(%)	End Term Examination	
30%	70%	100%	
Theory Assessment (L&T):			
Continuous Assessment/Internal Assessment			End Term Examination
Components (Drop down)	Practical File	Attendance	
Weightage (%)	25%	5%	



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Term Paper – I - Course Code: NTP-103

Course Title: Term Paper – I.

Credit Units: 1

Course Level: UG Level

Course Code: NTP 103

Course Objectives:

- The rationale behind introducing the term paper for BA Students (Ist Year) is to enhance the reading and writing habits of the students and to make them aware about the process of carrying out a research work.
- This helps them to develop insight into the course they are studying which creates an academic interest among the students. Presentation of the term paper plays an important role as it facilitates knowledge sharing and improvement in presentation skills which will further enhance the confidence of the students.
- The overall objective of this term paper is to develop research orientations in students and to make them understand and enhance skills in Research Methodology

Guidelines for Term Paper:

- 1) Topic
- 2) Introduction
- 3) Review Research
- 4) Discussion
- 5) Conclusion
- 6) References

Examination Scheme:

Compilation of Term Paper:	50 Marks
Viva Voce:	25 Marks
Presentation of Term Paper:	25 Marks
Total	100 Marks



Course structure: Introduction to Psychology- II - Course Code: PSY 201

Course Title: Introduction to Psychology- II

Credit Units: 4

Course Level: UG Level

Course Code: PSY 201

Course Objectives:

- The objective of this course is to study the concept, principles and theories of cognition and its application in cognitive psychology.
- This will facilitate the students to develop an understanding of the cognitive skills in themselves and others.

Pre-requisites: The students must possess fair understanding of psychological principles and nature of Psychology

Course Contents:	Weightage
Module I: Sensation, Attention and Perception	25%
<ul style="list-style-type: none">• Sensation: Basic concepts; Process• Types of senses- Visual, Auditory, Gustatory, Olfactory, Tactile, Vestibular, Kinesthetic, and Organic Senses• Sensory Adaptation- Advantages and Disadvantages• Sensitivity to Glare, Integration of senses, Sensory Threshold, Absolute Threshold, Just Noticeable Difference, Weber's Law• Attention: Definition & Characteristics• Selective Attention, Divided Attention and Sustained Attention• Theories of attention: Early & Late Selection, Capacity and Mental Effort Models• Perception : Signal Detection Theory	
Module II: Thinking and Decision Making	25%
<ul style="list-style-type: none">• Theories and models of thinking- Information Processing Theory, S-R theory, Cognitive theories, Simulation Models• Types of Thinking• Reasoning & its types• Concept formation• Decision Making & Cognitive Illusions in Decision Making	
Module III: Intelligence	25%
<ul style="list-style-type: none">• Meaning and Definition of Intelligence• Theories of Intelligence: Charles Spearman, Louis L. Thurstone, Howard Gardner ,• Creativity and Intelligence• Assessment of intelligence	

<p>Module IV Motivation & Emotion</p> <ul style="list-style-type: none"> ● Motivation: Meaning & Characteristics ● Homeostasis, Need, Drive, Arousal, Incentives Current status of motivational concepts ● Types- Physiological Motivation- Hunger, Thrust; Psychological Motivation- Achievement, Power, Motivation Cycle, Need Hierarchy ● Emotion -Introduction- Meaning: Physiological responses, arousal and emotional intensity, emotional expression. ● Theories- James Lange Theory, Cannon-Bard theory & Cognitive theory ● How people communicate Emotion- Innate Expression of Emotions ● Social Aspects of Emotional Expressions, Facial Expressions (Pyramidal Motor System) 	<p>25%</p>
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Student Learning Outcomes:

- Cultivate cognitive skills to understand the mind and behaviour.
- Recognize and comprehend the concepts, principles & themes of cognitive psychology.

Pedagogy for Course Delivery:

The class will be taught using theory and case study method. In addition to assigning the case studies, the course instructor will spend considerable time in making the students grasp a clear understanding of the concept of motivation and emotions in daily life.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Morgan & King, 7th Ed, Introduction to Psychology

References:

- N.K. Chadha and Salma Seth (eds) (2013) The Psychological Realm. Pinnacle Learning: new Delhi
- Atkinson & Hilgard, Introduction to Psychology
- Robert A. Baron, 5th Ed., Psychology
- Hodder & Stoughton, Introducing Psychology
- Zimbardo, Philips. Psychology and life, Thapar College



Course structure: Basic Research Methodology – II - Course Code: PSY 202

Course Title: Basic Research Methodology – II

Credit Units: 4

Course Level: UG Level

Course Code: PSY 202

Course Objectives:

- Students will know the various types of analysis and how to use statistics in analyzing and interpreting the obtained data.
- To introduce the principles of Research Methodology.
- To discuss in-detail the design, data collection, analysis of data and report writing

Pre-requisites: The students must possess fair understanding of basics of research methods

Course Content:	Weightage
Module I: Research Design	20%
<ul style="list-style-type: none">• Co-relational• Experimental• Quasi- experimental• Ex-post facto	
Module II: Tools of Data Collection	20%
<ul style="list-style-type: none">• Questionnaire• Interview• Observation• Case Study	
Module III: Analysis of Data	20%
<ul style="list-style-type: none">• Classifying and analysis• Qualitative data analysis• Quantitative data analysis	
Module IV: Ethical Issues	20%
<ul style="list-style-type: none">• Communicating research findings• Informed consent• Other ethical considerations	
Module V: Report Writing	20%
<ul style="list-style-type: none">• Abstract• Synopsis Format• Reference	

Student Learning Outcomes:

On completion of this course the students will be able to-

- Explain the procedures in research to conduct the experiments.
- Acquire knowledge of qualitative research methods.
- Analyze and report the data for both descriptive and inferential statistics.

Pedagogy for Course Delivery:

Lectures, Case Discussions, and Demonstrations.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Texts:

- Broota, K.D. (1992) Experimental designs in psychological research, Wiley eastern, New Year

References:

- Guilford (1986), Statistics in Psychology and Education, McGrawhill, New York
- Kerlinger, F., (1983), Foundations of Behavioural Research, Surjeet Publications, Delhi
- Rajamanickam, M. (2001) – Statistical Methods in Psychological and Educational Research, Concept Publishing Co. New Delhi, India.
- Siegel.S. (2004), non – Parametric Statistics



Course structure: Introduction to Personality Theories - Course Code: PSY-203

Course Title: Introduction to Personality Theories.

Credit Units: 4

Course Level: UG Level

Course Code: PSY-203

Course Objectives:

- The paper introduces description, evaluation and application of major personality theories for personality development.
- It also focuses on understanding Indian and other Eastern thoughts in Personality.

Pre-requisites: The students must possess fair understanding of important theories of psychology

Course Content:	Weightage
Module I: Introduction to Personality	10%
<ul style="list-style-type: none">• Definition, concept and component of personality; factors influencing personality- heredity and environment; characteristics features of personality• Nature-Nurture debate• Issues and biases in personality measurement• Indian Approaches of Personality	
Module II: Type and Trait Approaches	20%
<ul style="list-style-type: none">• Sheldon, Kretshmer, Allport, Eysenck, and Cattell	
Module III: Freudian and Neo-Freudian Approaches	30%
<ul style="list-style-type: none">• Freud• Jung• Adler• Horney• Erickson• Fromm	
Module IV: Humanistic-Existential School	20%
<ul style="list-style-type: none">• Rogers• Maslow• Rollo May• Kurt Lewin	
Module V: Cognition and Personality	10%
<ul style="list-style-type: none">• Social Cognitive Perspective• Bandura	
Module VI: Eastern views on self	10%
<ul style="list-style-type: none">• Vedanta philosophy- Sattvik, Rjasik and Tamsik personality• Buddhist Tradition	

Student Learning Outcomes:

- Appreciate the various approaches to study human personality.
- Illustrate the Indian ideas on the development of personality.
- Assess personality with the help of personality theories

Pedagogy for Course Delivery:

The class will be taught using theory and case based method. through lectures, , tutorial and field assignment activities in particular.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Adams, D.P., (1990), An Introduction to Personality Psychology; New York: Harcourt brace & Javan vich.
- Hall, C.S. & Lindzey, G. (1998), Theories of Personality; New Delhi: Wiley Eastern Ltd.
- Feist, J. (1985), Theories of personality; New York, Holt Rineharat & Winston
- Paranjpe, A.C. (1984), Theoretical Psychology, Meeting of East and West; New York, Penguin Press
- Mairet, P. (1977), Existentialism & Humanism of J.P. Sartre; London, Methuen
- Kuppawamy, B. (1990), Elements of Ancient Indian Psychology; Delhi: Konark publishers
- Allport, G.W. (1996), Pattern in Growth in Personality; New York: Holt Rinechart & Winton
- McClland, D.C. (1951), Personality; New York: Holt Rinechart & Winston.
- Cambridge, M.A. (1982) The Evolving Self Problem and Process in Human Development; New York: Harvard University Press
- Monte, F.E. (1977) Beneath the Mask-An Introduction to Theories of Personality; New York: Prager.



Course structure: Statistics in Psychology II - Course Code: PSY-204

Course Title: Statistics in Psychology II.

Credit Units: 4

Course Level: UG Level

Course Code: PSY-204

Course Objectives:

- The paper on statistics introduces quantification of psychological data and gives primary research orientation to the students.

Pre-requisites: The students must possess fair understanding of various statistical calculation methods

Course Contents/Syllabus:	Weightage
Module I: The Normal Curve	
<ul style="list-style-type: none">• Characteristics and Problems in Normal Probability Curve (NPC)• The Standard Normal Curve	20%
Module II: Significance of mean	
<ul style="list-style-type: none">• Computation of the standard error of mean• Degrees of freedom• Levels of significance• Type I and Type II errors• Standard error of difference between two independent means (Large & small samples)• t-test: Independent & Paired sample	20%
Module III: Non-parametric tests	
<ul style="list-style-type: none">• Introduction; basic differences; Uses of parametric and Non-parametric tests• Chi-Square• Chi-Square with 2*2 table• Sign test• Median test	20%
Module IV: Analysis of Variance	20%
<ul style="list-style-type: none">• Hypothesis testing with the help of One way ANOVA (f-test)	
Module V: Percentile	
<ul style="list-style-type: none">• Percentile• Percentile Ranks	20%

Student Learning Outcomes:

- Analyze the basic concept of statistics in psychology
- Discuss quantification of psychological data.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the statistics being taught in class.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Garret H E, Statistics in Psychology

References:

- Minimum E W, King, H M & Bear G, (1993), Statistical Reasoning in Psychology & Education, 3rd Edition, New York: John Wiley & Sons
- Siegel S (1956), Non Parametric Statistics, New York, McGraw Hill
- Broota S, (1992), Experimental Design in Behaviour Research, New Delhi
- Freeman, Statistics in Psychology



Course structure: Social Psychology - Course Code: PSY 205

Course Title: Social Psychology

Credit Units: 3

Course Level: UG Level

Course Code: PSY 205

Course Objectives:

- This course will impart knowledge on individual's relation to society, the processes involved therein and manner of research done. .
- Students will expand knowledge about social psychology and human behavior.
- Enable students to recognize the limits in generalizing psychological research to all cultural/gender/ethnic/age groups, and understand the dynamics of intergroup relationships, conflict, and cooperation

Pre-requisites: The students must possess fair understanding of Interpersonal relationship

Course Contents:	Weightage
Module I: Introduction to Social Psychology	10%
<ul style="list-style-type: none"> • Nature and Scope • Methods of Social Psychology 	
Module II: Social Cognition	10%
<ul style="list-style-type: none"> • Cognitive Strategies, Schemes, Stereotypes, attribution • Person and self-perception 	
Module III: Interpersonal Communication and Interpersonal Attraction	20%
<ul style="list-style-type: none"> • Meaning, Social Aspects of Verbal and Non-verbal communication • Factors underlying interpersonal attraction, theoretical orientations to interpersonal attraction 	
Module IV: Aspects of Human Interaction & Collective Behavior	20%
<ul style="list-style-type: none"> • Pro-social Behavior and Aggression • Mob Behavior and crowds; Nature, types and theories 	
Module V: Attitude and Social Influence Process	20%
<ul style="list-style-type: none"> • Definition, function , formation and theory of attitude formation • Conformity and Compliance: Nature and factors affecting Them 	
Module VI: Social psychology in different settings	20%
<ul style="list-style-type: none"> • Government agencies, NGOs, Hospitals, Educational Institutions & Communities 	

Student Learning Outcomes:

- Develop insight and analyze the contribution of social psychologists to the understanding of human society
- Evaluate effective strategies in socialization, group processes (both inter and intra group), and interpersonal processes and helping behaviour
- Ability to chart the progression of theories in major areas in Social Psychology.
- Interpret attitude formation and various methods to be used to change the attitude.

Pedagogy for Course Delivery:

The class will be taught using theory and case based method. through lectures, , tutorial and field assignment activities in particular.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- N.K. Chadha (ed) (2012) Social Psychology: McMillan Publishers , New Delhi
- Launching New Ventures: An Entrepreneurial Approach, 5th Edition, Kathleen R. Allen University of Southern California, ISBN-13: 9780547014562
- Entrepreneurship: creating and managing new ventures, Bruce Lloyd, Pergamon Press, ISBN 0080371086
- Start Run & Grow: A Successful Small Business, CCH, CCH Tax and accounting ,ISBN 0808012010
- Managing New Ventures: Concepts and Cases in Entrepreneurship, By Anjan Raichaudhur, PHI, ISBN 978-81-203-4156-2
- Technology Ventures: From Idea to Enterprise, Thomas H. Byers, Richard C. Dorf, Andrew Nelson, Science Engineering & Math;



Course structure: Experimental Psychology – II - Course Code: PSY-200

Course Title: Experimental Psychology – II

Credit Units: 2

Course Level: UG Level

Course Code: PSY-200

Course Objectives:

- This paper on Experimental Psychology introduces experiments conducted in psychology and objectivity in treatment of psychological data.
- Every student is expected to perform and write all experiments mentioned below:

Pre-requisites: The students must possess fair understanding of general psychology

Course Content:														
<ul style="list-style-type: none"> • Span of Attention • Tweezers Dexterity • Muller-Lyre illusion • Two Point Threshold • Maze learning 														
<p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand the concepts of psychology through the mediums of the experiments • Develop With the skills of conducting & documenting experiments in the field of psychology. 														
<p>Pedagogy for Course Delivery:</p> <p>The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically. Insights would be given on conducting test on individuals with an objective to understand criminal behavior</p>														
<p>Assessment/ Examination Scheme:</p> <table border="1"> <thead> <tr> <th>Theory L/T (%)</th> <th>Lab/Practical/(%)</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>30%</td> <td>70%</td> <td>100%</td> </tr> </tbody> </table>				Theory L/T (%)	Lab/Practical/(%)	End Term Examination	30%	70%	100%					
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Continuous Assessment/Internal Assessment			End Term Examination											
Components (Drop down)	Practical File	Attendance												
Weightage (%)	25%	5%	70%											



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Seminar Course - Course Code: NSM-205

Course Title: Seminar Course

Credit Units: 1

Course Level: UG Level

Course Code: NSM 205

Course Objectives:

- To develop in students the skills of documentation of data for conducting theoretically correct and practically relevant research.

Methodology:

Each student will engage themselves in interaction and observation of Psychological Processes in a subject/field of their choice.

Students will then present the findings in the form of a paper for Seminar discussion.

Examination Scheme of Seminar:

Faculty Interaction	-	10
Marks Research Paper Documentation		-20
Marks Research Paper Presentation	-	30
Marks Peer Assessment	-	20
Marks		
Questions & Answers	-	20 Marks
Total		100 Marks



Course structure: Developmental Psychology - Course Code: PSY 301

Course Title: Developmental Psychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY 301

Course Objectives:

- The students will be able to know the biological foundations, various developmental stages and theories from prenatal to childhood.
- The Students will also learn the applications of child psychology in various settings.

Pre-requisites: The students must possess fair understanding of various developmental stages

Course Content:	Weightage
Module I: Introduction to Child Psychology	20%
<ul style="list-style-type: none">• Definition, History, Nature Vs Nurture (Intelligence and Personality)• Psychoanalytic Perspective (Freud and Erickson)• Behaviorist perspective- Social Learning Theory• Ecological Model• Indian Views (Purushartha, Ashramas, Samskaras)• Methods- Self Reports: Parental reports, Children's reports. Case Study, Experimental method, Design- Longitudinal, Cross Sectional, Sequential	
Module II: Genetic Foundations of Development	10%
<ul style="list-style-type: none">• Cell Division• Prerequisites of Conception- Maturation, Ovulation and Fertilization• Mechanisms of Heredity• Multiple Births- Causes and Types• Chromosomal Abnormalities- Down's Syndrome (in Detail), Turner's Klienfilter's Triple X, XXY and Fragile X• Genetic Abnormalities- PKU, Sickle Cell Anemia, Tay Sachs Disease	
Module III: Motor and Sensory Development	20%
<ul style="list-style-type: none">• Principles of Motor Development• Sequence of Motor Development• Environmental influences on motor development• Sensory Development: Vision & Hearing• Early deprivation and enrichment of senses	
Module IV: Cognitive Development and Development of Language	20%

<ul style="list-style-type: none"> • Piaget's cognitive development theory of intelligence- Structure and processes and stages • Information processing approach- Characteristics; Structures, Processes • Components of language and its development 	
Module V: Emotional & Social Development	
<ul style="list-style-type: none"> • Early emotional development • Emotional Intelligence, Regulation of Emotions • Social Development- Agents of socialization: Family- Parental control, sibling relationship; School; Peer group; Media- TV, books/journals, computers 	20%
Module VI: Moral Development	
<ul style="list-style-type: none"> • Kohlberg's & Piaget's Theory • Meaning of discipline, essentials and techniques of discipline • Assessing Moral Development 	10%

Student Learning Outcomes:

- Construct and interpret a historical overview of Child psychology.
- Appraise the students to the basic concepts and theories of Child Psychology
- Review and apply the various theories of development across domains of development

Pedagogy for Course Delivery:

- Theory classes using lecture & discussion mode
 - PowerPoint presentations including videos
- Assigning students task of collecting researches/case studies relevant to each topic in current times & then having an interaction based discussion in the class

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Berk, Laura E, Child Development, Sixth Edition
- J.W. Santrock (1997): Life Span Development: NY Brown & Benchmark

References:

- Shrimali, Shyam Sunder, Child Development
- Hurlock B, Elizabeth, Child Development, Sixth Edition, TATA McGraw Hill Edition



Course structure: Positive Psychology - Course Code: PSY 302

Course Title: Positive Psychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY 302

Course Objectives:

- To enable students to understand the theory and research related to positive psychology and equip students to develop and apply positive psychology for enhancement of their self and others

Pre-requisites: The students must possess fair understanding of self and self- esteem

Course Content:	Weightage
Module I: Introduction to Positive Psychology	10%
<ul style="list-style-type: none">Introductory & Historical OverviewPositive Psychology, Prevention & Positive Therapy	
Module II: Happiness & Well-being	20%
<ul style="list-style-type: none">Happiness: Concept and definitionsHappiness and the facts of life: Gender, love, marriage, close relationships and othersHappiness across the life span: Happiness and well-being across culture and nationalities	
Module III: Positive Emotional States and Processes	20%
<ul style="list-style-type: none">Broaden & Build Theory of Positive EmotionsPositive Emotions: Hope & Optimism, Love, EmpathyThe Positive Psychology of Emotional Intelligence	
Module IV: Positive Psychology and Relationship to Goals	20%
<ul style="list-style-type: none">Importance of GoalsValues in actionsDeveloping Positive Personality	
Module V: Strengths & Virtues & Positive Institutions	20%
<ul style="list-style-type: none">WisdomCharacter Strengths and Virtues	
Module VI: Applications of Positive Psychology	10%
<ul style="list-style-type: none">Applications and Interventions in One's Personal Life & Family Life and Workplace and Educational Institutions	

Student Learning Outcomes:

- Apply positive psychology for enhancement of self and others
- Support the intellectual, social, physical and personal development of all students
- Apply theoretical frameworks from positive psychology for the enhancement of ones and others potential

Pedagogy for Course Delivery: The class will be taught using theory and case based method. In

addition to assigning the application based teaching , the course instructor will create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation .

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
30%	NA	70%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Goleman, Daniel: Emotional Intelligence
- C. R. Snyder, Shane J. Lopez, The Handbook of Positive Psychology

References:

- C. R. Snyder, Shane J. Lopez, Positive Psychology: The Scientific and Practical Explorations of Human Strengths
- Rich Gilman, Michael Furlong, E. Scott Huebner, A Handbook of Positive Psychology in Schools
- Ilona Boniwell, Positive Psychology in a Nutshell



Course structure: Psychometric Assessment - Course Code: PSY-303

Course Title: Psychometric Assessment

Credit Units: 04

Course Level: UG Level

Course Code: PSY 303

Course Objectives:

- To enable students to understand the concepts and methodology for its application in research work and human behavior.
- To explain students the concepts, historical evolution and ethical consideration of administering psychometric testing.

Pre-requisites: The students must possess fair understanding of different psychometric test

Course Content:	Weightage
Module I: Introduction to of Psychometric Testing	20%
<ul style="list-style-type: none"> • History, nature and ethical issues in testing • Similarity and difference between test and measurement • Psychological assessment: Nature & Purpose; Principle of assessment 	
Module II: Theoretical Base	20%
<ul style="list-style-type: none"> • General Mental Ability • Aptitude and Special ability Tests • Personality, Interest and Values 	
Module III: Construction of Test	20%
<ul style="list-style-type: none"> • Item Selection • Item Analysis • Reliability: Meaning, types and factors affecting reliability • Validity: Meaning, types and factors affecting validity 	
Module IV: Standardization of Test	20%
<ul style="list-style-type: none"> • Norms – Formation • Types of Norms 	
Module V Conduction and Assessment of Tests	20%
<ul style="list-style-type: none"> • Intelligence Tests- The Wechsler, Stanford-Binet, Bhatia Battery, RPM • Personality Tests- MMPI, 16 PF • Aptitude Tests 	

Student Learning Outcomes:

Recognize the various types of psychological tests

Organize the various steps in construction of a psychological test

Review the ethical issues surrounding psychometric evaluation in day to day life

Pedagogy for Course Delivery:

Lectures, presentations, group discussions, and case studies & practicals

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- N.K. Chadha (2009) Applied Psychometry. Sage Pub: New Delhi
- Pandey, J. (1988). Psychology in India: The State of the Art Vol. I (Personality and Mental Processes) New Delhi; Sage
- Anastasi, A., (1988), Psychological Testing; 6th Ed. New York: Mc Millan Publishing Company.
- Gregory, R. J. (2013). Psychological Testing: History, Principles, and Applications. Pearson Education
- Kerlinger, F. N., (1933), Foundation of Behavioural Research; New Delhi: Surjeet Publication.
- Freeman, F.S. (1962). Theory and Practice of Psychological Testing; New Delhi: Oxford IBH



Course structure: Social Gerontology and Health - Course Code: PSY-304

Course Title: Social Gerontology and Health

Credit Units: 4

Course Level: UG Level

Course Code: PSY-304

Course Objectives:

- To enable students to understand the concept of social gerontology and health and its relationship to the well-being of the individual in everyday life

Pre-requisites: The students must possess fair understanding of concept of social gerontology

Course Content:	Weightage
Module I: Introduction & Methodology	
<ul style="list-style-type: none">• Definition of Health Psychology; Mind-Body Relationship; Changing Patterns of Illness;• Medical Acceptance; Health care services• Research Methodology- Anecdotal method, Case Study method, Correlation Research, Experimental method	20%
Module II: Models of Health	
<ul style="list-style-type: none">• Bio-Psycho-Social Model	05%
Module III: The Immune System	
<ul style="list-style-type: none">• Psycho-Neuro Immunology• The Immune System: Stress & Immune functioning; Academic Stress & Immune functioning; Negative Affect & Immune functioning• Disorders of the Immune System- Infectious Diseases (viral infections & disease)• Co-factor theory; Behavioral factors and common cold• AIDS (Transmission of HIV-AIDS, AIDS & its consequences, intervention to reduce risk-behavior, coping with AIDS)• Cancer-(Psychological factors in Cancer, course of cancer, adjusting to cancer)	25%
Module IV: Life-Style Disorders	
<ul style="list-style-type: none">• CHD- Type-A Behavior; Hostility & CHD• Stress & Hypertension• Personality & Hypertension• Stroke & its Consequences• Diabetes-types; Implications; Problems in Self-Management of Diabetes.	20%
Module V: Health promotion & Disease Prevention	

<ul style="list-style-type: none"> • Stress- Meaning of stress; Theories of stress (Selye & Lazarus) • Responses to stress; • Dimensions of Stress; Coping with Stress. • Health compromising behavior- Alcohol abuse, Drug abuse, Smoking 	20%
Module VI: Health Enhancing Behaviour & Health Behavior Modification	
<ul style="list-style-type: none"> • Improving health & wellbeing: Personality and Individual Differences • Stress- Hardiness; Motive patterns; gaining a sense of control; Enhancing Support • Cognitive Behavior Approach- self observation & self monitoring; Relapse Prevention • Attitude and Health- Belief Model 	10%

Student Learning Outcomes:

- Appreciate the importance of psychology in health and well being
- Apply the concepts of health psychology in disease prevention and health promotion in society at large.

Pedagogy for Course Delivery:

The class will be taught using theory and case based method. In addition to assigning the application based teaching through lectures, tutorial and field assignment and small project work.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- N.K. Chadha (Eds.) (1997) Aging and the Aged- A challenge to Indian Gerontology. Friends Publications (India): Delhi
- John Van Willigen and N.K. Chadha (1999) Social Aging in a Delhi Neighborhood. Bergin and Garvey: New York, USA
- Allen Felicity, Health Psychology: theory and practice, Published by Allen & Unwin, 1998
- Friedman, Health Psychology: Health Psychology, 2nd Edition, Published by Academic Internet Publishers Incorporated, 2006
- Ogden Jane, Health Psychology: A Textbook, Published by Open University Press, 2000



Course structure: Environmental Psychology - Course Code: PSY-305

Course Title: Environmental Psychology

Credit Units: 3

Course Level: UG Level

Course Code: PSY-305

Course Objectives:

- The paper on Environmental Psychology offers a research-based introduction to the psychological relationship between humans and their built and natural environments and discusses how sustainable environments can be created to the benefit of both people and nature.

Pre-requisites: The students must possess fair understanding of concept of environmental education

Course Content:	Weightage
Module I: Introduction to Environmental Psychology	10%
<ul style="list-style-type: none"> • Concept of Environment: Physical, Social and Institutional • Origin & Scope • Methods to study the environment 	
Module II: Approaches/ Theories of Environment- Human Behaviour Relationship	20%
<ul style="list-style-type: none"> • Arousal Approach • Adaptation Level Approach • Behavior Constraint Approach • Environmental Stress Approach • Stimulus Overload Theory • Ecology Theory 	
Module III: Environmental Perception, Cognition and Attitudes	20%
<ul style="list-style-type: none"> • Cognitive Maps: its components, errors, functions, factors influencing cognitive mapping • Various Approaches to Environmental Perception: the Kaplan and Kaplan Model of Environmental Preference, Berlyne's Method of assessing Landscape Aesthetics • Role of changing attitude towards environment 	
Module IV: Environmental Stress	10%
<ul style="list-style-type: none"> • Environmental Stressors (their characteristics and effects on mental health) : Noise, Thermal, Air, Crowding, Natural Disasters • Various Approaches: Environmental Remodeling, Environmental Competence, Environmental Awakening, Social Accommodation • Coping with Environmental Stress 	
Module V: Environmental Assessment	10%
<ul style="list-style-type: none"> • Architecture, Design and Behaviour in various environments i.e. Residents, Schools, Hospitals, Workplace • Importance to study the designing of various environments • Environmental solutions to urban environment 	
Module VI: Applications of Environmental Psychology to Community Problems	20%
<ul style="list-style-type: none"> • Human responses to save the environment • Principles of Environmental Education • Reinforcement Techniques/ Approaches to eliminate the environmentally destructive behavior 	

Student Learning Outcomes:

- Explore the environment's effects on human wellbeing and behaviour, factors influencing environmental behaviour and ways of encouraging pro-environmental action
- This course will enable students to apply psychological theories – broadly defined to include attitudes, values and ethics – to the relationships between humans and the natural environment.
- Integrate the various theories with environmental politics and policy and develop an idea of how human psychology, preferences and values, as well as resulting behaviour, aids or hinders solutions to environmental pollution and natural resource problems.

Pedagogy for Course Delivery:

The class will be taught focusing on the application of science and theory to the solution of problems involving natural and altered environments. The environmental psychology subject will review the application of practical solutions to everyday environmental problems.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Nagar D., Environmental Psychology. New Delhi: Concept Publishing Company.
- Trivedi, P.R., Environmental Education. New Delhi: APH Publishing Corporation

References:

- Paul A. Bell, Thomas C Greene, Jeffery D. Fisher, Andrew S. Baum, Environmental Psychology Published by Routledge, 2005
- Mirilia Bonnes, Gianfranco Secchiaroli, Claire Montagna, Environmental psychology: a psycho-social introduction. Published by SAGE, 1995



Course structure: Psychology - Basic Practical- I - Course Code: PSY-300

Course Title: Psychology - Basic Practical- I

Credit Units: 2

Course Level: UG Level

Course Code: PSY-300

Course Objectives:

- To apply the general concepts of psychology through the medium of experiments Every student is expected to perform 5 experiments mentioned below:

Pre-requisites: The students must possess fair understanding of administration of psychological tests

Course Content:													
1. N.K. Chadha and Usha Ganesan Social Intelligence Scale 2. Rotter's Locus of Control Scale 3. Self Concept Scale 4. Social Maturity Scale (VSMS) 5. Youth self Report													
<p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> Understand the concepts of psychology through the mediums of the experiments Develop With the skills of conducting & documenting experiments in the field of psychology. <p>Pedagogy for Course Delivery: The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically. Insights would be given on conducting test on individuals with an objective to understand criminal behavior</p>													
<p>Assessment/ Examination Scheme:</p> <table border="1" style="width:100%; text-align:center;"> <tr> <td>Theory L/T (%)</td> <td>Lab/Practical (%)</td> <td>End Term Examination</td> </tr> <tr> <td>30%</td> <td>70%</td> <td>100%</td> </tr> </table>				Theory L/T (%)	Lab/Practical (%)	End Term Examination	30%	70%	100%				
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Continuous Assessment/Internal Assessment			End Term Examination										
Components (Drop down)	Practical File	Attendance											
Weightage (%)	25%	5%											



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Term Paper – II - Course Code: NTP-303

Course Title: Term Paper – II

Credit Units: 2

Course Level: UG Level

Course Code: NTP-303

Course Objective:

The rationale behind introducing the term paper for BA Students (II Year) is to enhance the reading and writing habits of the students and to make them aware about the process of carrying out a research work. This helps them to develop insight into the course they are studying which creates an academic interest among the students. Presentation of the term paper plays an important role as it facilitates knowledge sharing and improvement in presentation skills which will further enhance the confidence of the students. The overall objective of this term paper is to develop research orientations in students and to make them understand and enhance skills in Research Methodology

Guidelines for Term Paper:

- 1) Topic
- 2) Introduction
- 3) Review Research
- 4) Discussion
- 5) Conclusion
- 6) References

Examination Scheme:

Compilation of Term Paper:	50 Marks
Viva Voce:	25 Marks
Presentation of Term Paper:	25 Marks
Total	100 Marks



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Summer Internship Project (Evaluation) - Course Code: NSP-306

Course Title: Summer Internship

Credit Units: 2

Course Level: UG Level

Course Code: NSP-306

Course Objective:

- To enable the students with the practical exposure in their core area of interest (Corporate Sector, NGOs, Hospitals etc.), which in turn will be the pathway to their personal and professional training.
- It will also help students to develop report writing skills.

Duration: Four Weeks (June- July) Methodology:

Students get opportunity in diversified Institutes e.g. Corporate Sector, Schools, NGOs and Hospitals. They will be guided by an internal and external supervisor from their respective Institute. Students will submit their summer project reports with their supervised daily reporting. Immediately after returning from their summer vacations. This would require primary data collection.

Examination Scheme:

Internal Faculty Interaction:	20 Marks
Feedback from External Supervisor:	20 Marks
Viva Voce:	30 Marks
Report Writing:	30 Marks

Total **100 Marks**



Course structure: Introductory Counseling Psychology - Course Code: PSY-401

Course Title: Introductory Counseling Psychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY-401

Course Objectives

- This course will provide each student to develop and demonstrate theoretical models supported by a substantial body of idea related to approaches to counseling skills.
- Students to develop a theoretical foundation upon which to base counseling approach.

Pre-requisites: The students must possess fair understanding of counselling process

Course Content:	Weightage
Module I: Counselling: The Art and Science of Helping	20%
<ul style="list-style-type: none"> • Meaning, purpose and goals of counseling with special reference to India • Professional issues, ethics, education and training of the counselor • Characteristics of a good counselor 	
Module II: Counselling Process	
<ul style="list-style-type: none"> • Counselling relationship • Counselling interview • Counselling Termination 	20%
Module III: Theories and Techniques of Counselling	20%
<ul style="list-style-type: none"> • Psychodynamic Approaches • Freudain • Neo Freudian • Existentialism • Client centered 	
Module IV: Cognitive Approaches	
<ul style="list-style-type: none"> • REBT:Rational emotive behaviour Therapy 	20%
Module V: Behavioural Approaches	20%
<ul style="list-style-type: none"> • Cognitive Behaviour Therapy • Behaviour Modifications 	

Student Learning Outcomes: Student will be able to:

- Evaluate various psychotherapies and schools in counseling techniques.
- Develop skills of eclectic therapeutic plans.
- Identify the techniques to practice in the therapy encounter and how those techniques should be implemented with a variety of disorders and psychosocial issues

Pedagogy for Course Delivery: Through lecture, role-play, video feedback and the use of creative (expressive) arts, students are provided

an in-depth experience in skill development using individual and small group counseling and therapy.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

1. Encyclopedia of Psychotherapy vol. 2
2. Michael P. Nichis: The essentials of Family therapy: A Pearson Education Company 2001
3. Prochaska, James, A: system of Psychotherapy: Pacific Grove; Brooks/ Cole publishing core 1998
4. Ravi Rana: Counselling students- A psychodynamic Perspective: Mac Millan Press Ltd: 2000
5. Samuel .T.Gladding : Counselling A Comprehensive Profession : A Pearson Education company
6. S P K Jena: Behaviour Therapy Technique, Research and Application: Sage Publications India Pvt Ltd: 2008



Course structure: Abnormal Psychology - Course Code: PSY-402

Course Title: Abnormal Psychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY-402

Course Objectives:

- The purpose of Abnormal Psychology is to introduce students to fundamental concepts and scientific principles underlying abnormal human behavior.
- This course will impart in students an appreciation of the complex issues surrounding how both scientists and laypersons think about abnormal behavior.
- Students would be able to diagnose a disorder, prescribe a treatment, and make a prognosis. A students would also get an insight into the skills which are required by a psychologist. The type of knowledge this course imparts is precisely the type used by professional practitioners.

Pre-requisites: The students must possess fair understanding of concept of abnormality and normality

Course Content:	Weightage
Module I: Introduction	10%
<ul style="list-style-type: none"> • Concept of abnormality: Criteria and Perspectives • Classification: DSM V & ICD-10 • Casual factors in Psychopathological Behaviour <ul style="list-style-type: none"> ○ Biological determinants ○ Psychological determinants ○ Socio-cultural determinants 	
Module II: Anxiety Disorders & Somatoform Disorders	20%
<ul style="list-style-type: none"> • Generalized anxiety disorders • Obsessive– Compulsive disorders • Phobic Disorders • Conversion disorders • Hypochondriasis 	
Module III: Dissociative Disorder	10%
<ul style="list-style-type: none"> • Psychogenic Amnesia and Fugue • Dissociative Identity Disorder 	
Module IV: Mood Disorders	20%
<ul style="list-style-type: none"> • Bipolar disorders: Mixed, Manic, Depressive • Depressive disorder: Major depression and dysthymia, 	
Module V: Schizophrenia	20%
<ul style="list-style-type: none"> • Catatonic • Disorganized • Paranoid 	
Module VI: Personality Disorders	20%
<ul style="list-style-type: none"> • Personality Disorder: Narcissistic Personality, Histrionic Personality, • Antisocial (Psychopathic) Personality, Borderline Personality, Paranoid Personality, and Schizotypal Personality 	

Student Learning Outcomes:

- Explain multiple definitions of the terms “normal” and “abnormal.”
- Review psychological, biological, and sociocultural theoretical perspectives of abnormal behavior.
- Describe the diagnostic criteria, symptoms, course, incidence, prevalence, etiology, prognosis, and correlates of major mental disorders.
- Evaluate biological, social, learning, and developmental influences on psychopathology.
- Apply diagnostic criteria and case formulations to the assessment and diagnosis of major mental disorders
- Review current research findings and trends relative to the development and description of maladaptive behavior, as well as gender and demographic influences on the prevalence of psychological illness.

Pedagogy for Course Delivery:

- The course will be structured to facilitate learning about psychopathological behavior, which will be explored from various theoretical frameworks, including psychological, biological, and socio-cultural perspectives. Psychological disorders will be discussed according to DSM-IV diagnostics with special attention paid to etiological considerations, disorder-specific descriptions, and theories underlying classification. Specific disorders will be reviewed using Current empirically done researches. Movie review would also be done to make the sessions more interesting and knowledge imparting

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100 %	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

- Carson, R.C. & Butcher, J.N. (1992), Abnormal Psychology and Modern Life; (1st Ed.) New York: Harper Collins.
- Davsion, G.S, & Neale, J.M. (1990): Abnormal Psychology; (Vth Ed.), New York: John Wiley and Sons.
- Kaplan, H.I. & Saddock, B.J. (Eds.) (1998), A Comprehensive Text Book of Psychiatry; (4th Ed.) Volume I & II Baltimore: Williams and Wilkins.
- Korchin, S.J. (1986). Modern Clinical Psychology; New York: Harper/ Delhi: C behavioural Science Publications.



Course structure: Introduction to Organizational Psychology - Course Code: PSY-403

Course Title: Introduction to Organizational Psychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY-403

Course Objectives

- This course will provide to enable students to understand concepts, theories and research of industrial psychology.
- To help students to learn applications of industrial psychology in various organizational settings.

Pre-requisites: The students must possess fair understanding of types of different type of organization culture

Course Content:	Weightage
Module I Organizational Communication	20%
<ul style="list-style-type: none"> • Types of organizational communication • Interpersonal communication • Improving employee communication skills 	
Module II Organizational Change	
<ul style="list-style-type: none"> • The prevalence of change in Organization • The nature of change process • Forces behind unplanned change • Managing Organizational Change 	20%
Module III Performance Appraisal	20%
<ul style="list-style-type: none"> • Definition • Appraisal Process, Appraisal Methods • Absolute Standard- Essay method, Critical incident method, Checklist method, Graphic rating scale, Forced choice method, Behavior Anchored Rating Scale (BARS) • Relative standards – Group Order Ranking, Individual Ranking, Paired comparison, Management by objectives, 360 degree appraisal, Errors in appraising 	
Module IV Working Conditions and Human Factors	
<ul style="list-style-type: none"> • Work schedules • Work Environment • Ergonomics and Human Factors 	20%
Module V Organizational Environment	20%
<ul style="list-style-type: none"> • Structure and design • Individual in organization • Organizational culture 	

Student Learning Outcomes: Students will be able to

- Describe concepts of psychology in the process of manpower training .
- Design training & development process of an organizations
- apply various methods in organizational setting

Pedagogy for Course Delivery: The class will be taught using theory and case based method.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Dwivedi, R. S. (2000). Managing human resources: Personal management; SPS Press: N. Delhi.
- Haslam, S. A. (2002). Psychology in organization; Sage Publication: Thousand Oaks.
- Tosi, L.H., Mrero, N.P. Johr R. Rizzo (1999) Managing organizational behaviour; Oxford: Blackwell.
- Walton, J. (1999). Strategic human resource development; Prentice – Hall: London.



Course structure: Sports Psychology - Course Code: PSY 404

Course Title: Sports Psychology

Credit Units: 3

Course Level: UG Level

Course Code: PSY 404

Course Objectives

- To trace the development of sports psychology as an independent discipline with its multidimensional perspectives.
- To identify the relationship of personality and situational factors with performance on individual and team events; and to apply the psychological interventions in sports.
- To present the overview of Sport Psychology theories, methodology & interventions.

Pre-requisites: The students must possess fair understanding of need and scope of sport psychology

Course Content:	Weightage
Module I - Perspectives in Sport Psychology	20%
<ul style="list-style-type: none"> • Nature, Historical & recent perspectives on sports psychology • Need and scope of sports psychology • Sport performance, Performance enhancement of Elite athletes, • Nature, Historical & recent perspectives on sport psychology, • Personality profiles of successful sports persons, Performance under pressure 	
Module II- Overview of Sport Performance	20%
<ul style="list-style-type: none"> • The role of stress, arousal, anxiety and attention in the performance of individual and team sports • Role of cognitive -motor processes, • Psycho-physiological processes and conscious-unconscious attentional processes in Sport Performance • Motivation & deliberate practice 	
Module III Athlete Assessment	20%
<ul style="list-style-type: none"> • Overview of self-report based athlete assessments • Advances in Athlete assessment using Neuro-cognitive measures and emerging protocols 	
Module IV - Social Psychological aspects, Sport Psychology Lab Work, Ethical & Professional perspectives	20%
<ul style="list-style-type: none"> • social psychological dimensions of individual & team sports • Role of networking in sports, team v/s individual team game strategies • Sport Psychology considerations for Individual and team games, • Inter-personal communication and contributing to team goals in team sports, • Sport Psychology Lab Work – Either Manual or computerized – • Neuro-cognitive tests or Biofeedback Practical perspectives, Ethical & professional considerations	
Module V- Enhancement of Sport Performance	20%
<ul style="list-style-type: none"> • Training/Coaching techniques, • cognitive and behavioral interventions, the role of Sports Psychologists • Intervention techniques - Goal setting & deliberate practice, • Mental Imagery, Cognitive strategies, Hypnosis 	

Student Learning Outcomes:

- Students will analyze the history and development of sports psychology.
- Students will be able to relate to the theoretical foundation of sports psychology
- Analyze the Psychological strategies of enhancement of sport performance
- Employ skills about Sport Psychology Laboratory
- List the Ethical & professional perspectives

Pedagogy for Course Delivery:

The class will be taught using theory and case based method. Practical, theoretical and conceptual exposure is given through psychological intervention & laboratory work. Guest speakers or experts from the industry would be invited for a lecture on particular expert areas as well.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- J. Mohan, N.K. Chadha and S. Sulan Akhtar (Eds.) (1992) Psychology of Sports- The Indian Perspective. Friends Publications (India): Delhi
- Jarvis, M. Sport psychology. Routledge Publication

References:

- Evidence Based Applied Sport Psychology – A Practioner’s manual By Dr. Roland Carlstedt, Springer Publishing Company



Course structure: Psychology and Life skills -Course Code: PSY-405

Course Title: Psychology and Life skills

Credit Units: 3

Course Level: UG Level

Course Code: PSY-405

Course Objectives:

- To enable students to understand various concepts and phenomenon in psychology.
- Help the students to assess the human personality

Pre-requisites: The students must possess fair understanding of nature and scope of psychology

Course Content:	Weightage
Module I Module I: Introduction	20%
<ul style="list-style-type: none"> • Definition of Psychology • Nature and scope of the field 	
Module II Research in psychology	20%
<ul style="list-style-type: none"> • Introduction to research methods • Types of research (experimental and non-experimental) • Scope of research 	
Module III Individual differences & human personality	20%
<ul style="list-style-type: none"> • Concept of individual differences & human personality • Theories of personality (in brief) • Assessing human personality 	
Module IV Psychology in Indian context	20%
<ul style="list-style-type: none"> • Emergence of psychology in India • Scope of psychology in India • Indigenous psychology 	
Module V Application of psychology in everyday life	20%
<ul style="list-style-type: none"> • Application of psychology for the reduction of poverty, violence and other social problems • Tackling burning issues with psychology such as terrorism rape and hate crimes. 	

Student Learning Outcomes:

- Develop an understanding of the field of psychology
- Analyze emergence of psychology in Indian context
- Appreciate the use of psychology in tackling various social problems

Pedagogy for Course Delivery: Lectures, presentations, group discussions,

project **Assessment/ Examination Scheme:**

Theory L/T (%)	Lab/Practical(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Texts:

- Misra, G. (2011). Handbook of Psychology in India. Oxford University Press
- Pandey, J. (2004). Psychology in India Revisited - Developments in the Discipline, Volume 1-4. Sage publications India Pvt. Ltd.
- Zimbardo, P., & Gerrig, R. J. (2008). Psychology and Life. Pearsons Education.



Course structure: Educational Psychology - Course Code: PSY-406

Course Title: Educational Psychology

Credit Units: 3

Course Level: UG Level

Course Code: PSY-406

Course Objectives:

- To familiarize students with the aims of education and their psychological significance.
- To help understanding the relationship between self, school, and society.
- To give an overview of the ways in which children think and learn.
- To understand the relationship between learning, motivation and creativity.

Pre-requisites: The students must possess fair understanding of learning and motivational theories

Course Content:	Weightage
Module 1. Introduction	
<ul style="list-style-type: none">• Aims of education in relation to relationship of self, society and education.• Education and self-knowledge: Becoming a reflective practitioner.• Brief introduction to problems of schooling in contemporary India.• Transformative education for individual and social change.	25%
Module 2. Cognition and Learning	
<ul style="list-style-type: none">• An overview of the key theoretical approaches: Behaviorism, Individual-Constructivism, Social-constructivism, Social learning theory.• Indian perspectives: Learning through deep contemplation and purified perception, learning through silence.• Mindfulness in learning.	25 %
Module 3. Learning and Motivation	
<ul style="list-style-type: none">• Critical reflection on the folk understanding of 'intelligence', 'ability' and 'achievement' in contemporary India.• Motivation and developmental dynamics.• Creativity and Imagination, Learning Styles, Cooperative Learning.• Creating an emotionally secure classroom that encourages Democracy, self-expression, and self-determination.	25%
Module 4. Education in the Indian Context	
<ul style="list-style-type: none">• Understanding the hidden curriculum of education; learner diversity and hidden discrimination.• Understanding educational stress and anxiety, bullying, parental and peer pressure.• Education, consumerism and the market.• Enhancing mental health and well-being of learners and teachers.• Education and technology in contemporary India.	25 %

Student Learning Outcomes:

- Develop an understanding of the field of Teaching and Learning
- Analyse education system from psychological point of view
- Appreciate the use of psychology in tackling various educational problems

Pedagogy for Course Delivery: Lectures, presentations, group discussions, project

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Readings:

- Badheka, G. (1997). *Divaswapan*. New Delhi, India: NBT.
- Bodrova, E., & Leong, D. J. (1996). *Tools of the mind: The Vygotskian approach to early childhood education*. NJ, USA: Prentice-Hall.
- Bruner, J. (1996). *The culture of education*. Cambridge: Harvard University Press.
- Cornelissen, M., Misra G., & Varma, S. (2010). *Foundations of Indian psychology* (Vol. 2). New Delhi, India: Pearson.
- Huppes, N. (2001). *Psychic education: A workbook*. Pondicherry, India: Sri Aurobindo Ashram.
- Joshi, K. (Ed.) (1988). *The good teacher and the good pupil*. Auroville, India: Sri Aurobindo International Institute of Educational Research.
- Kapur, M. (2007). *Learning from children what to teach them*. New Delhi, India: Sage Publications.
- Krishnamurti, J. (1974). *On education*. Ojai, California: Krishnamurti Foundation Trust.
- National Council of Educational Research and Training. (2006). Position paper: National focus group on aims of education. In *National Curriculum Framework 2005*. New Delhi, India: NCERT.
- Rogers, C. (1983). *Freedom to learn in the 80s*. USA: Charles R. Merrill Pub. Co.
- Sri Aurobindo, & The Mother. (1956). *On education*. Pondicherry, India: Sri Aurobindo Ashram Press.
- Thapan, M. (Ed.) (2014). *Ethnographies of schooling in contemporary India*. New Delhi, India: Sage Pub.
- Woolfolk, A., Misra, G., & Jha, A. (2012). *Fundamentals of educational psychology*. New Delhi, India: Pearson Pub.



Course structure: Psychology of Health and Yoga - Course Code: PSY-407

Course Title: Psychology of Health and Yoga

Credit Units: 3

Course Level: UG Level

Course Code: PSY-407

Course Objectives:

- To introduce health psychology and arrive at the introduction to the philosophy and practice of yoga
- To introduce the concepts of transformation of person as the core objective of Indian Psychology, through the study of different traditions of yoga
- To study the role of bhakti as a historical movement well as a concept in social transformation through personal transformation

Pre-requisites: The students must possess fair understanding of concept and philosophy of yoga

Course Contents:	Weightage
Module 1. Health psychology and health promotion through yoga <ul style="list-style-type: none"> • Health psychology: Definition, need and importance of health psychology; Difference between health psychology and clinical psychology • Health psychology and behavioural medicine • Health promotion: Importance of health psychology in medical and organizational set up • The assumptions surrounding the study of a person/human development, human cognition, human emotion, self/personality and motivation, pertaining to health • A critical evaluation of the applications of psychological knowledge in the area of health, and identification of gaps 	25%
Module 2. Stress and lifestyle disorders <ul style="list-style-type: none"> • Meaning and definitions, Development of stress; Nature of stressors: Frustration pressure • Factors predisposing stress: Stress: Life events and daily hassles • Coping with stress: Problem oriented and emotion oriented • Stress Management: Meaning and definition; Changing thoughts, behavior, and physiological responses 	25%
Module 3. Yoga and health: The idea of ‘sva-Astha’ <ul style="list-style-type: none"> • The assumptions of development and personhood/self, motivation, cognition, emotion and action in yoga • The centrality of consciousness as such (Nija, Tat, Svaroop, Vastu) • Introduction to the idea of health and well-being in the panchakosha 	25%
Module 4. Health promotion through Yoga <ul style="list-style-type: none"> • Yoga and human development: Yoga in Schools; Research evidence on yoga in schools • Yoga for specific lifestyle disorders: Asthma, sleeplessness, diabetes, BP and cardiac heart diseases Research evidence on the impact of yoga intervention on lifestyle Disorder	25%

Student Learning Outcomes:

- Develop an understanding of health from Indian theoretical perspective
- Apply psychological theories in matters of health

Pedagogy for Course Delivery: Lectures, presentations, group discussions, project

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Readings:

Babu, R. K. (2011). *Asana sutras*. Vizianagaram, India: Home of Yoga Publications.
 Desikachar, T. K. V. (2003). *Reflections on Yoga Sutras of Patanjali*. Krishnamacharya Yoga Mandiaram.
 Iyengar, B. K. S. (1976). *Light on yoga*. London: UNWIN Paperbacks.
 Niranjanananda Saraswathi, Swami. (1994): *Prana, pranayama, prana vidya*. Munger, India: Bihar School of Yoga.
 Rama, R. R. (2006). *Journey to the real Self*. Vijnigiri, India: Yoga Consciousness Trust.
 Satyananda S, Swami. (2002). *Asana, pranayama, mudra, bandha*. Munger, India: Yoga Publications Trust.



Course structure: Psychology Basic Practical II - Course Code: PSY-400

Course Title: Psychology Basic Practical II

Credit Units: 2

Course Level: UG Level

Course Code: PSY-400

Course Objectives:

- To apply the general concepts of psychology through the medium of experiments.

Pre-requisites: The students must possess fair understanding of psychological assessment and interpretation

Course Content:													
<ol style="list-style-type: none"> Family Pathology Scale Sinha's Comprehensive Anxiety Test Work Motivation Scale Verbal Test of Creative Thinking WHO Quality of life (BREF) 													
<p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> Understand the concepts of psychology through the mediums of the experiments Develop With the skills of conducting & documenting experiments in the field of psychology. <p>Pedagogy for Course Delivery: The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically. Insights would be given on conducting test on individuals with an objective to understand criminal behavior</p>													
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	Practical File	Attendance											
Weightage (%)	25%	5%	70%										



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Case Study Presentation - Course Code: NCS-408

Course Title: Case Study Presentation

Credit Units: 2

Course Level: UG Level

Course Code: NCS-408

Course Objective:

- To develop in students the skills of documentation of data for conducting theoretically correct and practically relevant research.

Methodology:

Each student will engage themselves in interaction and observation of Psychological Processes in a subject/field of their choice.

Students will then present the findings in the form of a paper for Case Study Presentation discussion.

Examination Scheme of Case Study Presentation-

Faculty Interaction - 25 Marks

Viva Voce - 30

Marks Presentation of Case Study - 20

Marks Report Writing - 25

Marks

Total 100 Marks



Course structure: Clinical Psychology - Course Code: PSY-501

Course Title: Clinical Psychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY-501

Course Objectives:

- To familiarize with the history and development of clinical psychology as a field in India and its evolving professional identity.
- To orient students to major theoretical models which guide clinical psychological practice and research.
- To orient about clinical assessment process and its applications in various domains.

Pre-requisites: The students must possess fair understanding of different psychological approach

Course Content:	Weightage
Module 1. Foundations	25%
<ul style="list-style-type: none">• Historical background: Early & recent history.• Nature of discipline: Theory and research.• Developing a professional identity: Education & training, professional activities and employment settings, sub-specializations.	
Module 2. Psychodynamic approach	25%
<ul style="list-style-type: none">• Brief orientation to four psychoanalytic psychologies – Drive, ego, object relations & self psychology• Understanding psychological defenses, regression, and the true and false self-systems.	
Module 3. Other major approaches	25%
<ul style="list-style-type: none">• Behavioural and cognitive-behavioural• Humanistic• Existential• Family systems• Biological• Attempt at integration: Bio-psycho-social	
Module 4. Clinical assessment	25%
<ul style="list-style-type: none">• Rationale and planning• Clinical interviewing• Areas of applications: Intellectual and educational; personality and interpersonal; behavioural and psycho-diagnostic	

Student Learning Outcomes:

- Describe the developmental stages from birth to old age
- Recognize the various issues faced and adjustments required at different developmental stages.
- Develop an awareness regarding the stages the development and review the various theoretical paradigms associated with the same.

Pedagogy for Course Delivery:

- Theory classes using lecture & discussion mode
- PowerPoint presentations including videos

Assigning students task of collecting researches/case studies relevant to each topic in current times & then having an interaction based discussion in the class

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Readings:

Hecker, J. E., & Thorpe, G. L. (2005). *Introduction to clinical psychology: Science, practice, and ethics*. Delhi, India: Pearson Education.

Hersen, M., Kazdin, A. E., & Bellack, A. S. (Eds.) (1991). *The clinical psychology handbook* (2nd ed.). New York: Pergamon Press.

Marks, D. F., & Yardley, L. (Eds.) (2004). *Research methods for clinical and health psychology*. New Delhi, India: Sage.

Osborne, R. E., Lafuze, J., & Perkins, D. C. (2000). *Case analysis for abnormal psychology: Learning to look beyond the symptoms*. Philadelphia, USA: Psychology Press.

Pomerantz, A. M. (2008). *Clinical psychology: Science, practice, and culture*. New Delhi, India: Sage Publications.

Trull, T. J., & Phares, E. J. (2001). *Clinical psychology: Concepts, methods, and profession* (6th ed.). Belmont, CA: Wadsworth/Thomson Learning.



Course structure: Gender Psychology - Course Code: PSY-502

Course Title: Gender Psychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY-502

Course Objectives:

- This course is designed to introduce students to psychological theories and research regarding the differences and similarities between men and women and the effects of gender in social situations.
- Students will learn to understand the complexity and diversity of gendered experiences in the social settings of their own and other cultures

Pre-requisites: The students must possess fair understanding of biological basis of gender

Course Content:	Weightage
Module I Introduction to Gender Psychology	20%
<ul style="list-style-type: none">• Defining Sex and Gender within Psychology• Perspectives in Gender: Social, Economical, Political & Biological• Gender Identity: Biological basis of Gender	
Module II Gender and Life Course	20%
<ul style="list-style-type: none">• Physical , Social and Moral Development• Module III Gender Roles & Stereotypes• Masculinity and Femininity in Religious Context• Global/Cultural Context• Effects of stereotypes and roles• Media and Depiction of gender	
Module III Gender Roles & Stereotypes	20%
<ul style="list-style-type: none">• Masculinity and Femininity in Religious Context• Global/Cultural Context• Effects of stereotypes and roles• Media and Depiction of gender	
Module IV Gender Difference	20%
<ul style="list-style-type: none">• Emergence of Gender Differences: Cognitive abilities• Determinants of gender differences: Social and affective behavior	
Module V Gender and Mental Health	20%
<ul style="list-style-type: none">• Health & Fitness• Stress & Coping• Treatment for Mental Disorders	

Student Learning Outcomes:

- Review biological, social, psychological aspect of gender identity with the help of theories and research
 - Interpret the complexity and diversity of gender experiences in social setting
- Pedagogy for Course Delivery:
- Power Point Presentations
 - Lectures

- Case Studies

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

Text:

- Brannon, L. (2001), Gender: Psychological Perspectives (3rd edition); Needam Heights, MA: Allyn and Bacon.
- Kimmel, M. S. and Aronson, A. (2000), The Gendered Society Reader; New York: Oxford University Press.

References:

- Mustin R.T. & Marecek J., (1990) ,Making a Difference: Psychology and the Construction of Gender; New Haven, CT: Yale UP
- Golombok S. & Fivush R., (1994), Gender Development ;Cambridge, UK: Cambridge UP



Course structure: Psychology of Motivation and Leadership - Course Code: PSY-503

Course Title: Psychology of Motivation and Leadership

Credit Units: 3

Course Level: UG Level

Course Code: PSY-503

Course Objectives:

- To understand the concept of motivation and leadership in the work place and application of these psychological concepts in various organizational settings

Pre-requisites: The students must possess fair understanding of different theories of motivation and leadership

Course Content:	Weightage
Module I Introduction	
<ul style="list-style-type: none">Introduction to the study of motivation and leadershipBasic concepts and theoretical focuses in biological area	20%
Module II Understanding of Motivation	
<ul style="list-style-type: none">Biological Motivation: Hunger & ThirstCerebral basis of reinforcement, motivation and addictive behaviorCognitive approach to motivationCognitive theories of Motivation: Intrinsic Motivation and Extrinsic Motivation	20%
Module III Workplace Motivation	
<ul style="list-style-type: none">Theories: Content theories: Maslow's need hierarchy, Herzberg two factor theory, Alderfer's ERG theory, McClelland's achievement theory. Process theories: Vroom's expectancy theory, Adam's equity theory, Porter & Lawler's model.Applications in day-to-day lifeMotivation and Job Satisfaction identifying the linksAssessment and prediction of Motivation at work	20%
Module IV Introduction to leadership	
<ul style="list-style-type: none">Selection MethodsSelection TestsInterview (elimination process)	20%
Module V Psychology of Leaders	20%
<ul style="list-style-type: none">Psychological assumptions and implications of various theories of management and leadershipInfluence processes; Change of managerial behavior; Impact of the larger environment.	

Student Learning Outcomes:

- Synthesize the knowledge of biological bases of motivation with leadership
- Explore basic motivational psychology applied to working places
- Illustrate the relevance of motivation theories to optimize employees' satisfaction
- Apply leadership skills in various organizational settings.

Pedagogy for Course Delivery: Case studies, Interactive lectures, Role play, Group discussion, Research articles.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Luthan, F (2013). Organizational Behavior evidence based approach 12th edition. McGraw Hill
- Yulk, G (2006). Leadership in organization. Sixth edition. Pearson Edu., Inc.
- Miner J, (2007). Organizational Behavior. Prentice Hall
- Greenberg, J & Baron, R.A. (2003). Behaviour in organizations Understanding and managing the human side of work Pearson Edu., Inc.
- Robbins, Stephen P, (2005). Organizational Behavior. Prentice Hall
- Singh, K(2013). Organizational Behavior Text and cases. Dorling Kindersley. Pearson education.



Course structure: Psychological Practices in Organizations - Course Code: PSY-504

Course Title: Psychological Practices in Organizations

Credit Units: 3

Course Level: UG Level

Course Code: PSY-504

Course Objectives:

- To enable students to understand various concepts and phenomenon in organizational psychology

Pre-requisites: The students must possess fair understanding of organizations from psychological perspective

Course Content:	Weightage
Module I Introduction	20%
<ul style="list-style-type: none"> Introduction to I/O psychology Understanding organizations from psychological perspective 	
Module II Psychological processes in organization	20%
<ul style="list-style-type: none"> Motivation Emotion 	
Module III Social Processes in Organizations	20%
<ul style="list-style-type: none"> Leadership Cooperation & Competition Group processes 	
Module IV Working Organizations	
<ul style="list-style-type: none"> Problem solving in organizations Decision making in organization 	20%
Module V Communication in organization	20%
<ul style="list-style-type: none"> Process of communication Barriers to communication Models of communication 	

Student Learning Outcomes:

- Develop an understanding of the field of organizational psychology
- Analyze various psychological processes in organizations
- Appreciate the working of organizations through various psychological processes

Pedagogy for Course Delivery:

- Lectures, presentations, group discussions, project and practicals

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Muchinsky, P.M. (2006). Psychology Applied to Work. (8th Edition). Wadsworth Publishers.
- Anderson, N. (2001). Handbook of Industrial, Work & Organizational Psychology. Sage Publications Ltd.



Course structure: School Counseling - Course Code: PSY 505

Course Title: School Counseling

Credit Units: 3

Course Level: UG Level

Course Code: PSY 505

Course Objectives:

- This is to enable the students to develop an understanding of counseling within school setup, which is collaborative work of counselor and other school staff.
- It would also focus on prevention and intervention of mental health and disorders of children and adolescents.

Pre-requisites: The students must possess fair understanding of basic concept and nature of counselling

Course Content:	Weightage
Module I - Introduction to School Counselling <ul style="list-style-type: none"> • Historical and Current Issues • Need, Scope of School Counselling • Difference between Educational Psychologist and School Counsellor • Transformations of the Roles, Responsibilities & skills of School Counselors • Professional and Ethical Codes of conduct in school counseling • Guidance & Counseling Need and importance of guidance and counseling at school settings 	10%
Module II- Counselor in Educational Setting <ul style="list-style-type: none"> • The Profession of School Counseling: School Counselor as Program Coordinator, Educational Leader, The Guidance Curriculum / Demonstrating Accountability, Becoming a Systematic Change Agent- Advocacy • Need for Counselling at various levels: Elementary School, Middle School, Secondary School & Higher Secondary School • Counseling & Curriculum Development • Counseling & Family Intervention for Children Counselling & School Management 	20%
Module III Role of Personal Guidance <ul style="list-style-type: none"> • Principal, Teacher, Counselor, Career Counselor, Parents & other Specialists • Holistic Model- 5 aspects: Personal, Temperamental, Professional, Social, Environmental • Importance of Holistic Approach in School Counselling Overview of the other approaches to counseling children 	20%
Module IV - Mental Health of Students <ul style="list-style-type: none"> • Working with various types of students: mental and emotional disorders; • chemically dependent adolescents, ODD; Anger control issues, ADHD, Depression in youth suicide, Self-esteem/ social anxiety disorder, Eating disorders, Sexual Abuse • Supportive Services including programmes of Intervention and Prevention & Self Help Material • Role of Faith & Spirituality in Students mental HealthStudents' perspective of Mental Health 	20%
Module V- Experience of Transition	20%

<ul style="list-style-type: none"> • Concept of change, Adjustment & Transition • Transition & Students' experiences • Adjustment Difficulty for students, family & teachers • Resilience • Physical, Psychosocial Changes in Adolescence 	
Module VI: Indian Education System: The Changing Perspective	10%
<ul style="list-style-type: none"> • Growth & policies • New Measures Psychology of deprived 	

Student Learning Outcomes: Student will be able to:

- Apply guidance & counseling skills in schools at various level.
- Analyze career counseling as an important aspect of assessment
- Design and develop holistic plan for various types of students and their needs
- Comprehend the challenges and risk involved in the management of a classroom with individual differences

Pedagogy for Course Delivery: The class will be taught using theoretical and case based method. An applied knowledge and information for effective counseling support within school settings will be given.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Belkin, G.S. (1998), Introduction to Counselling; W.C.: Brown Publishers
- Nelson, J. (1982), The Theory and Practice of Counselling Psychology; New York: Holt Rinehart & Winston.

References:

- Ben, N. Ard, Jr. (Ed.) (1997), Counselling and Psychotherapy: Classics on Theories and Issues; Science and Behaviour Books Co.
- Brammer, L.M. & Shostrom, E.L. (1977), Therapeutic psychology: Fundamentals of Counselling Psychotherapy; (3rd Ed.) , Englewood Cliffs: Prentice Hall
- Udupa, K.N. (1985). Stress and its Management by Yoga; Delhi: Moti Lal Bansari Das.
- Windy, D. (1988) (ed.), Counselling in Action; New York: Sage Publication.



Course structure: Forensic Mental Health - Course Code: PSY-506

Course Title: Forensic Mental Health

Credit Units: 3

Course Level: UG Level

Course Code: PSY-506

Course Objectives:

- The students will be able to demonstrate an awareness of legal aspects related to crimes committed by those who suffer from mental disorders. Discuss the differences between forensic psychology, forensic psychiatry and forensic medicine.
- Understand the allied fields and differential role responsibilities of the professional in each field.

Pre-requisites: The students must possess fair understanding of different personality disorders

Course Content:	Weightage
Module I Introduction	10%
<ul style="list-style-type: none"> • Definition • Domains of field • Applications 	
Module II Current Mental Health Legislation	20%
<ul style="list-style-type: none"> • Laws related to mental health in India • For victim • For perpetrator 	
Module III Mental Disorders & Crime	30%
<ul style="list-style-type: none"> • Crime and its causes; • crime committed under the effect of a disorder; • relationship between crime and mental disorders: specific disorders which have been empirically linked with crime like psychopathy, impulse control, schizophrenia 	
Module IV Mental Health aspects of specific crimes	30%
<ul style="list-style-type: none"> • For both victim & perpetrator • Homicide • Suicide • Infanticide • Sexual offences • Stalking • Rape • Child abuse & abduction 	
Module V Ethical issues related to law enforcement	10%
<ul style="list-style-type: none"> • Code of ethics in Indian legal system 	

Student Learning Outcomes:

- Recognize the legal associations to mental disorders and role of mental health professionals.
- Judge psyche of victims of crime.
- Analyze and judge psyche of perpetrators of crime.
- Appraise ethical issues for forensic mental health professionals during assessment and therapies.

Pedagogy for Course Delivery:

- Theory classes using lecture & discussion mode
- Power point presentations including videos
- Assigning students task of collecting researches/case studies relevant to each topic in current times & then having an interaction based discussion in the class

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T)

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Blau, T.H., (1988). The Psychologist as Expert Witness, (2nd Edn.) John Wiley & Sons, New York
- Gelder, M. et al, (2001), Short Oxford Text Book of Psychiatry, Oxford University Press, New York
- Hess, A.K., & Winer, I.V., (1999). Handbook of forensic Psychology (2nd Edn.) John Wiley & Sons, New York
- James, S.H., and Nordby, J.J., (Eds) (2003). Forensic Science; An Introduction to Scientific and Investigative Techniques, CRC Press, London
- Shapiro, D.L., (1991). Forensic Psychological Assessment – An Integrative Approach Allyn & Bacon, Boston



Course structure: Psychology of Caregivers - Course Code: PSY- 507

Course Title: Psychology of Caregivers

Credit Units: 3

Course Level: UG Level

Course Objectives:

Course Code: PSY- 507

- The students will understand the importance of caregivers Informal caregivers play a central role in patient care, and care giving can provide positive and negative experiences.
- It will enhance awareness of those factors that underlie the motivation to care for others.
- The students will appreciate caregivers' understanding as to the dynamics that support and undermine self-caring activity.
- The Students will be able to help and encourage caregivers' to experiment with changing existing self-defeating patterns and acquiring or strengthening more constructive ways of being.

Pre-requisites: The students must possess fair understanding of concept and nature of caregivers

Course Content:	Weightage
Module I Introduction	20%
<ul style="list-style-type: none"> • Concept of care-giving • Nature & Scope • Historical Foundations 	
Module II: Classification	20%
<ul style="list-style-type: none"> • Primary Care-givers • Secondary Care-givers • Tertiary Care-givers 	
Module III: Care-giving in different settings	20%
<ul style="list-style-type: none"> • Rehabilitation & Palliative Care • Orphanages • De-addiction centers • Old Age Home • Hospitals • Schools 	
Module IV Psychological Perspective	20%
<ul style="list-style-type: none"> • Quality of Life • Hope, Optimism, Love, Happiness • Social Support • Religion & Spirituality 	
Module V: Burn Out in Caregivers	20%
<ul style="list-style-type: none"> • Identification of Burn Out • Types of Burn Outs: Physical, Social, Emotional, Cognitive • Dealing with Burn out: Remedial Measure 	

Student Learning Outcomes:

- Recognize the importance of caregivers and their psychological perspective
- Analyze physical, social, emotional and cognitive issues of the caregivers
- Apply their understanding for betterment of caregivers.

Pedagogy for Course Delivery:

The class will be taught using theory and case based method. In addition to assigning the application based teaching, the course instructor will create learning environments that encourage caregivers' to experiment with changing existing self-defeating patterns and acquiring or strengthening more constructive ways of being. Class content and structure are presented, along with preliminary data on class efficacy that is based on psycho educational & positive intervention.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

- Hilary Schofield, Sidney Bloch, Victorian Health Promotion Foundation, Helen Herrman, Barbara Murphy, Julie Nankervis, Bruce Singh, Family caregivers: disability, illness and ageing. Published by Allen & Unwin, 1998

References:

- Ilene Morof Lubkin, Pamala D. Larsen, Chronic illness: impact and interventions. Published by Jones & Bartlett Publishers, 2005
- Karen Dahlberg Vander Ven, Ethel Tittnich , Competent caregivers--competent children: training and education for child care practice, Haworth Press, 1986.



Course structure: Introduction to Community Psychology - Course Code: PSY-508

Course Title: Introduction to Community Psychology

Credit Units: 3

Course Level: UG Level

Course Code: PSY-508

Course Objectives:

- To help students understand community-based research and to encourage them to think about how research findings can be used to address social problems.
- This course will provide students with an introduction to the field of community psychology.
- This area of psychology is concerned with the scientific study of social problems and their solutions.

Pre-requisites: The students must possess fair understanding of basic concept of community

Course Content:	Weightage
Module I: Community Psychology: Basic concept of community work	10%
<ul style="list-style-type: none">• Introduction and Orientation to Community Psychology• Aims of Community Psychology• History of CMH movement; Socio-Environmental Context; Structure, Design, & Organization	
Module II: Key Issues in Community Psychology	30%
<ul style="list-style-type: none">• Urbanization; urban and/or rural physical environment, pollution• Poverty & homelessness• community-integration and mental health• immigration and adjustment• discrimination & prejudice• unemployment• intergroup conflict• issues in childhood and adolescence (e.g. child abuse, youth violence)• aging and health• Drug Addiction, Alcoholism and their Rehabilitation• HIV/AIDS Awareness	
Module III: Research and Program Evaluation in Community Psychology	20%
<ul style="list-style-type: none">• Aims of Community Research• Methods of Community Psychology Research• Models and Interventions	
Module IV: The School System	20%

<ul style="list-style-type: none"> • Role of Psychologist in school • Gifted Children, Scholastic backwardness • Truancy and discipline related issues • Behavioral Problems in Children • Puberty Related Problems • Classroom management. 	
Module V: The Family System	20%
<ul style="list-style-type: none"> • Family Disorganization, Separated and/Divorced Couples, single parenting. • Family Environment and maladaptive Behaviour • Introduction to Family Life Cycle • Psychological Interventions with the family 	

Student Learning Outcomes:

- Implement community based intervention for various psychosocial issues.
- Analyze key contemporary issues in the area of community psychology
- Develop insight and analyze the important concerns in community psychology.

Pedagogy for Course Delivery:

The class will be taught using theory and case based method. through lectures, , tutorial and field assignment activities in particular.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Mann, A.P. Community Psychology and Applications
- Sheldon J Korchin, Modern Clinical Psychology
- Rappaport, J: Community Psychology: Values, Research and Action

References:

- Bates, A. P. and Julian, J. :Sociology— Understanding Social Behaviour
- Browning, C. J.: differential Impact of Family Disorganization on Male Adolescents
- Burgers, E.W., and Lock, H.J.: The Family
- Nimkoff, M.E. :The Family
- Cohen Albert K.: Deviance and Control
- Gobbons, D. C.: Deviant Behaviour (2nd ed.)
- Vijoy K Verma, Param Kulhara, Christine, Social psychiatry: A Global Perspective
- R Srinivasa Murthy, Barbara J Burns, Community Mental Health – Proceedings of the Indo US Symposium.



Course structure: Science of Well-being - Course Code: PSY-509

Course Title: Science of Well-being

Credit Units: 3

Course Level: UG Level

Course Code: PSY-509

Course Objectives:

- To understand the concepts related to theory and science of well-being and their applications to the betterment of self and others.

Pre-requisites: The students must possess fair understanding of the developmental origin well-being

Course Content:	Weightage
Module I Evolution & Development	20%
<ul style="list-style-type: none">Natural selection & the elusiveness of happiness- Evolutionary PsychologyUnderstanding well-being in the evolutionary context of brain developmentThe developmental origins of well-being	
Module II Physiology & Neuroscience	
<ul style="list-style-type: none">Well-being and Affective style: neural substrates and bio behavioural correlatesPhysically active lifestyle and well-beingPotential of Nutrition to promote physical and behavioural well being	20%
Module III A Brief Philosophy of Well-being	20%
<ul style="list-style-type: none">The Basic Triad of Human NeedsThe way of Positive Philosophers, Negative Philosophers and HumanistsWhat Makes Life Stressful?	
Module IV Cultural Perspective	
<ul style="list-style-type: none">Subjective Well-Being : IntroductionProcess underlying SWB ; Adaption, Goals and TemperamentCultural Differences in the Definition and Causes of Well- BeingRole of Natural Environment & Well-being	20%
Module V Social & Economic Consideration	20%
<ul style="list-style-type: none">Social Context of Well-beingPeace & DevelopmentIncome & SWB: Can money buy happiness?	

Student Learning Outcomes:

- Enable students to relate theory and science of well-being to make the life stress free
- Application of social and economic contexts of well-being for the peace and development of world
- Design and develop models for physical and Behavioural wellbeing

Pedagogy for Course Delivery: The class will be taught using theory and case based method.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text

- Miley, William M: The Psychology of Well Being
- Daniel Kahneman, Ed Diener, Norbert Schwarz, Russell: Well Being: The Foundations of Hedonic Psychology, Sage Foundation

References

- Sirgy, M. Joseph: The Psychology of Quality of Life
- Stanley L. Brodsky: Psychology of Adjustment & Well Being



Course structure: Psychology Basic Practical III - Course Code: PSY-500

Course Title: Psychology Basic Practical

Credit Units: 2

Course Level: UG Level

Course Code: PSY-500

Course Objectives:

- To apply the general concepts of psychology through the medium of experiments

Pre-requisites: The students must possess fair understanding of different types of psychological tests

Course Content:														
1. DEO Mohan's Achievement Motivation Scale 2. PGI Memory Scale 3. State-Trait Anxiety Scale 4. Global Adjustment Scale (Form-A) 5. Standard Progressive Matrices (SPM)														
Student Learning Outcomes: <ul style="list-style-type: none"> Understand the concepts of psychology through the mediums of the experiments Develop With the skills of conducting & documenting experiments in the field of psychology. 														
Pedagogy for Course Delivery: The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically. Insights would be given on conducting test on individuals with an objective to understand criminal behavior														
Assessment/ Examination Scheme: <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Theory L/T (%)</th> <th>Lab/Practical/(%)</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>30%</td> <td>70%</td> <td>100%</td> </tr> </tbody> </table>				Theory L/T (%)	Lab/Practical/(%)	End Term Examination	30%	70%	100%					
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Components (Drop down)	Practical File	Attendance												
Weightage (%)	25%	5%	70%											



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Term Paper – III - Course Code: NTP-503

Course Title: Term Paper – III

Credit Units: 2

Course Level: UG Level

Course Code: NTP-503

Course Objectives:

The rationale behind introducing the term paper for BA Students (II Year) is to enhance the reading and writing habits of the students and to make them aware about the process of carrying out a research work. This helps them to develop insight into the course they are studying which creates an academic interest among the students. Presentation of the term paper plays an important role as it facilitates knowledge sharing and improvement in presentation skills which will further enhance the confidence of the students. The overall objective of this term paper is to develop research orientations in students and to make them understand and enhance skills in Research Methodology

Guidelines for Term Paper:

- 1) Topic
- 2) Introduction
- 3) Review Research
- 4) Discussion
- 5) Conclusion
- 6) References

Examination Scheme:

Compilation of Term Paper:	50 Marks
Viva Voce:	25 Marks
Presentation of Term Paper:	25 Marks
Total	100 Marks



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Summer Internship Project (Evaluation) - Course Code: NSP-506

Course Title: Summer Internship Project (Evaluation)

Credit Units: 2

Course Level: UG Level

Course Code: NSP-506

Course Objective:

- To enable the students with the practical exposure in their core area of interest (Corporate Sector, NGOs, Hospitals etc.), which in turn will be the pathway to their personal and professional training.
- It will also help students to develop report writing skills.

Duration: Four Weeks (June-

July) Methodology:

Students get opportunity in diversified Institutes e.g. Corporate Sector, Schools, NGOs and Hospitals. They will be guided by an internal and external supervisor from their respective Institute. Students will submit their summer project reports with their supervised daily reporting. Immediately after returning from their summer vacations. This would require primary data collection.

Examination Scheme:

Internal Faculty Interaction:	20 Marks
Feedback from External Supervisor:	20 Marks
Viva Voce:	30 Marks
Report Writing:	30 Marks
Total	100 Marks



Course structure: Psychology of Differentially-abled Children (Special Education) Course Code: PSY-601

Course Title: Psychology of Differentially-abled Children (Special Education). Credit Units: 4

Course Level: UG Level

Course Code: PSY-601

Course Objectives:

- Students will understand and apply concepts of psychology in differentially-abled children
- To the development of education of challenged and gifted children.

Pre-requisites: An introduction to the basic concepts and practices of the field of Clinical Psychology.

Course Content:	Weightage	
Module I Children with mild differences in behavior & learning	20%	
<ul style="list-style-type: none"> • Children with Speech & Learning Disabilities • Children with Learning Disabilities • Children with Intellectual Disabilities • Children and youth with behavior disorders Children who are Gifted, Creative and Talented 		
Module II Children with Sensory Impairments		10%
<ul style="list-style-type: none"> • Children and youth with Hearing Impairments • Children with Visual Impairments 		
Module III Children with Low Incidence Disabilities	10%	
<ul style="list-style-type: none"> • Children with Special Health Care Needs • Children with Neurological Disabilities • Children with Pervasive Developmental Disorders • Children with Severe & Multiple Disabilities 		
Module IV Interventions with Infants, Preschoolers, young adults and families		20%
<ul style="list-style-type: none"> • Teaching Strategies • Educational Provisions • Transition from School to Work • Vocational Training & Rehabilitation • Social benefits and Schemes - State and Central governments, NGOs. 		
Module V Special Education across the Life Span	20%	
<ul style="list-style-type: none"> • Early Childhood Special Education • Transitioning to Adulthood • Develop competence for assessment of adaptive behavior among children with special needs 		
Module VI Special Education- Curriculum for the Handicapped		

<ul style="list-style-type: none"> • Special Education • Individualized Education Program (IEP) • Integrated Education- Models of Integration • Inclusive Education • Community based instruction (Ecological) • Action Research- Meaning and Nature 	20%
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Student Learning Outcomes:

- Enable students develop insight to understand the concepts of psychology to the development of education of challenged & gifted students
- Identify and Enumerate the characteristics of exceptional children
- Enable students to apply the concepts in helping challenged and gifted children through interventions and community based programs

Pedagogy for Course Delivery: The class will be taught using theory and case based method. In addition to assigning the case studies, the course instructor will spend considerable time in applying the concepts of psychology to special education. The instructor will cover the ways to think innovatively liberally using thinking techniques.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Panda K.C, Education of Exceptional Children
- Pillai M.G, Exceptional Children- Causes & Assessment
- Prasad S.B, Special Education
- Horn, John Louis: The Education of Exceptional Children
- Robert T. Brown, Cecil R. Reynolds, Psychological perspectives on childhood exceptionality: a handbook (Edition: 99)



Course structure: Planning, Recruitment and Selection - Course Code: PSY-602

Course Title: Planning, Recruitment and Selection

Credit Units: 3

Course Level: UG Level

Course Code: PSY-602

Course Objectives:

- Student will be able to understand the aspects and concept of Planning, Recruitment & Selection as HR personnel. From the initial phase of understanding the basic HR policies and practices,
- Students will be introduced to planning process for the hiring personnel in an organization. Useful models and frameworks, complemented by practical advice and guidelines, shall provide students with a solid foundation to apply Planning, Recruitment & Selection.

Pre-requisites: The students must possess fair understanding of recruitment and selection policies

Course Content:	Weightage
Module I : Introduction	
<ul style="list-style-type: none"> • Application of HR policies & practices Impact of Power on Belief, feeling, Behaviour Pattern of Self & others 	20%
Module II: Planning	
<ul style="list-style-type: none"> • Organisational Structure& Planning • Job Analysis • Job Design • Legal issues in Recruitment & Selection, • OD, Intervention 	20%
Module III: Process of Recruitment and Selection	
<ul style="list-style-type: none"> • Advertisement for Positions • Reference Scanning • Resume writing • Matching and Evaluation 	20%
Module IV: Techniques of Recruitment and Selection	
<ul style="list-style-type: none"> • Selection Methods • Selection Tests • Interview (elimination process) 	20%
Module V: Post Recruitment & Selection Issues	
<ul style="list-style-type: none"> • Training and Development • Managing Diversity • Developing global mind set Promotion and succession planning. 	20%

Student Learning Outcomes:

- Design and develop viable innovative techniques for recruitment and selection.
- Analyze and attract the vital resources required to turn a planning of the selection procedure into reality.
- Identify the need for strategic planning for recruitment and selection.
- Apply the concept of recruitment and selection process at workplace.

Pedagogy for Course Delivery: The class will be taught using theory and case based method. In addition to assigning the case studies, the course instructor will understand the current trends in recruitment and selection. The instructor will cover the innovative ways of recruitment and selection.

Lab/ Practicals details, if applicable:

NA Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Blum & Naylor, Industrial Psychology, CBS Publishers & Distributors
- B.D.Singh (2007). Compensation and Reward Management, Excel Books, New Delhi.
- Luthans, F. Organizational Behavior, McGraw – Hill International, 1998.
- Kaji H. Hona, Syndrome in workers occupationally exposed, Journal of Hard Surgery.
- Halder, Uday K, Human Resource Development (2009) Oxford University Press
- Bhattacharya, Dipak Kumar, Human Resource Management (2002) Excel Books
- Rao, VSP, Human Resource Management (2004) Excel Books
- Kadefore. R., Ergonomic model for workplace assessment, Human Factors Association of Canada.
- Malik P.L., Industrial Law Eastern, Lucknow, 1991.
- Muchinshy. M. Paul, Psychology Applied to Work - Wadsworth



Course structure: Introduction to Industrial Relations - Course Code: PSY-603

Course Title: Introduction to Industrial Relations

Credit Units: 3

Course Level: UG Level

Course Code: PSY-603

Course Objectives:

- To enable students to get a basic understanding of the role of industrial relationships, legal and social aspects and their applications related to the organizational settings.
- Students will also know about the trade union acts and legal framework Union Recognition.
- Students will understand about the settlement of industrial disputes.

Pre-requisites: The students must possess fair understanding of organizational relationship

Course Content:	Weightage
Module I	
<ul style="list-style-type: none">• Industrial Relations Management• Concept- Evaluation- Background of Industrial Relations in India, Influencing factors of IR in enterprise and the consequences	10%
Module II Economic, Social and Political Environments	
<ul style="list-style-type: none">• Employment Structure- Social Partnership, Wider Approaches to Industrial Relations Labor Market	10%
Module III Trade Unions	
<ul style="list-style-type: none">• Introduction- Definition and Objectives, Growth of Trade Unions in India, Trade area analysis, development and mapping, Trade Unions Act (1926) and Legal framework Union Recognition, Union Problems• Employees Association- Introduction, Objectives, Membership, Financial Status• Management related case study	20%
Module IV Quality of Work Life	
<ul style="list-style-type: none">• Workers Participation in Management- Workers Participation in India, Shop Floor, Plant Level, Board Level- Workers' Welfare in Indian Scenario- Collective Bargaining concepts & characteristics- Promoting Peace	20%
Module V: Wage & Salary Administration	
<ul style="list-style-type: none">• Nature & Significance of Wage, Salary Administration, Essentials, Minimum Wage, Fair Wage, Real Wage, Incentives & Fringe Benefits, Issues and constraints in Wage Determination in India	10%
Module VI: Social Security	
<ul style="list-style-type: none">• Introduction and types of Social Security in India, Health and Occupational Safety Programs- Salient features of Workmen Compensation Act and Employees' State Insurance Act relating to Social Security, Workers' Education objectives rewarding	10%
Module VII: Employee Grievances	

<ul style="list-style-type: none"> Causes of Grievances- Conciliation, Arbitration and Adjudication, Procedural aspects for Settlement of Grievances, Standing Orders, Code Discipline 	10%
Module VIII: Industrial Disputes	
<ul style="list-style-type: none"> Meaning, Nature and Scope of Industrial Disputes Cases & Consequences of Industrial Disputes Prevention and Settlement of Industrial Disputes in India 	10%

Student Learning Outcomes: On completion of the course the student will be able to-

- Recognize the issues related to industrial relations.
- Identify and review latest issues of management

Identify employee grievances and assess industrial disputes

Pedagogy for Course Delivery: Lecture, group discussion and case study

Assessment/ Examination Scheme:

Continuous Assessment/Internal Assessment	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Assessment Plan:

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Arora M, Industrial Relations (2000), Excel Books

References:

- Dynamics of Industrial Relations (2004) Himalaya Publishing House
- Manappa A, Industrial Relations (2004), Tata McGraw Hill



Course structure: Psychology of Exceptional and Gifted children - Course Code: PSY-604

Course Title: Psychology of Exceptional and Gifted children.

Credit Units: 3

Course Level: UG Level

Course Code: PSY-604

Course Objectives:

- Students will aware about the knowledge and understanding of the complexity of the exceptional child.
- Students will help the exceptional child.

Pre-requisites: The students must possess fair understanding of basic concept of child behavior

Course Content:	Weightage
Module I Foundations of Special Education	20%
<ul style="list-style-type: none"> • Introduction to children who are exceptional • Issues and trends in special education • Risk factors & children at risk • Collaborating with parents & families 	
Module II Special Education- Curriculum for the Gifted	20%
<ul style="list-style-type: none"> • Approaches to curriculum • Differentiated curriculum • Enrichment approaches • Interdisciplinary instruction • Independent Study • Mentorship Programs • Internship • Enrichment triad/revolving door model • Curriculum compacting programs • Acceleration approach • Advanced placement • Ability grouping • Individualized instruction 	
Module III Identify and discuss Individualized Educational Plans	10%
<ul style="list-style-type: none"> • Developing, Implementation & Assessment, Implications for curriculum development 	
Module IV Critical Attitudes towards Special Children & Youth	10%
<ul style="list-style-type: none"> • Legislation & litigation concerning the Education of Special Children • RPWD Act, 2016 	
Module V Attitudes, Expectations and Alternative Approaches in teaching Special Children	20%
<ul style="list-style-type: none"> • Mainstreaming, Integration, Inclusion, Special Services • Dealing with teachers, parents, Special students & Non-handicapped Students 	

Module VI Instructional Planning for each of the Exceptionality	20%
<ul style="list-style-type: none"> • Developing appropriate instructional strategies for use with each of the Exceptionalities • Modification of given instructional units to meet the needs of students with each of the Exceptionalities • Development of a management plan for working with Special students within the regular classroom 	

Student Learning Outcomes:

- Gain knowledge of Exceptional and Gifted Children
- Appraise various interventions for children with exceptional needs
- Reflect on the legislations for Exceptional children

Pedagogy for Course Delivery: The class will be taught utilizing case studies and practical experience in the field. They would be provided with an opportunity to reflect on the legislations provided for Exceptional children

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Panda K.C, Education of Exceptional Children
- Pillai M.G, Exceptional Children- Causes & Assessment

References:

- Prasad S.B, Special Education
- Horn, John Louis: The Education of Exceptional Children
- Robert T. Brown, Cecil R. Reynolds, Psychological perspectives on childhood exceptionality: a handbook (Edition: 99)



Course structure: Teaching & Learning Techniques - Course Code: PSY-605

Course Title: Teaching & Learning Techniques

Credit Units: 3

Course Level: UG Level

Course Code: PSY-605

Course Objectives:

- To enables the students to gather knowledge about the need and scope of Educational counseling with focus on various teaching & learning styles, cognitive issues, and various sources of measurement of learning.
- Students will able to know the assessments in teaching & learning methodologies.

Pre-requisites: The students must possess fair understanding of basic counselling style.

Course Content:	Weightage
Module I: Introduction	20%
<ul style="list-style-type: none"> • Need and scope of Educational Counseling • Specific issues in education 	
Module II: Learning & Studying Styles	20%
<ul style="list-style-type: none"> • Kolb’s Experiential Learning Style • Honey & Mumford Learning Style • Gregore Learning Styles • Howard Gardener Multiple Intelligences • Note Taking Skills: Cornell Method, The Outline Method, The Mapping method, The charting Method & The Sentence Method • Types of Study Skills: Role of Self Awareness & Time Management • Study Methods: PQRST Method, PRWR Method, Acronyms & Acrostics, Location, Verbal repetition 	
Module III: Teaching Styles	20%
<ul style="list-style-type: none"> • Command Style • Task style • Reciprocal Style • Small Group Style • Guided Discovery Style • Problem Solving style 	
Module IV: Assessments in Teaching & Learning Methodologies	20%
<ul style="list-style-type: none"> • Observations, interviews, rating scales • Cumulative record & anecdotal record • Case study, sociometry, questionnaire & projective tests • Psycho educational assessments: Intelligence, memory, creativity, personality, motivation, aptitude, interest 	
Module V: Consultation Model & Skills	

<ul style="list-style-type: none"> • Counselor as Educational consultant • Career Guidance & counseling: theories & influences • Behavioral Model • Play therapy • Individualized Educational Programs 	20%
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Student Learning Outcomes:

- Apply Learning Styles & Teaching Strategies in various educational settings
- Evaluate different methods of enhancing learning & Psycho educational assessment
- Analyze consultation model & skills

Pedagogy for Course Delivery:

The class will be taught using theory, case studies & extensive discussion methods & practical work.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Mangal, S. K., (2004), Advance Educational Psychology; New Delhi : Prentice Hall

References:

- M Dash, Neena Dash; Fundamentals of Educational Psychology: Atlantic Publishers & Distributors, New Delhi.
- L S Vygotsky, (1999) Educational Psychology ; Vanit Books, New Delhi
- R K Prithi (Ed.2004) Educational Psychology: Discovery Publishing House, New Delhi



Course structure: Human Skill Development - Course Code: PSY-606

Course Title: Human Skill Development

Credit Units: 3

Course Level: UG Level

Course Code: PSY-606

Course Objectives:

- To equip the students to develop skills enabling them to handle issues and challenges of health & wellness.
- Students also Identifying important skills needed to maintain healthy Living
- Students will also know about the lifestyle management

Pre-requisites: The students must possess fair understanding of concept of the health and wellness

Course Content:	Weightage
Module I: Introduction	25%
<ul style="list-style-type: none">• Introduction to the main issues & challenges of healthy living.• Identifying important skills needed to maintain healthy Living	
Module II: Developing Soft Skills	25%
<ul style="list-style-type: none">• The power of creative thinking• Handling Emotions Effectively• Developing positive attitude• Problem Solving & Critical Thinking	
Module III: Health & Nutrition	25%
<ul style="list-style-type: none">• Balanced Diet: Definition, Concept, Need & Importance• BMR: Definition, Concept, Need & Importance• Nutritional requirements at different life stages• Fighting Illness• Lifestyle Management: Dealing with Obesity, CHD, Hypertension, HIV/AIDS etc.	
Module IV: Health Management	25%
<ul style="list-style-type: none">• Yoga & Meditation• Science of Spirituality• Stress Management• Community Health	

Student Learning Outcomes:

- Define issues of health and wellness
- Develop soft skills and creative thinking and positive attitude required for human skills development.
- Design techniques of health management

Pedagogy for Course Delivery: The class will be taught using theory and case based method. In addition to assigning the case studies, the course instructor will spend considerable time in understanding the concept of human skills development.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Michael Feuerstein, Elise E. Labbé, Andrzej R. Kuczmierczyk, Health psychology: a psychobiological perspective, Published by Springer, 1986

References:

- David Marks, Brian Evans, Michael Murray, Carla Willig, Cailine Woodall, Catherine Marie Sykes, Health psychology: theory, research and practice, Published by SAGE, 2005
- Douglas Carroll, Health psychology: stress, behaviour and disease. Published by Routledge, 1992



Course structure: Psychology of Aging - Course Code: PSY-607

Course Title: Psychology of Aging

Credit Units: 3

Course Level: UG Level

Course Code: PSY-607

Course Objectives:

- This paper will enable the students to have a better understanding of the needs, theories and processes of ageing. Also,
- To empower the students with the wider knowledge on how to deal with the issues and problems related to old age.

Pre-requisites: The students must possess fair understanding of historical perspective of Ageing

Course Content:	Weightage	
Module I : Introduction	20%	
<ul style="list-style-type: none"> • Gerontology- Meaning, Nature & Scope • Historical perspective of Ageing • Global Picture- Researches & Studies in Indian and Western Context • Morbidity & Mortality • Ageing- Myths & Facts • Major Needs of Older Adults 		
Module II : The Process of Ageing		20%
<ul style="list-style-type: none"> • Developmental Aspects of Ageing • Biological & Physiological Aspects of Ageing • Psychological Aspects of Ageing • Social Aspects of Ageing 		
Module III : Health Needs & Care for Older Adults		20%
<ul style="list-style-type: none"> • Assessment, Diagnosis & Planning • Major Illnesses- Physical & Psychological • Care giving- Mild & Chronic Illnesses • Mental Health • Palliative Care 		
Module IV : Individual & Social Issues	20%	
<ul style="list-style-type: none"> • Adaptation to Old Age, Attitudes towards Old People • Adjustment to Changes: • Family Patterns • Loss of Spouse • Living Alone • Remarriage in Old Age • Physical, Motor & Mental Abilities 		
Module V : Ethical, Legal & Financial Issues	20%	
<ul style="list-style-type: none"> • Role of Ethics • Welfare Policy for Elderly • Old Age/Shelter Homes for Elderly, Retirement • Identifying Excellence in Care of Elderly • Ethical Theories & Principles • Constitutional Rights, Policy & Services • Legislation & Public Policy 		

Student Learning Outcomes:

- Enables the students to have a better perceptive of the needs, theories and processes of ageing
- Applying the knowledge to deal with the issues and problems related to old age.
- Creating a better and conducive environment for the elderly population to make ageing a pleasurable experience.

Pedagogy for Course Delivery:

Students will be given a new perspective to the needs and desires of the elderly. They were trained through case study method about their issues and challenges and how are they supposed to be worked out.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Kenneth F. Ferraro: Gerontology: perspectives and issues, Published by Springer Pub. Co., 1990
- Nicholas Coni, William Davison, Stephen Webster: Ageing: the facts
- Ian Stuart-Hamilton: The Psychology of Ageing: An Introduction, 4th Edition



Course structure: Science of Happiness - Course Code: PSY-608

Course Title: Science of Happiness

Credit Units: 3

Course Level: UG Level

Course Code: PSY-608

Course Objectives:

- Student to acquire meaningful knowledge of various aspects of happiness.
- Students will also to apply the concepts with a holistic view to deal with the barriers in day-to-day life.
- Course will provide an overview of positive psychology and introduces the theoretical models of adolescence and early adulthood.

Pre-requisites: The students must possess fair understanding of positive and negative emotions and its effects

Course Content:	Weightage
Module I Happiness	20%
<ul style="list-style-type: none"> • Positive and Negative Affectivity • The Effects & Causes of Happiness • Culture and Happiness • Relationships and Happiness • Geography of Bliss 	
Module II Happiness and its Physical Aspects	
<ul style="list-style-type: none"> • Physical aspects of happiness • Living quality life through positive psychology • Satisfaction with life 	
Module III : Happiness and its Mental Aspects	
<ul style="list-style-type: none"> • Psychological effects of happiness • Flow experiences • Preventing mental distress 	
Module IV Happiness and its Social Aspects	20%
<ul style="list-style-type: none"> • Social correlates of Happiness • social cohesion, particularly in the light of the aging population • Sense of belongingness for happiness 	
Module V Happiness and Morality	20%
<ul style="list-style-type: none"> • The Religious and Spiritual Concepts of Happiness • Relationship between Happiness and corruption • Reciprocal Altruism 	

Student Learning Outcomes:

- Acquire meaningful knowledge of various aspects of happiness
- Apply a holistic and spiritual view of psychology to deal with stressors of day to day life
- Develop and design the social model to promote happiness

Pedagogy for Course Delivery: The class will be taught using theory and case based method. In addition to assigning the case studies, the course instructor will spend considerable time in understanding the concept

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Williams, H.S., The Science of Happiness, Oxford University
- C. R. Snyder, Shane J. Lopez, Positive Psychology: The Scientific and Practical Explorations of Human Strengths
- C. R. Snyder, Shane J. Lopez, The Handbook of Positive Psychology.

References:

- Rich Gilman, Michael Furlong, E. Scott Huebner, A Handbook of Positive Psychology in Schools
- Ilona Boniwell, Positive Psychology in a Nutshell
- Goleman, Daniel: Emotional Intelligence



Course structure: Psychology Basic Practical– IV - Course Code: PSY-600

Course Title: Psychology Basic Practical– IV.

Credit Units: 2

Course Level: UG Level

Course Code: PSY 600

Course Objectives:

- To apply the general concepts of psychology through the medium of experiments. Every student is expected to perform and write all experiments out of the following.

Pre-requisites: The students must possess fair understanding of different psychometric assessment

Course Content:			
<ul style="list-style-type: none"> Heartland’s Forgiveness Scale Colored Progressive Matrices (CPM) 16 PF Family Environment Scale Parent Child Relationship Scale 			
<p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> Understand the concepts of psychology through the mediums of the experiments Develop With the skills of conducting & documenting experiments in the field of psychology. <p>Pedagogy for Course Delivery: The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically. Insights would be given on conducting test on individuals with an objective to understand criminal behavior</p>			
Assessment/ Examination Scheme:			
Theory L/T (%)	Lab/Practical/(%)	End Term Examination	
30%	70%	100%	
Theory Assessment (L&T):			
Continuous Assessment/Internal Assessment			End Term Examination
Components (Drop down)	Practical File	Attendance	
Weightage (%)	25%	5%	



Course structure: Major Project - Course Code: NMP-601

Course Title: Major Project

Credit Units: 6

Course Level: UG Level

Course Code: NMP-601

Course Objectives:

- To enable the students with the practical exposure in their core area of interest (Corporate Sector, NGOs, Hospitals etc.), which in turn will be the pathway to their personal and professional training.
- It will also help students to develop report writing skills.

Duration: Four Months (Jan. - April) Methodology:

Students get opportunity in diversified Institutes e.g. Corporate Sector, Schools, NGOs and Hospitals. They will be guided by an internal and external supervisor. Students will submit their reports after **90 Hrs of Fieldwork (15 days* 6hrs per day)**, with their supervised daily reporting, at the end of the academic year. **The days for fieldwork are Fridays & Saturdays.** The student will submit the Log Sheet to their internal supervisor on every Monday.

Examination Scheme:

Internal Faculty Interaction	20 Marks
Feedback from External Supervisor	20 Marks
Viva Voce	30 Marks
Report Writing	30 Marks
Total	100 Marks

AMITY INSTITUTE OF BEHAVIOURAL & ALLIED SCIENCES

Behavioural Science Course

(PG Programme)

**ONE & TWO YEAR POST-GRADUATE
2019-2021**

FIRST SEMESTER

Self-Development for Interpersonal Skills

(Total Credits: 1)

Course Code: BSP-143

S. NO.	COURSE	DURATION (IN HOURS)
1	Understanding Self	2
2	Self-Esteem: Sense of Worth	2
3	Emotional Intelligence: Brain Power	2
4	Managing Emotions and Building Interpersonal Competence	2
5	Leading Through Positive Attitude	2
TOTAL HOURS		10

SECOND SEMESTER

CONFLICT RESOLUTION & MANAGEMENT

(Total Credits: 1)

Course Code: BSP-243

S. NO.	COURSE	DURATION (IN HOURS)
1	Conflict Management	2
2	Behavioural & Interpersonal Communication	2
3	Relationship Management for Personal & Professional Development	2
4	Stress Management	2
5	Conflict Resolution & Management	2
TOTAL HOURS		10

THIRD SEMESTER
Professional Competencies & Career Development
 (Total Credits: 1)
Course Code: BSP-343

S. NO.	COURSE	DURATION (IN HOURS)
1	Professional Competence	2
2	Managing Personal Effectiveness	2
3	Components of Excellence	2
4	Career Development	2
5	Personal & Professional Success	2
TOTAL HOURS		10

FOURTH SEMESTER

LEADERSHIP & MANAGING SKILLS
 (Total Credits: 1)
Course Code: BSP-443

S. NO.	COURSE	DURATION (IN HOURS)
1	Leadership Excellence	2
2	Team: An Overview	2
3	Team Building for Leadership Excellence	2
4	Team & Sociometry	2
5	Team Leadership for Managing Excellence	2
TOTAL HOURS		10



Course structure: Self-Development And Interpersonal Skills - Course Code: BSP-143

Course Title: Self-Development And Interpersonal Skills

Credit Units: 1

Course Level: PG Level

Course Code: BSP-143

Course Objectives:

This course aims at imparting an understanding of:

- Self and the process of self exploration
- Learning strategies for development of a healthy self esteem
- Importance of attitudes and their effect on work behavior
- Effective management of emotions and building interpersonal competence.

Course Contents:

Module I: Understanding Self

(2 Hours)

- Formation of self concept
- Dimension of Self
- Components of self
- Self Competency

Module II: Self-Esteem: Sense of Worth

(2 Hours)

- Meaning and Nature of Self Esteem
- Characteristics of High and Low Self Esteem
- Importance & need of Self Esteem
- Self Esteem at work
- Steps to enhance Self Esteem

Module III: Emotional Intelligence: Brain Power

(2 Hours)

- Introduction to EI
- Difference between IQ, EQ and SQ
- Relevance of EI at workplace
- Self assessment, analysis and action plan

Module IV: Managing Emotions and Building Interpersonal Competence

(2 Hours)

- Need and importance of Emotions
- Healthy and Unhealthy expression of emotions
- Anger: Conceptualization and Cycle
- Developing emotional and interpersonal competence
- Self assessment, analysis and action plan

Module V: Leading Through Positive Attitude

(2 Hours)

- Understanding Attitudes

- Formation of Attitudes
- Types of Attitudes
- Effects of Attitude on
 - Behavior
 - Perception
 - Motivation
 - Stress
 - Adjustment
 - Time Management
 - Effective Performance
- Building Positive Attitude

Student learning outcomes:

- Student will Develop accurate sense of self
- Student will nurture a deep understanding of personal motivation
- Student will develop thorough understanding of personal and professional responsibility
- Student will able to analyse the emotions of others for better adjustment.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

- The above evaluation scheme shall not be applicable for LLM Course.

Suggested Readings:

- Towers, Marc: Self Esteem, 1st Edition 1997, American Media
- Pedler Mike, Burgoyne John, Boydell Tom, A Manager’s Guide to Self-Development: Second edition, McGraw-Hill Book company.
- Covey, R. Stephen: Seven habits of Highly Effective People, 1992 Edition, Simon & Schuster Ltd.,
- Khera Shiv: You Can Win, 1st Edition, 1999, Macmillan
- Gegax Tom, Winning in the Game of Life: 1st Edition, Harmony Books
- Chatterjee Debashish, Leading Consciously: 1998 1st Edition, Viva Books Pvt.Ltd.,
- Dr. Dinkmeyer Don, Dr. Losoncy Lewis, The Skills of Encouragement: St. Lucie Press.
- Singh, Dalip, 2002, Emotional Intelligence at work; First Edition, Sage Publications.
- Goleman, Daniel: Emotional Intelligence, 1995 Edition, Bantam Books
- Goleman, Daniel: Working with E.I., 1998 Edition, Bantam Books.



Course structure: Conflict Resolution & Management - Course Code: BSP-243

Course Title: Conflict Resolution & Management

Credit Units: 1

Course Level: PG Level

Course Code: BSP-243

Course Objectives:

This course aims at imparting an understanding of:

- To develop an understanding the concept of stress its causes, symptoms and consequences.
- To develop an understanding the consequences of the stress on one's wellness, health, and work performance.
- Enhancing personal effectiveness and performance through effective interpersonal communication
- Enhancing their conflict management and negotiation skills

Course Contents:

Module I: Conflict Management

(2 Hour)

- Meaning and nature of conflicts
- Types of Conflict
- Styles and Techniques of conflict management
- Conflict management and interpersonal communication

Module II: Behavioural & Interpersonal Communication

(2 Hours)

- Importance of Interpersonal Communication
- Rapport Building – NLP, Communication mode
- Steps to improve interpersonal communication
- Meaning and Nature of Behavioural Communication
- Relevance of Behavioural Communication

Module III: Relationship Management for Personal and professional Development

(2 Hours)

- Importance of relationships
- Maintaining healthy relationships
- Communication Styles
- Types of Interpersonal Relationships

Module IV: Stress Management

(2 Hours)

- Understanding of Stress & GAS Model
- Symptoms of Stress
- Individual and Organizational consequences with special focus on health
- Healthy and Unhealthy strategies for stress management
- Social support for stress management and well being
- Stress free, Successful and Happy Life

Module V: Conflict Resolution & Management

(2 Hours)

- Conflict Resolution Strategies
- Ways of Managing Conflict (Healthy & Unhealthy)
- Impact of Conflict Resolution & Management

Student learning outcomes

- Students develop the ability to identify their strengths and weaknesses.
- Students will know how to develop positive healthy relationship .
- Students will know how to manage their daily life conflicts.
- Students will know how to be resilient during stressful situations.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

- **The above evaluation scheme shall not be applicable for LLM Course.**

Suggested Readings:

- Vangelist L. Anita, Mark N. Knapp, Inter Personal Communication and Human Relationships: Third Edition, Allyn and Bacon
- Julia T. Wood. Interpersonal Communication everyday encounter
- Simons, Christine, Naylor, Belinda: Effective Communication for Managers, 1997 1st Edition Cassel
- Goddard, Ken: Informative Writing, 1995 1st Edition, Cassell
- Harvard Business School, Effective Communication: United States of America
- Foster John, Effective Writing Skills: Volume-7, First Edition 2000, Institute of Public Relations (IPR)
- Beebe, Beebe and Redmond; Interpersonal Communication, 1996; Allyn and Bacon Publishers.



Course structure: Professional Competencies & Career Development - Course Code: BSP-343

Course Title: Professional Competencies & Career Development Credit Units: 1

Course Level: PG Level

Course Code: BSP-343

Course Objectives:

This course will help the students to:

- Importance of Personal and Professional excellence
- Inculcating the components of excellence
- Explore interest, attitude and Explore career opportunities
- Set career goals

Course Contents:

Module I: Professional Competence

(2 Hours)

- Understanding Professional Competence
- Component of Competence:
 - Knowledge
 - Skills
 - Attitude
 - Self awareness
 - Self Promotion & Presentation,
 - Self confidence
 - Skills
 - Performance
- Political awareness, Coping with uncertainty
- Developing positive attributes at work place (personal and professional)
- Time management
- Handling criticism and interruptions
- Managing difficult people

Module II: Managing Personal Effectiveness

(2 Hours)

- Dimensions of personal effectiveness (self disclosure, openness to feedback and perceptiveness)
- Integration of personal and organizational vision for effectiveness
- A healthy balance of work and play

Module III: Components of Excellence

(2 Hours)

- Positive Imagination & Focused
- SMART Goal
- Controlling Distraction
- Commitment
- Constructive Evaluation
- Creativity & Success

Module IV: Career Development**(2 Hours)**

- Understanding Development Process
- Knowing and assessing one's Interest
- Knowing and assessing one's Aptitude
- Selecting from available resources
- Career planning and development

Module V: Personal & Professional Success**(2 Hours)**

- Career Selection & Motivation
- Action planning, Networking, Negotiation
- Accept Change & Challenge for Successful Career

Student learning outcomes

- Students develop the ability to identify their strengths and weaknesses.
- Students will know how to develop positive healthy relationship.
- Students will know how to manage their daily life conflicts.
- Students will know how to be resilient during stressful situations.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company
- Smither Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers
- Raman, A.T. (2003) Knowledge Management: A Resource Book. Excel Books, Delhi.
- Kamalavijayan, D. (2005). Information and Knowledge Management, Macmillan India Ltd. Delhi



Course structure: Leadership & Managing Excellence - Course Code: BSP-443

Course Title: Leadership & Managing Excellence

Credit Units: 1

Course Level: PG Level

Course Code: BSP-443

Course Objectives:

This course aims to enable students to:

- Understand the concept and building of teams
- Understand the concept of Self Leadership and Leadership Excellence
- Understand the leadership Styles in organizations
- Facilitate better team management and organizational effectiveness through universal human values.

Course Contents:

Module I: Leadership Excellence

(2Hours)

- Leadership
- Self- Leadership
- Self- Leadership Competencies

Module II: Teams: An Overview

(2Hours)

- Team Design Features: Team vs. Group
- Effective Team Mission and Vision
- Life Cycle of a Project Team
- Rationale of a Team, Goal Analysis and Team Roles

Module III: Team Building for Leadership Excellence

(2Hours)

- Types and Development of Team Building
- Stages of Team
- Profiling your Team: Internal & External Dynamics
- Team Strategies for organizational vision

Module IV: Team & Sociometry

(2Hours)

- Patterns of Interaction in a Team
- Sociometry: Method of studying attractions and repulsions in groups
- Construction of sociogram for studying interpersonal relations in a Team
- Team communication

Module V: Team Leadership for Managing Excellence

(2Hours)

- Leadership styles in organizations
- Situational Leadership Style
- Power to Empower : Team & Individual

Student learning outcomes

- Students develop the ability to identify their leadership skills.
- Students will know how to manage their personal and professional conflicts..
- Students will know how to maintain their healthy interpersonal relationships.
- Students will know how to be develop self-leadership.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

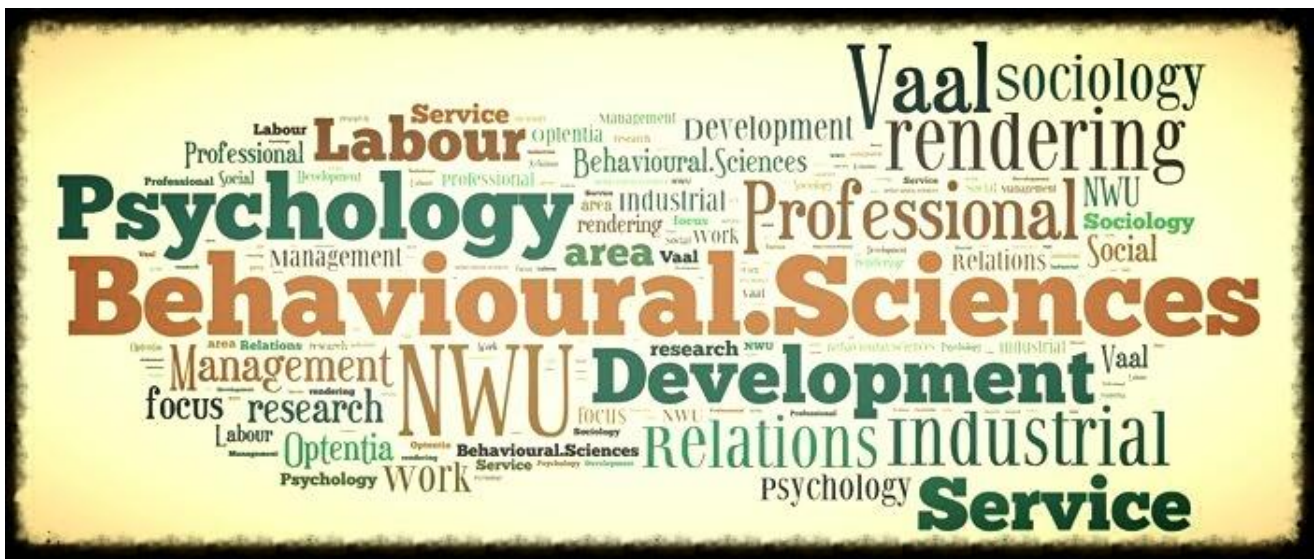
Suggested Readings:

- Organizational Behaviour, Davis, K.
- Hoover, Judhith D. Effective Small Group and Team Communication, 2002,Harcourt College Publishers
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company

AMITY INSTITUTE OF BEHAVIOURAL & ALLIED SCIENCES

Behavioural Science Course

(UG Programme)



“The best Contribution one can make to humanity is to improve oneself”.

Objective: To inculcate Behavioural Skills for Personal & Professional growth in Amity students of higher education

Special Feature:

❖ **Activities:**

- Games
- Exercise

- Group Discussion
 - Role Plays
 - Situation Analysis
 - Movie Analysis
 - Quiz
 - Story telling
 - Case Studies
 - Presentation
 - Behavioural Observation Etc.
-
- ❖ **Psychometric Testing** will be used for self assessment of the students which would give them an insight for required improvements and changes in their behavior and personality.
 - ❖ Journal for Success would be maintained every semester, where the learning from various activities would be compiled for Self analysis and assessment by the students to decide their own action plan for self improvement with the help of a mentor.
 - ❖ Project on Scripture and Current issues would be made to imbibe tolerance and universal human values to become effective as an individual and a team player.

NEW BEHAVIOURAL SCIENCE COURSE

THREE, FOUR & FIVE YEARS UNDER-GRADUATE PROGRAMME

2019 – 2024

AMITY UNIVERSITY MADHYA PRADESH

THREE, FOUR & FIVE YEARS UNDER-GRADUATE PROGRAMME PROGRAMME STRUCTURE AND CURRICULUM

FIRST SEMESTER UNDERSTANDING SELF FOR EFFECTIVENESS (Total Credits: 1) Course Code: BSU-143

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Self: Core Competency	2
2	Techniques of Self Awareness	2
3	Self Esteem & Effectiveness	2
4	Building Positive Attitude	2
5	Building Emotional Competence	2
TOTAL HOURS		10

SECOND SEMESTER INDIVIDUAL, SOCIETY AND NATION (Total Credits: 1) Course Code: BSU-243

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Individual Differences and Personality	2
2	Managing Diversity	2
3	Socialization	2
4	Patriotism and National Pride	2
5	Human Rights, Values and Ethics	2
TOTAL HOURS		10

THIRD SEMESTER

PROBLEM SOLVING & CREATIVE THINKING

(Total Credits: 1)

Course Code: BSU-343

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Thinking as a tool of Problem Solving	2
2	Hindrances to Problem Solving process	2
3	Problem Solving	2
4	Plan of Action	2
5	Creative Thinking	2
TOTAL HOURS		10

FOURTH SEMESTER

VALUES & ETHICS FOR PERSONAL & PROFESSIONAL DEVELOPMENT

(Total Credits: 1)

Course Code: BSU-443

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Introduction to Values & Ethics	2
2	Values Clarification & Acceptance	2
3	Morality	2
4	Ethical Practice	2
5	Personal & Professional Values	2
TOTAL HOURS		10

FIFTH SEMESTER

GROUP DYNAMICS AND TEAM BUILDING

(Total Credits: 1)

Course Code: BSU-543

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Groups Formation	2
2	Group Functions	2
3	Teams	2
4	Leadership	2
5	Power to Empower	2
TOTAL HOURS		10

SIXTH SEMESTER

STRESS AND COPING STRATEGIES

(Total Credits: 1)

Course Code: BSU-643

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Stress	2
2	Stages and Models of Stress	2
3	Causes and Symptoms of Stress	2
4	Consequences of Stress	2
5	Strategies for Stress management	2
TOTAL HOURS		10

SEVENTH SEMESTER

CAREER PLANNING & DEVELOPMENT

(Total Credits: 1)

Course Code: BSU-743

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Career Planning	2
2	Career Success: Interest, Aptitude & Attitude	2
3	Explore Career for Growth	2
4	Self-Reliance and Employability Skills	2
5	Impression Management for Career Enhancement	2
TOTAL HOURS		10

EIGHTH SEMESTER

POSITIVE PERSONAL GROWTH

(Total Credits: 1)

Course Code: BSU-843

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Positive Personality	2
2	Positive Emotions	2
3	Hope, Optimism and Resilience	2
4	Application of Positive Emotions	2
5	Happiness and Well Being	2
TOTAL HOURS		10

NINETH SEMESTER

PERSONAL AND PROFESSIONAL EXCELLENCE

(Total Credits: 1)

Course Code: BSU-943

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Components of Excellence	2
2	Managing Personal Effectiveness	2
3	Personal success strategy	2
4	Positive Personal Growth	2
5	Professional Success	2
TOTAL HOURS		10

TENTH SEMESTER LEADERSHIP EXCELLENCE

(Total Credits: 1)

Course Code: BSU-1043

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Self Leadership	2
2	Behavioural Communication & Effective Leadership	2
3	Conflict Management for Effective Leadership	2
4	Interpersonal Relationship & Leading Teams	2
5	Leadership Excellence	2
TOTAL HOURS		10



Course structure: Understanding Self for Effectiveness - Course Code: BSU-143

Course Title: Understanding Self for Effectiveness

Credit Units: 1

Course Level: UG Level

Course Code: BSU-143

Course Objectives:

This course aims at imparting an understanding of:

- Understanding self & process of self-exploration
- Learning strategies for development of a healthy self esteem
- Importance of attitudes and its effective on personality
- Building Emotional Competency

Course Contents:

Module I: Self: Core Competency

(2 Hours)

- Understanding of Self
- Components of Self – Self identity
- Self-concept
- Self confidence
- Self-image

Module II: Techniques of Self Awareness

(2 Hours)

- Exploration through Johari Window
- Mapping the key characteristics of self
- Framing a charter for self
- Stages – self-awareness, self-acceptance and self-realization

Module III: Self Esteem & Effectiveness

(2 Hours)

- Meaning
- Importance
- Components of self esteem
- High and low self esteem
- Measuring your self esteem

Module IV: Building Positive Attitude

(2 Hours)

- Meaning and nature of attitude
- Components and Types of attitude
- Importance and relevance of attitude

Module V: Building Emotional Competence

(2 Hours)

- Emotional Intelligence – Meaning, components, Importance and Relevance
- Positive and negative emotions
- Healthy and Unhealthy expression of emotions

Student learning outcomes

- Student will Develop accurate sense of self
- Student will nurture a deep understanding of personal motivation
- Student will develop thorough understanding of personal and professional responsibility
- Student will able to analyse the emotions of others for better adjustment.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Organizational Behaviour, Davis, K.
- Hoover, Judhith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
- Dressler, David and Cans, Donald: The Study of Human Interaction
- Lapiere, Richard. T – Social Change
- Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.
- Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company
- Smither Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers



Course structure: Individual, Society and Nation - Course Code: BSU-243

Course Title: Individual, Society and Nation

Credit Units: 1

Course Level: UG Level

Course Code: BSU-243

Course Objectives:

This course aims at enabling students towards:

- Understand the importance of individual differences
- Better understanding of self in relation to society and nation
- Facilitation for a meaningful existence and adjustment in society
- Inculcating patriotism and national pride

Course Contents:

Module I: Individual differences & Personality (2 Hours)

- Personality: Definition & Relevance
- Importance of nature & nurture in Personality Development
- Importance and Recognition of Individual differences in Personality
- Accepting and Managing Individual differences
- Intuition, Judgment, Perception & Sensation (MBTI)
- BIG5 Factors

Module II: Managing Diversity (2 Hours)

- Defining Diversity
- Affirmation Action and Managing Diversity
- Increasing Diversity in Work Force
- Barriers and Challenges in Managing Diversity

Module III: Socialization (2 Hours)

- Nature of Socialization
- Social Interaction
- Interaction of Socialization Process
- Contributions to Society and Nation

Module IV: Patriotism and National Pride (2 Hours)

- Sense of pride and patriotism
- Importance of discipline and hard work
- Integrity and accountability

Module V: Human Rights, Values and Ethics (2 Hours)

- Meaning and Importance of human rights
- Human rights awareness
- Values and Ethics- Learning based on project work on Scriptures like- Ramayana, Mahabharata, Gita etc.

Student learning outcomes

- Student will be able to identify, understand, and apply contemporary theories of leadership to a wide range of situations and interactions
- Student will be able to understand and respect individual difference, so to enhance the relationship
- Learn social responsibility and develop a sense of citizenship
- Student will be able to identify and understand the impact of culture on one's leadership style

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Davis, K. Organizational Behaviour,
- Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
- Dressler, David and Cans, Donald: The Study of Human Interaction
- Lapiere, Richard. T – Social Change
- Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.
- Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.
- Robbins O.B.Stephen;. Organizational Behaviour



Course structure: Problem Solving and Creative Thinking- Course Code: BSU-343

Course Title: Problem Solving and Creative Thinking

Credit Units: 1

Course Level: UG Level

Course Code: BSU-343

Course Objectives:

To enable the students:

- Understand the process of problem solving and creative thinking.
- Facilitation and enhancement of skills required for decision-making.

Course Contents:

Module I: Thinking as a tool for Problem Solving

(2 Hours)

- What is thinking: The Mind/Brain/Behavior
- Critical Thinking and Learning:
 - Making Predictions and Reasoning
 - Memory and Critical Thinking
 - Emotions and Critical Thinking
- Thinking skills

Module II: Hindrances to Problem Solving Process

(2 Hours)

- Perception
- Expression
- Emotion
- Intellect
- Work environment

Module III: Problem Solving

(2 Hours)

- Recognizing and Defining a problem
- Analyzing the problem (potential causes)
- Developing possible alternatives
- Evaluating Solutions
- Resolution of problem
- Implementation
- Barriers to problem solving:
 - Perception
 - Expression
 - Emotion
 - Intellect
 - Work environment

Module IV: Plan of Action**(2 Hour)**

- Construction of POA
- Monitoring
- Reviewing and analyzing the outcome

Module V: Creative Thinking**(2 Hours)**

- Definition and meaning of creativity
- The nature of creative thinking
 - Convergent and Divergent thinking
 - Idea generation and evaluation (Brain Storming)
 - Image generation and evaluation
 - Debating
- The six-phase model of Creative Thinking: ICEDIP model

Student learning outcomes

- Student will be able to understand and solve the problems effectively in their personal and professional life.
- Students will outline multiple divergent solutions to a problem,
- Student will be able to create and explore risky or controversial ideas, and synthesize ideas/expertise to generate innovations.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Michael Steven: How to be a better problem solver, Kogan Page, New Delhi, 1999
- Geoff Petty: How to be better at creativity; Kogan Page, New Delhi, 1999
- Richard Y. Chang and P. Keith, Kelly: Wheeler Publishing, New Delhi, 1998.
- Phil Lowe Koge Page: Creativity and Problem Solving, New Delhi, 1996
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management (1996); Pfeiffer & Company
- Bensley, Alan D.: Critical Thinking in Psychology – A Unified Skills Approach, (1998), Brooks/Cole Publishing Company.



Course structure: Value & Ethics for Personal & Professional Development - Course Code: BSU-443

Course Title: Value & Ethics For Personal & Professional Development

Credit Units: 1

Course Level: UG Level

Course Code: BSU-443

Course Objectives:

This course aims at imparting an understanding of Values, Ethics & Morality among students for making a balanced choice between personal & professional development.

Course Contents:

Module I: Introduction to Values & Ethics

(2 Hours)

Meaning & its type

Relationship between Values and Ethics

Its implication in one's life

Module II: Values Clarification & Acceptance

(2Hours)

Core Values-Respect, Responsibility, Integrity, Resilience, Care, & Harmony

Its process-Self Exploration

Nurturing Good values

Module III: Morality

(2 Hours)

Difference between morality, ethics & values

Significance of moral values

Module IV: Ethical Practice

(2 Hours)

Ethical Decision making

Challenges in its implementation

Prevention of Corruption & Crime

Module V: Personal & Professional Values

(2 Hours)

Personal values-Empathy, honesty, courage, commitment

Professional Values-Work ethics, respect for others

Its role in personality development

Character building-"New Self awareness"

Student learning outcomes

- Able to answer the question: What do I stand for?
- Ability to apply a coherent set of moral principles within professional and specialized contexts
- Willing to make unpopular but right decision
- Committed to working for justice and peace locally and globally

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Text & References:

- Cassuto Rothman, J. (1998). *From the Front Lines, Student Cases in Social Work Ethics*. Needham Heights, MA: Allyn and Bacon.
- Gambrill, E. & Pruger, R. (Eds). (1996). *Controversial Issues in Social Work Ethics, Values, & Obligations*. Needham Heights, MA: Allyn and Bacon, Inc.



Course structure: Group Dynamics and Team Building - Course Code: BSU-543

Course Title: Group Dynamics and Team Building

Credit Units: 1

Course Level: UG Level

Course Code: BSU-543

Course Objectives:

- To inculcate in the students an elementary level of understanding of group/team functions
- To develop team spirit and to know the importance of working in teams

Course Contents:

Module I: Group formation

(2 Hours)

- Definition and Characteristics
- Importance of groups
- Classification of groups
- Stages of group formation
- Benefits of group formation

Module II: Group Functions

(2 Hours)

- External Conditions affecting group functioning: Authority, Structure, Org. Resources, Organizational policies etc.
- Internal conditions affecting group functioning: Roles, Norms, Conformity, Status, Cohesiveness, Size, Inter group conflict.
- Group Cohesiveness and Group Conflict
- Adjustment in Groups

Module III: Teams

(2 Hours)

- Meaning and nature of teams
- External and internal factors effecting team
- Building Effective Teams
- Consensus Building
- Collaboration

Module IV: Leadership

(2 Hours)

- Meaning, Nature and Functions
- Self leadership
- Leadership styles in organization
- Leadership in Teams

Module V: Power to empower: Individual and Teams

(2 Hours)

- Meaning and Nature
- Types of power
- Relevance in organization and Society

Student learning outcomes

- Students will Develop critical and reflective thinking abilities
- Students will Demonstrate an understanding of group dynamics and effective teamwork
- Student will develop a range of leadership skills and abilities such as effectively leading change, resolving conflict, and motivating others
- Student will Gain knowledge and understanding of organization resources, policies, and involvement opportunities.
- Student will Develop strategies to recruit, retain, and continually motivate contributing members to the organization

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Organizational Behaviour, Davis, K.
- Hoover, Judith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
- Dressers, David and Cans, Donald: The Study of Human Interaction
- Lapiere, Richard. T – Social Change
- Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.
- Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company
- Smither Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers



Course structure: Stress & Coping Strategies - Course Code: BSU-643

Course Title: Stress & Coping Strategies

Credit Units: 1

Course Level: UG Level

Course Code: BSU-643

Course Objectives:

- To develop an understanding the concept of stress its causes, symptoms and consequences.
- To develop an understanding the consequences of the stress on one's wellness, health, and work performance.

Course Contents:

Module I: Stress

(2 Hours)

- Meaning & Nature
- Characteristics
- Types of stress

Module II: Stages and Models of Stress

(2 Hours)

- Stages of stress
- The physiology of stress
- Stimulus-oriented approach.
- Response-oriented approach.
- The transactional and interact ional model.
- Pressure – environment fit model of stress.

Module III: Causes and symptoms of stress

(2Hours)

- Personal
- Organizational
- Environmental

Module IV: Consequences of stress

(2 Hours)

- Effect on behavior and personality
- Effect of stress on performance
- Individual and Organizational consequences with special focus on health

Module V: Strategies for stress management

(2 Hours)

- Importance of stress management
- Healthy and Unhealthy strategies
- Peer group and social support
- Happiness and well-being

Student learning outcomes

- Student will able demonstrate thorough understanding of stress and its effects
- Student will able to learn various coping strategies to deal stress effectively so to overcome the consequences and impact of stress on their health and wellbeing, ultimately it will enhance their performance.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Blonna, Richard; Coping with Stress in a Changing World: Second edition
- Pestonjee, D.M, Pareek, Udai, Agarwal Rita; Studies in Stress And its Management
- Pestonjee, D.M.; Stress and Coping: The Indian Experience



Course structure: Career Planning & Development - Course Code: BSU-743

Course Title: Career Planning & Development

Credit Units: 1

Course Level: UG Level

Course Code: BSU-743

Course Objectives:

This course will help the students to:

- Explore interest and attitude
- Explore career opportunities
- Set career goals
- Developing attributes that employers value

Course Contents:

Module I: Career Planning

(2 Hours)

- Importance of Career Planning & Development
- Career Development Plan
- Assessment of Career Development

Module II: Career Success: Interest, Aptitude & Attitude (Personality)

(2 Hours)

- Interest, Aptitude & Attitude
- Knowing and assessing one's Interest
- Knowing and assessing one's Aptitude

Module III: Explore Career for Growth

(2 Hours)

- Selecting from available resources
- Career selection (Jobs)
- Career planning and development

Module IV: Self Reliance and Employability skills

(2 Hours)

- Self awareness, Self promotion and Presentation, Self confidence
- Action planning, Networking, Negotiation
- Political awareness, Coping with uncertainty,
- Developing positive attributes at work place (personal and professional)
- Time Management as Self Management

Module V: Impression Management for Career Enhancement

(2 Hours)

- Meaning & Components of Impression Management
- Impression Management Techniques(Influencing Tactics)
- Impact of Impression Management on Career Planning and Development

Student learning outcomes

- Students develop the ability to identify suitable career options and to create a suitable career plan based on the utilization of the counseling process, assessment tools, and other resources.
- Students will know how to assess their skills, interests and values.
- Students will know how to make informed career choices based on their self- assessment.
- Students will know how to explore relevant career options and build skills pertinent to those of greatest interest.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Organizational Behaviour, Davis, K.
- Hoover, Judith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
- Dressers, David and Cans, Donald: The Study of Human Interaction
- Lapiere, Richard. T – Social Change
- Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.
- Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company
- Smither Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Positive Personal Growth - Course Code: BSU-843

Course Title: Positive Personal Growth

Credit Units: 1

Course Level: UG Level

Course Code: BSU-843

Course Objectives:

- To have a great deal of insight into one's character.
- Understanding of positive emotions
- To explore the dimensions of happiness, well-being, Optimism and hope
- Quick understanding of different situations and grasp new concepts.

Course Contents:

Module I: Positivity in personality

(2 Hours)

- Importance of Positivity in personality
- Positivity Vs. Negativity
- Introspection and personal growth

Module II: Positive Emotions

(2 Hours)

- Understanding positive emotions
- Importance of Positive emotion
- Types and identification of positive emotions (Love, happiness, Contentment, Resilience, etc.)

Module III: Hope, Optimism and Resilience

(2 Hours)

- Positive approach towards future
- Benefits of Positive approach
- Resilience during challenge and loss

Module IV: Application of Positive Emotions

(2 Hours)

- Application of positive emotions in relationships, and organizations
- Creating healthy organizational climate
- Positive emotions enhances performance

Module V: Happiness and Well Being

(2 Hours)

- Concept of Happiness & Well-Being
- Secret of happy mind and healthy life
- Work life balance

Student learning outcomes:

- Students develop the ability to identify and regulate positive emotions for personal and professional excellence .
- Students will know how to develop resilience.
- Students will know how to role of happiness to attain wellbeing.
- Students will know how to nurture personality by positivity.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Raman, A.T. (2003) Knowledge Management: A Resource Book. Excel Books, Delhi.
- Kamalavijayan D. (2005). Information and Knowledge Management Macmillan India Ltd. Delhi



Course structure: Personal and Professional Excellence - Course Code: BSU-943

Course Title: Personal and Professional Excellence

Credit Units: 1

Course Level: UG Level

Course Code: BSU-943

Course Objectives:

- Importance of Personal and Professional excellence
- Inculcating the components of excellence

Course Contents:

Module I: Components of Excellence

(2 Hours)

- Personal Excellence:
 - Identifying long-term choices and goals
 - Uncovering the talent, strength & style
- Analyzing choke points in your personal processes by analysis in area of placements, events, seminars, conference, extracurricular activities, projects etc.

Module II: Managing Personal Effectiveness

(2 Hours)

- Setting goals to maintain focus
- Dimensions of personal effectiveness (self disclosure, openness to feedback and perceptiveness)
- Integration of personal and organizational vision for effectiveness
- A healthy balance of work and play
- Managing Stress creatively and productively

Module III: Personal Success Strategy

(2 Hours)

- Time management
- Handling criticism and interruptions
- Managing difficult people
- Mapping and evaluating the situations
- Identifying long-term goals

Module IV: Personal Positive Growth

(2 Hours)

- Understanding & Developing positive emotions
- Positive approach towards future
- Resilience during loss and challenge

Module V: Professional Success

(2 Hours)

- Building independence & interdependence
- Reducing resistance to change
- Continued reflection (Placements, events, seminars, conferences, projects extracurricular Activities etc.)

Student learning outcomes

- Students develop the ability to identify their strengths and weaknesses.
- Students will know how to assess their skills, interests and values.
- Students will know how to excel in their career choices based on their self- assessment.
- Students will know how to be resilient during loss and challenge

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Organizational Behaviour, Davis, K.
- Hoover, Judith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company



Course structure: Leadership Excellence - Course Code: BSU-1043

Course Title: Leadership Excellence

Credit Units: 1

Course Level: UG Level

Course Code: BSU-1043

Course Objectives:

This course aims to enable students to:

- Understand the concept of Self Leadership and Leadership Excellence
- Understand the leadership Styles in organizations
- Managing conflict within team
- Importance of Healthy Relationship with teams for high performance

Course Contents:

Module: I Self Leadership

(2 Hours)

- Understanding Leadership
- Self-Leadership
- Techniques of Self Leadership
- Self-Leadership Competencies

Module: II Behavioural Communication & Effective Leadership

(2 Hours)

- Importance of Interpersonal Communication
- Rapport Building – NLP, Communication mode
- Steps to improve interpersonal communication
- Meaning and Nature of Behavioural Communication
- Relevance of Behavioural Comm. In Personal and professional Development

Module: III Conflict Management for Leadership Excellence

(2 Hours)

- Meaning and nature of conflicts
- Styles and techniques of conflict management
- Meaning and Negotiation approaches (Traditional and Contemporary)
- Process and strategies of negotiations

Module: IV Interpersonal Relationship Leading Teams

(2 Hours)

- Importance of relationships
- Maintaining healthy relationships
- Communication Styles
- Types of Interpersonal Relationships
- Interpersonal Styles (Personal & Professional)

Module: V Leadership Excellence

(2 Hours)

- Traits of Effective Leader
- SPARKLE Model effective leadership
- Leadership Styles
- Situational Leadership Style for Excellence

Student learning outcomes

- Students develop the ability to identify their leadership skills.
- Students will know how to manage their personal and professional conflicts..
- Students will know how to maintain their healthy interpersonal relationships.
- Students will know how to be develop self-leadership.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Organizational Behaviour, Davis, K.
- Hoover, Judhith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company



AMITY UNIVERSITY
— MADHYA PRADESH —

Model Framework for Programme Structure & Curriculum

Institution: AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

Programme Title: M.A. CLINICAL PSYCHOLOGY

Duration of the program (in yrs): 2 Years

Level – PG

Batch – 2019-2021

Semesters: 4

Programme Mission: To provide excellent education at par with international standards to professionally train students who will become adept at fundamentals of Clinical psychology making careers in clinical psychology and healthcare and rehabilitation. The emphasis of clinical psychology Programme is on the principles of scholarly excellence leading to analytical skills, interdisciplinary collaboration, and wide-ranging humanistic services to focus on preventive and curative approaches to promote Positive Mental Health in Society. Thus, creating Critical Work-Force groomed to provide services in various settings namely, educational institutions, corporate, primary and tertiary health care setting, policy-developing institutes etc.

Programme Description: The MA Clinical Psychology Program assists students to develop the knowledge, skills, and understanding necessary to work as professional psychologist in a wide variety of settings. It also aims at enhancing their understanding of human behaviour, psychopathology and the treatment options. It also aims to make students aware of the evidence based practices in the field of clinical psychology along with key ethical issues. Students get an opportunity to integrate core professional skill and develop a niche for their future clinical practice.

Programme Structure as per prescribed Programme model Framework

Semester I

S.No.	Course Code	Course Title	Course Type	L	T	P	Credit Units
1	PSY-111	Cognitive Psychology	Core Course	2	1	-	3.00
2	PSY-112	Research Methodology in Psychology	Core Course	3	1	-	4.00
3	PSY-113	Personality Theories	Core Course	2	1	-	3.00
4	PSY-114	Philosophical foundations in Psychology	Core Course	2	1	-	3.00
5	PSY-115	Psychopathology – I	Core Course	2	1	-	3.00
6	PSY-116	Clinical Psychology : Concepts, Methods and Issues	Core Course	2	1	-	3.00
7	NOS-117	Observational Study	Core Course	-	-	-	2.00
8	PSY-110	Psychology- Advanced Practical - I	Core Course	-	-	2	2.00
9	BCP 141	Advanced Communication I	Value Added Cours	1	-	-	1.00
10	BSP 143	Behavioural Science – I	Value Added Cours	1	-	-	1.00
11	FLP 144	French	Value Added Course	2	-	-	2.00

Semester II

S.No.	Course Code	Course Title	Course Type	L	T	P	Credit Units
1	PSY-211	Applied Positive Psychology	Core Course	2	1	-	3.00
2	PSY-212	Statistics and Qualitative Analysis	Core Course	3	1	-	4.00
3	PSY-213	Psychological Assessment and Diagnosis	Core Course	2	1	-	3.00
4	PSY-214	Community Mental Health and Rehabilitation	Core Course	2	1	-	3.00
5	PSY-215	Psychopathology – II	Core Course	2	1	-	3.00
6	PSY-210	Psychology- Advanced Practical - II	Core Course	-	-	2	2.00
7	NFW-216	Field work	Non Teaching Credit Course	-	-	-	2.00
9	BCP 241	Advanced Communication II	Value Added Course	1	-	-	1.00
10	BSP 243	Behavioural Science – II	Value Added Course	1	-	-	1.00
11	FLP 244	French	Value Added Course	2	-	-	2.00

Semester III

S.No.	Course Code	Course Title	Course Type	L	T	P	Credit Units
1	PSY-311	Counseling Skills and Techniques	Core Course	2	1	-	3.00
2	PSY-312	Psychopathology - III	Core Course	2	1	-	3.00
3	BCP 341	Advanced Communication III	Value Added Course	1	-	-	1.00
4	BSP 343	Behavioural Science – III	Value Added Course	1	-	-	1.00
5	FLP 344	French	Value Added Course	2	-	-	2.00
6	NTT-315	Treatise	Non Teaching Credit Course	-	-	-	3.00
7	NSP-310	Summer Internship	Non Teaching Credit Course	-	-	-	4.00
PICK ANY FIVE COURSES OF YOUR CHOICE OUT OF THE FOLLOWING COURSES							
8	PSY-313	Positive Interventions in Health	Specialisation Elective Course	2	1	-	3.00
9	PSY-314	New Age Psychological Disorders	Specialisation Elective Course	2	1	-	3.00
10	PSY-315	Developmental Psychopathology	Specialisation Elective Course	2	1	-	3.00
11	PSY-316	Positive Psychotherapy	Specialisation Elective Course	2	1	-	3.00
12	PSY-317	Assessment and Therapies with Children	Specialisation Elective Course	2	1	-	3.00
13	PSY-318	Developmental Psychology: Theory and Practice	Specialisation Elective Course	2	1	-	3.00
14	PSY-319	Understanding Forensic Psychology	Specialisation Elective Course	2	1	-	3.00

Semester IV

S.No.	Course Code	Course Title	Course Type	L	T	P	Credit Units
1	PSY-411	Basics of Neuropsychology	Core Course	2	1	-	3.00
2	PSY-412	Behaviour and Cognitive Therapies	Core Course	2	1	-	3.00
3	BCP 441	Advanced Communication IV	Value Added Course	1	-	-	1.00
4	BSP 443	Behavioural Science – IV	Value Added Course	1	-	-	1.00
5	FLP 444	French	Value Added Course	2	-	-	2.00
6	NMP-410	Dissertation	Non Teaching Credit Course	-	-	-	8.00
PICK ANY SEVEN COURSES OF YOUR CHOICE OUT OF THE FOLLOWING COURSES							
7	PSY-413	Family and Marital Therapy	Specialisation Elective Course	2	1	-	3.00
8	PSY-414	Psychology of Consciousness	Specialisation Elective Course	2	1	-	3.00
9	PSY-415	Emotions and Implications	Specialisation Elective Courses	2	1	-	3.00
10	PSY-416	Psycho-Oncology	Specialisation Elective Course	2	1	-	3.00
11	PSY-417	Neuropsychological Rehabilitation	Specialisation Elective Course	2	1	-	3.00
12	PSY-418	Neuropsychological Assessment	Specialisation Elective Course	2	1	-	3.00
13	PSY-419	Psychodynamic Therapies	Specialisation Elective Course	2	1	-	3.00
14	PSY-410	Spirituality and Positive Growth	Specialisation Elective Course	2	1	-	3.00



Course structure: Cognitive Psychology - Course Code: PSY-111

Course Title: Cognitive Psychology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-111

Course Objectives:

- The Students are able to understand the concept of cognition and its application in cognitive psychology.
- Students develop the cognitive skills in themselves and others.

Pre-requisites: The students must possess fair understanding of cognitive functions of brain

Course Contents/Syllabus:	Weightage
Module I: Historical Background	10%
<ul style="list-style-type: none">• Psychophysical approach• Information processing approach• Ecological Approach• Contemporary Cognitive Psychology Consciousness Processes	
Module II Attention	15%
<ul style="list-style-type: none">• Capacity and Attention• Theories of Attention• Neuropsychological architecture of attention	
Module III Perception	15%
<ul style="list-style-type: none">• Perceptual learning and development• Perception of shape, space and movement• Implicit perception and sensory integration theory• Weiner's theory of attribution.	
Module IV Learning	15%
<ul style="list-style-type: none">• Major types of learning: Classical conditioning, Instrumental conditioning, Verbal learning• Theoretical issues of learning	
Module V : Memory & Forgetting	15%
<ul style="list-style-type: none">• Sensory memory, STM, LTM, Working memory• Metamemory; Semantic & episodic Memory• Models of Semantic knowledge• Theories of forgetting• Mnemonics	
Module VI: Thinking and Concept Formation	15%
<ul style="list-style-type: none">• Concept formation and categorization• Judgment and Decision-making• Reasoning & Problem solving• Creativity	

Module VII: Language Formation	15%
<ul style="list-style-type: none"> • Structure of language and its acquisition • Speech perception • Limitations • Chomsky's Language development theory 	

Student Learning Outcomes:

- Getting theoretically and practically oriented to concepts of attention, perception, memory, learning, thinking, concept formation, language formation.
- Analyze each situation rationally and take decisions better and faster than others.
- Comprehend the role of mental processing in day today life and solving problems.
- Identify the building blocks that enable a student to identify one 's strengths and weaknesses so that they can further help others in doing so.

Pedagogy for Course Delivery:

The teaching would include Lectures, presentations, group discussions, and case studies from relevant areas of study.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

Text:

- Solso, R.L.,(2004), Cognitive Psychology, 6th ed.; Delhi: Pearson Education

References:

- Ittyearh, M., & Broota, K.D. (1983). Inter and Intra Model Processing of Sensory-Specific Information. Perceptual and Motor Skills 56. 507-517
- Mark, L.E. (1978). Unity of the senses. London: Academic Press
- Newell, A., & Simon H. (1972). Human Problem solving; NJ: Prentice Hall.
- Posner, M. (Ed.) (1989). Foundations of cognitive science. London: MIT Press
- Rock, I. (1995). Perception; NY: Scientific American
- Sen, A. (1983). Attention and distraction; ND: Sterling
- Baddeley, A.D. (1997). Human memory; Washington: Psychology Press.
- Crowder, R.G. (1976). Principles of learning and memory; NY: Lawrence Erlbaum.
- Demjber, & Warm, J.S. (1979). Psychology of perception; NY: Holt
- Gardner, H. (1985). The mind's new science: A history of the cognitive resolution; Cambridge Mass: Bert Books
- Sen, A.K. & Pande, P. (Eds.) (1998). Current issues in cognitive psychology, Delhi Campus
- Wilhit, S.C., & Payne, D.E. (1992). Learning and Memory: The Basis of Behaviours; Needham Heights, Mass: Allyn and Bacon



Course structure: Research Methodology in Psychology - Course Code: PSY-112

Course Title: Research Methodology In Psychology

Credit Units: 4

Course Level: PG Level

Course Code: PSY-112

Course Objectives:

- Students will be able to understand the basic principles of Research Methodology.
- To equip students with skills of various methods and techniques for scientific conduct of social science research
- Students will learn and discuss in-detail the sampling, data collection, analysis of data and report writing

Pre-requisites: The students must possess fair understanding of basic concept of research methodology

Course Contents/Syllabus:	Weightage
Module I: Introduction to Research Methodology	15%
<ul style="list-style-type: none">• Introduction to research methodology in social sciences• Objectives of social scientific research• Steps in research(including synopsis and report writing)• Double blind procedures.• Research Design: experimental and Non – experimental, quasi-experimental design, cross- sectional .• Types of research: Experimental research; Survey research; Expost-facto research, Case study and research based on documentation•	
Module II: Problem, Hypotheses and Research Design	15%
<ul style="list-style-type: none">• What is a Research Problem? ,Selecting the Problem ,Necessity of Defining the Problem Technique Involved in• Defining a Problem Hypothesis: definition, concept and types• Research design in exploratory, descriptive and casual research	
Module III: Sampling	20%
<ul style="list-style-type: none">• Concept, definition, Steps in Sampling Design ,Criteria of Selecting a Sampling Procedure• Characteristics of a Good Sample Design ,• Different Types of Sample and Sample Designs	
Module IV: Tools in data collection	20%
<ul style="list-style-type: none">• Case study• Survey• Rating Scale• Observation• Interview• Standardized psychometric tools	
Module V: Reliability, Validity and Tool Construction	20%
<ul style="list-style-type: none">• Concept of reliability and types• Concept of validity and types• Steps in tool construction• Item difficulty, Item discrimination• Norm development	
Module VI: Qualitative Research	10%

- Difference between qualitative and quantitative Research
- In-depth interviewing, case study, Ethnography, grounded theory, focus group, conversation analysis.
- Content analysis and Thematic Analysis

Student Learning Outcomes:

- On completion of the course the student will be able to understand, participate and conduct various steps involved in research.
- Differential understanding of appropriate techniques to be used in various types of scientific research in social sciences.

Pedagogy for Course Delivery: Lecture, Case presentation, Audio-visual

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Texts:

- Kerlinger, F.,(1983), Foundations of Behavioural Research, Surjeet Publications, Delhi

References:

- Katz, and Kahn, (1979). Research in Behavioural Sciences, Methuen, USA
- Smith, Jonathan, A. (Ed.) (2003) – Qualitative Psychology: A Practical Guide to Research Methods, Sage Publications.



Course structure: Personality Theories - Course Code: PSY-113

Course Title: Personality Theories

Credit Units: 3

Course Level: PG Level

Course Code: PSY-113

Course Objectives:

- Students will be able to understand the major theories and traditions related to the study of personality and personal growth.
- Student will be able to clear the underlined themes, methodology and assumption of each theory to enhance understanding of personality and behaviour.

Pre-requisites: The students must possess fair understanding of basic concept of important personality theories

Course Contents	Weightage	
Module I: Introduction to Personality	10%	
<ul style="list-style-type: none"> • Nature of personality theory: Present status • Theory in Broader perspective • Grouping among theories: Different perspectives on personality 		
Module II: The Dispositional Perspective		20%
<ul style="list-style-type: none"> • Type and trait approaches to personality • Allport, Cattell & Eysenck. • Alternative Five factor Model. 		
Module III: Psychoanalytic Approach	20%	
<ul style="list-style-type: none"> • The Freudian Theory of personality • Topographic model, structural model. • Instincts, tension reduction; defense mechanism 		
Module IV: The Neo Analytic Theory		20%
<ul style="list-style-type: none"> • Alfred Adler: Striving for superiority; parental influence on personality development, birth order • Carl Jung: Collective Unconscious • Erik Erikson: Concept of Ego, Stages of Personality Development • Harry Stock Sullivan: Personifications 		
Module V: Humanistic & Phenomenological Perspectives:	15%	
<ul style="list-style-type: none"> • Maslow's Hierarchy of Motives • Existential Psychology 		
Module VI: Behavioural/ Cognitive approach	15%	
<ul style="list-style-type: none"> • Skinnners Radical Behaviours • Albert Bandura's Social-Cognitive theory 		

Student Learning Outcomes:

- Illustrate various theories of personality.
- Develop capability to apply knowledge of personality theories for self and societal growth

Pedagogy for Course Delivery: Lecture, Discussion, Audio Visual Aids, Case study, Psychological Training on personality assessment

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Adams, D.P., (1990), An Introduction to Personality Psychology; New York: Harcourt brace & Javan vich.
- Hall, C.S. & Lindzey, G. (1998), Theories of Personality; New Delhi: Wiley Eastern Ltd.
- Feist, J. (1985), Theories of personality; New York, Holt Rineharat & Winston

References:

- Paranjpe, A.C. (1984), Theoretical Psychology, Meeting of East and West; New York, Penguin Press
- Mairet, P. (1977), Existentialism & Humanism of J.P. Sartre; London, Methuen
- Kuppuswamy, B. (1990), Elements of Ancient Indian Psychology; Delhi: Konark publishers
- Allport, G.W. (1996), Pattern in Growth in Personality; New York: Holt Rinechart & Winton
- McClland, D.C. (1951), Personality; New York: Holt Rinechart & Winston.
- Cambridge, M.A. (1982) The Evolving Self Problem and Process in Human Development; New York: Harvard University Press
- Monte, F.E. (1977) Beneath the Mask-An Introduction to Theories of Personality; New York: Prager.
- Allport, G.W.(1961), Pattern & Growth in personality; New York; Halt
- Hall, G.S. & Lindzey, G.(1985), Theories of Personality (3rd ed.). New Delhi; Wiley Eastern,.
- Eysenck, H.J. (1981), Model of Personality. New York: Springer & Verlog.
- Cattell, R.B. & Klings, P.(1977),The scientific analysis of Personality & Motivation: London Academic Press



Course structure: Philosophical Foundations in Psychology - Course Code: PSY-114

Course Title: Philosophical Foundations in Psychology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-114

Course Objectives:

- Enable students to understand the philosophical background to psychology
- Students will develop discipline from the various schools of philosophy

Pre-requisites: The students must possess fair understanding of concept of Philosophy

Course Contents/Syllabus:	Weightage
Module I - Introduction to Philosophy of Psychology & Indian Philosophy <ul style="list-style-type: none">• Focus on Unus Mundus• Materia Prima, Psyche, Universal Indian Philosophy	20%
Module II- Greek Philosophy & Medieval Philosophy <ul style="list-style-type: none">• Pre-Socratic Philosophers Socrates, Plato and Aristotle• Patristic Philosophy – Focus on Augustine, Scholastic• Philosophy – Focus on Aquinas	20%
Module III Modern Philosophy Including Existential Philosophy & Logic <ul style="list-style-type: none">• Modern Philosophy Including Existential Philosophy Logic	20%
Module IV - Schools of psychology <ul style="list-style-type: none">• Structuralism• Functionalism• Gestalt• Psychoanalysis• Behaviourism	20%
Module V- Forces <ul style="list-style-type: none">• Humanistic• Transpersonal• Spiritual	20%

Student Learning Outcomes:

- Analyzing the history and development of psychology as a discipline through a discussion of various schools in psychology.
- Employing reasoning and logic that further leads to ability to contribute new perspectives to the field.
- Defining the different perspectives of Indian schools of Psychology

Pedagogy for Course Delivery:

The class will be taught using theory and case based method. In addition to assigning the application based teaching through lectures, , tutorial and field assignment .

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Radhakrishnan, S. (2003). Indian Philosophy, Vol. 1 & 2. New Delhi; Oxford University Press.
- Pojman, L. (2002). Philosophy, Quest for Truth. New York; Oxford University Press.

Any other Study Material:

- Sorley, W.R. (1999). A History of Philosophy. New Delhi; Omsons Publications.
- Cunningham, G.W. (1999). Problems of Philosophy. New Delhi; Omsons Publications.
- Angermeier, W.F. (1984). The Evolution Of Operant Learning and Memory, A Comparative Ethological Psychology
- Brennan, J.F., (1982) History of Modern Psychology.



Course structure: Psychopathology-I - Course Code: PSY-115

Course Title: Psychopathology-I

Credit Units: 3

Course Level: PG Level

Course Code: PSY-115

Course Objectives:

- The students will understand signs and symptoms of psychopathology.
- Students will be able to assess the symptoms, nature, causes and dysfunctions associated with these disorders and discuss the intervention programs with regard to the goals of therapy. It also discusses new age psychological disorders.

Pre-requisites: The students must possess fair understanding of classification of disorders

Course Contents / Syllabus:	Weightage
Module I Introduction to Psychopathology	20%
Concept and History of mental illness, Terms and concepts used in Psychopathology, Description of Symptoms and Signs, Organizing principles of classification (Organic and functional; Neurosis and Psychosis; Categories, dimensions, and multiple axes; Hierarchies of diagnosis; Comorbidity), Current Psychiatric Classifications, i.e., DSM-V & ICD-10.	
Module II Anxiety disorders	20%
Classification of anxiety disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment <ul style="list-style-type: none"> • Generalized Anxiety Disorder and Social Anxiety Disorder (Social Phobia) and specific phobias, Panic Disorder, Panic Attack and Agoraphobia 	
Module III Schizophrenia spectrum and other psychotic disorders	20%
Classification of psychotic disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment <ul style="list-style-type: none"> • Schizophrenia, Schizoaffective Disorder, Catatonia, Schizophreniform Disorder, Schizotypal (Personality) Disorder, Delusional Disorder, Brief Psychotic Disorder 	
Module IV Depressive disorders	20%
Classification of Depressive disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment <ul style="list-style-type: none"> • Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia), Premenstrual Dysphoric Disorder 	
Module V Bipolar and related disorders	10 %
Classification of Bipolar disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment <ul style="list-style-type: none"> • Bipolar I Disorder, Bipolar II Disorder, Cyclothymic Disorder 	
Module VI New Age Psychological Disorders	10%
Skin Picking, Temper tantrums, Hoarding disorder, Gambling disorders, Internet Gaming Disorder	

Student Learning Outcomes:

- Identify different types of anxiety and mood disorders, their clinical picture and management
- Analyse Impact of socio-occupational & personal functioning.
- Formulate the case with the help of psychological testing.
- Plan Therapeutic programs for management based on goals of therapy

Pedagogy for Course Delivery:

- Theory classes using lecture & discussion mode
- Power point presentations including videos
- Assigning students task of collecting researches/case studies relevant to each topic in current times & then

having an interaction based discussion in the class

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

- Carson, R.C., Butcher, J.N. & Coleman, J.C. (1988). Abnormal psychology and modern life (8th ed.). Glenview, Illinois: Scott, Foreman & Co.
- Carr, A. (2001). Abnormal Psychology. Psychology Press.
- Davison, G.C., & Neale, J.M. (1986). Abnormal psychology: An experimental clinical approach. New York: John Wiley & Sons.
- Eysenck, H.J. (2005). Handbook of Abnormal Psychology. Pitman Medical Publishing Co. Ltd., London.
- Griez, Eric J. L., Faravelli, Carlo, Nutt David & Zohar Joseph (2002) – Anxiety Disorders – An Introduction to Clinical Management and Research, John Willey & Sons Inc, USA.



Course structure: Clinical Psychology: Concepts, Methods & Issues - Course Code: PSY-116

Course Title: Clinical Psychology: Concepts, Methods & Issues

Credit Units: 3

Course Level: PG Level

Course Code: PSY-116

Course Objectives:

- The purpose of this course is to acclimatize students with the field of clinical psychology.
- Students will be able to understand the concepts, methods and issues that are pertinent to the clinical psychology.

Pre-requisites: The students must possess fair understanding of clinical psychology and assessments

Course Contents / Syllabus	Weightage
Module I Clinical Psychology: An Introduction	20%
<ul style="list-style-type: none"> • Definition of clinical psychology • Relation to mental health professions • Clinical Psychology as a helping profession • Activities of clinical psychologists • Clinical psychology training programs • Women in clinical psychology 	
Module II Historical overview of clinical psychology	20%
<ul style="list-style-type: none"> • Historical roots • Diagnosis & assessment • Interventions: advent of the modern era, between the war, World War-II and beyond • Research: Beginning, modern era, between era, world war-II 	
Module III Clinical Assessment	20%
<ul style="list-style-type: none"> • Assessment in clinical psychology • Interview techniques • Varieties of interviews • Art and science of interviewing • Assessment of intelligence and personality 	
Module IV Research methods in clinical psychology	10%
<ul style="list-style-type: none"> • Introduction to research • Methods • Statistical vs practical significance • Research & ethics 	
Module V Current issues in clinical psychology	20%
<ul style="list-style-type: none"> • Models of training in clinical psychology • Professional regulation • Private practice • Cost of health care • Prescription privileges • Technological innovations • Status of clinical psychology in Indian context 	
Module VI Ethical Standards in clinical psychology	10%
<ul style="list-style-type: none"> • Ethics, Code of Conduct in the field of Clinical Psychology 	

Student Learning Outcomes:

The students on completion of this course,

- Recognize concepts and historical events that have shaped the field of clinical psychology.
- Acquire basic understanding of assessment, research methods and issues in relation to clinical psychology.
- Appraise field of clinical psychology.
- Develop interest in the field of clinical psychology

Pedagogy for Course Delivery:

- The class will be taught using theory and case based method. In addition to assigning the case studies, the course instructor will spend considerable time in understanding the concept of innovation through the eyes of the consumer. The instructor will cover the ways to think innovatively liberally using thinking techniques.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

- Korchin, S.J. (1986). Modern Clinical Psychology; New York: Harper/ Delhi: C behavioural Science Publications
- Hecker, J.E., & Thorpe, G.L. (2005). Introduction to clinical psychology: Science, practice, and ethics (Low Price Edition). Delhi: Pearson Education.
- Pomerantz, A.M. (2008). Clinical Psychology: Science, practice, and culture. Sage Publications: New Delhi
- Trull, T.J., & Phares, E.J. (2001). Clinical psychology: Concepts, methods, and profession (6th Ed.). Belmont, CA: Wadsworth/Thomson Learning
- Gelder, M., Sath, D., Mayou, R., Oxford Text Book of Psychiatry. Oxford University Press, Oxford, 1983



Course structure: Psychology Advanced Practical – I - Course Code: PSY-110

Course Title: Psychology Advanced Practical – I

Credit Units: 2

Course Level: PG Level

Course Code: PSY-110

Course Objectives:

- This course will provide each student with an exposure to the general concepts of psychology through experimentation and testing.
- Every student is expected to perform and write any 6 practical's each out of the following options

Pre-requisites: The students must possess fair understanding of psychological assessment tools

Course Contents/Syllabus:

List of Experiment	Weightage
<ul style="list-style-type: none">• Personality Assessment NEO-PI• WAPIS• Employee Motivation Scale• Advanced Progressive Matrices (APM)• Personal Value Questionnaire• Job Satisfaction Scale• Practicing Wisdom Scale• Sentence Completion Test	100%

Student Learning Outcomes:

- Ability to administer, analyze and interpret results from various psychological tools.
- Expanded knowledge of various assessment procedures

Pedagogy for Course Delivery:

The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Lab/Practical Assessment:

Continuous Assessment/Internal Assessment			End Term Examination
Components	Practical File	Attendance	
Weightage (%)	25%	5%	70%



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Observational Study - Course Code: NOS-117

Course Title: Observational Study

Credit Units: 2

Course Level: PG Level

Course Code: NOS-117

Course Objectives:

- To enable the students with the practical exposure in the area of mental health, this in turn will be the pathway to their personal and professional training.
- To develop skill to establish therapeutic communication with the psychiatric/ non psychiatric population.
- To be able to use psychological theoretical knowledge in to clinical settings.
- To be able to develop report writing skills.

Duration: Four Months (Aug. – Nov.)

Methodology:

Students get opportunity in clinical Institutes e.g. Mental Hospital, NGOs and clinics. They will be guided by an internal and external supervisor. Students will submit at least one case study at the end of semester.

Examination Scheme:

Internal Faculty Interaction	20 Marks
Feedback from External Supervisor	20 Marks
Viva Voce	30 Marks
Report Writing	30 Marks
Total	100 Marks



Course structure: Applied Positive Psychology - Course Code: PSY-211

Course Title: Applied Positive Psychology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-211

Course Objectives:

- To enable students to understand in depth, the theory and research related to Positive Psychology
- To equip students with skills to develop the use of different aspects of Positive Psychology in themselves and others in everyday life.

Pre-requisites: The students must possess fair understanding of historical background and perspective of positive psychology

Course Contents/Syllabus:	Weightage
Module I Introduction to Positive Psychology	20%
Historical back ground, Various Perspectives, Basic Concepts	
Module II Psychological Testing in Positive Psychology	20%
Importance of assessment in positive psychology Ethical Issues Areas of Assessment (Optimism, Life Satisfaction, Gratitude, Happiness, Strength, Motivation, Close relationships, Attachment	
Module III Research Methods and Evaluation	20%
Descriptors/Topics Assessment of positive emotions, character strengths, and meaning in life. Reliability and Validity	
Module IV Approaches in Individual and Positive Psychology	20%
Emotion-Focused Approaches Self- Based/Narrative Approaches Behavioural Approaches Cognitive Approaches Interpersonal Approach	
Module V Positive Interventions	20%
Theoretical, empirical, and experiential nature of positive interventions.	

Student Learning Outcomes:

- o Develop insight into the traits, virtues, motives to facilitate happiness.
- o Understanding basic principles and terminologies in positive psychology.
- o Apply experimental nature of positive interventions

Pedagogy for Course Delivery: The class will be taught using theory and case based method. In addition to assigning the case studies, the course instructor will create learning environments that encourage positive social interaction, active engagement in learning, interventions and self- motivation so that the students recognize, participate in, and contribute to positive psychology in professional domains.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Goleman & Daniel, Emotional Intelligence
- C. R. Snyder, Shane J. Lopez, The Handbook of Positive Psychology
- C. R. Snyder, Shane J. Lopez, Positive Psychology: The Scientific and Practical Explorations of Human Strengths
- Rich Gilman, Michael Furlong, E. Scott Huebner, A Handbook of Positive Psychology in Schools
- Ilona Boniwell, Positive Psychology in a Nutshell
- Seligman Martin : Authentic Happiness
- Frankl, Victor : Man’s search for meaning
- Positive Psychology: Baumgardner and Crothers



Course structure: Statistics & Qualitative Analysis - Course Code: PSY-212

Course Title: Statistics & Qualitative Analysis

Credit Units: 4

Course Level: PG Level

Course Code: PSY-212

Course Objectives:

- Students will understand basic concepts of statistics and qualitative techniques as applied to psychology.
- Students will be able to understand the basic principles of Research Methodology.
- To equip students with skills of various methods and techniques for scientific conduct of research in psychology

Pre-requisites: The students must possess fair understanding of concept of statistics and research

Course Contents/Syllabus:	Weightage	
Module I: Introduction	20%	
Data: definition, nature, characteristics and analysis of data Parametric and non-parametric statistics and tests (Chi square) Descriptive statistics and inferential statistics Quantitative and Qualitative data analysis		
Module II: Hypothesis testing		20%
t test, one way and two-way ANOVA		
Module III: Correlation	20%	
Meaning, types: parametric, non-parametric and special correlation (Phi Co-efficient)		
Module IV: Regression	20%	
Meaning, types: simple linear and hierarchical correlation		
Module V: Introduction to Qualitative analysis	20%	
Content analysis, narrative analysis, grounded theory		

Student Learning Outcomes:

- Analyze the basic concept of statistics in psychology
- Explore parametric and non parametric statistical analysis
- Illustrate hypothesis testing
- Apply qualitative data analysis

Pedagogy for Course Delivery: Lecture, Discussion, Audio Visual Aids

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

Garrett, H. E. Statistics in Psychology and Education. India: Cosmo Publication

Bear, G., King, & Minium, E. W. (1970). Statistical Reasoning In Psychology And Education. India

Strauss, A.L. (1987). Qualitative Analysis for Social Scientists. Cambridge University Press



Course structure: Psychological Assessment & Diagnosis - Course Code: PSY-213

Course Title: Psychological Assessment & Diagnosis

Credit Units: 3

Course Level: PG Level

Course Code: PSY-213

Course Objectives:

- The course teaches the students about the objectives, characteristics and wide ranging effects of psychological testing.
- Students will be able to understand the various testing methodologies and outlines capabilities and limitations of these testing methods.

Pre-requisites: The students must possess fair understanding of psychometric testing

Course Contents/Syllabus:	Weightage
Module I Introduction	25%
Purpose of testing, types of test used, Bias & Fairness Ethical Issues in Psychological Testing Overview of Tests Norms, Scoring Interpretation and Report Writings Issues in measurement Emerging trends of online testing	
Module II Cognitive functions and their assessment	20%
Concept of Attention, Knox Cube Test PGI Memory Scale Cognitive Style Inventory Intelligence Tests Bhatia Battery Weschler's Adult Performance Intelligence Scale Raven's Progressive Matrices	
Module III Personality and Interpersonal Adjustment	20%
Cattell's 16 Personality Factor Inventory California Q-Sort Tests Myers Briggs Type Indicator (MBTI) Minnesota Multiphasic Personality Inventory EPQ (R)	
Module IV Aptitude Tests	10%
Introduction to Interest Inventories Differential Aptitude Test	
Module V Projective Tests	25%
Introduction to projective test Sentence Completion Test Thematic Apperception Test Rorschach Inkblot Test	

Student Learning Outcomes:

- Develop capabilities of assessment of tools, methodologies and testing procedures.
- Demonstrate ability to handle ethical concerns surrounding psychological testing
- Apply the learning of test conduction and report generation in real life setting

- Demonstrate the ability to handle psychological assessment

Pedagogy for Course Delivery: The course would be an eclectic mix of theory and administration of psychometric tools. The theory of tool development would be followed by applications of the tools in various testing scenarios.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

Freeman, F. S., (1965), Theory and Practice of Psychological Testing; New Delhi: Oxford & IBTT.

References:

- Jackson C., (1998), Understanding Psychological Testing; Jaico Publishing House.
- Anastasi A. & Urbina S. (2000), Psychological Testing, 7th Edition; Person Education (Singapore) Pte. Ltd.,
- Guilford J.P.: Psychometric Methods.



Course structure: Community Mental Health & Rehabilitation - Course Code: PSY-214

Course Title: Community Mental Health & Rehabilitation

Credit Units: 3

Course Level: PG Level

Course Code: PSY-214

Course Objectives:

- The course will deal with community mental health aspects related to preventive approach, therapeutic community and rehabilitation measures which deal in detail about how to get a mentally ill person gradually on the road to recovery step by step.
- Students will be able to understand the Community-based Rehabilitation in detail

Pre-requisites: The students must possess fair understanding of basic concept of rehabilitation

Course Contents / Syllabus	Weightage
Module I Introduction	20%
<ul style="list-style-type: none">• Concept, evolution and current issues in community mental health• Community mental health movement in India• Definition of rehabilitation• Overview of the profession• Professional role and functions in rehabilitation	
Module II Community Mental Health and Related Field	15%
<ul style="list-style-type: none">• Community mental health and its relation to psychiatry, clinical psychology, community psychiatry and community psychology.	
Module III Models of Community Mental health	20%
<ul style="list-style-type: none">• Community mental health: models, current concepts of positive mental health; community resources in mental health; new perspectives in mental patient care, DMHP, NPHP.	
Module IV Psychological Assessment	15%
<ul style="list-style-type: none">• Importance of assessment, Assessment in disability• Assessment of psychopathology• Assessment of work functioning• Assessment of daily functioning	
Module V Community-based Rehabilitation	15%
<ul style="list-style-type: none">• Definition, goals and objectives• Key principles of CBR• Primary, secondary and tertiary prevention• Community issues	
Module V: Rehabilitation Facilities and Programmes	15%
<ul style="list-style-type: none">• Rehabilitation programmes- institutional treatment; halfway homes, day care centers and sheltered workshop	

Student Learning Outcomes:

- Explain various models of rehabilitation.
- Appraise working with communities and how to deal with mental disorders that arise in the community.
- Analyze rehabilitation measures that could be taken up to completely integrate a mentally sick person back into community.

Pedagogy for Course Delivery: Lectures, Presentations, & Group Discussions

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

- Koch, Hugh C.H. (Ed.) (1986). Community Clinical Psychology. Croon Helm, London.
- Leon George De' (2000) Therapeutic Community: Theory, Model and Methods. Springer Pub. Co.
- Mosher Loren R, Burti Lorenzo, (1994), Community Mental Health: A Practical Guide. W.W Norton & CO.



Course structure: Psychopathology-II - Course Code: PSY-215

Course Title: Psychopathology-II

Credit Units: 3

Course Level: PG Level

Course Code: PSY-215

Course Objectives:

- The students will learn about the psychological disorders and also make them clear about classification of these disorders, help them to arrive at a correct diagnosis based on two major classification systems, DSM-V and ICD-10 and learn about symptoms of specific disorders.
- Students will also understand the differential diagnosis of the disorders

Pre-requisites: The students must possess fair understanding of abnormal and clinical psychology

Course Contents / Syllabus:	Weightage
Module I Obsessive-compulsive and related disorders	20%
Classification of Obsessive- Compulsive disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Obsessive-Compulsive Disorder, Body Dysmorphic Disorder, and Trichotillomania	
Module II Dissociative disorders	20%
Classification of dissociative disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Dissociative Identity Disorder, Dissociative Amnesia, and Depersonalization/Derealization Disorder	
Module III Somatic symptom disorders	20%
Classification of somatic disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Illness Anxiety Disorder, Conversion Disorder (Functional Neurological Symptom Disorder), Psychological Factors Affecting Other Medical Conditions, Factitious Disorder	
Module IV Trauma- and stressor-related disorders	20%
Classification of the disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Posttraumatic Stress Disorder, Acute Stress Disorder, and Adjustment Disorders	
Module V Eating disorders	20%
Classification of Eating disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Anorexia Nervosa and Bulimia Nervosa	

Student Learning Outcomes:

- Classify the psychological disorders and arrive at a correct diagnosis based on two major classification systems.
- Identify symptoms of specific disorders.
- Formulate the cases
- Plan the therapeutic interventions.

Pedagogy for Course Delivery:

- The class will be taught using theory and case studies method. In addition, students will be trained to write case histories and mental status examination for the disorders. In Class discussions, they will be help to differentially diagnose the cases.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Ahuja, N. A Short Textbook of Psychiatry. Jaypee Brothers.; N. Delhi.
- Gelder, M. et al, (2001), Short Oxford Test Book of Psychiatry (Fifth edition), Oxford University Press, New York.
- Haddock, G. Cognitive behaioural interventions with psychotic disorders. Routledge.
- Sadock, B.J. Kaplan & Sadock's synopsis of psychiatry. Lippincott William
- Tasman, A. Psychiatry, Vol.1& 2. Jonh Wiley
- Vyas, J. N. Textbook of postgraduate psychiatry, Vol 1& 2. Jaypee Brothers



Course structure: Psychology-Advanced Practical II - Course Code: PSY-210

Course Title: Psychology-Advanced Practical II

Credit Units: 2

Course Level: PG Level

Course Code: PSY-210

Course Objectives:

- This course will provide each student with an exposure to the general concepts of psychology through experimentation and testing. Every student is expected to perform and write any 6 practical's each out of the following options

Pre-requisites: The students must possess fair understanding of psychometric testing and scoring

Course Contents/Syllabus:

List of Experiment	Weightage
<ul style="list-style-type: none"> • MBTI • Eysenck's Personality Questionnaire-R (EPQ-R) • TAT • Comprehensive Interest Inventory • Organization Climate Inventory • Rorschach Inkblot Test • Leadership Preference Scale • Bell's Adjustment Inventory 	100%

Student Learning Outcomes:

- Ability to administer, analyze and interpret results from various psychological tools.
- Expanded knowledge of various assessment procedures

Pedagogy for Course Delivery: The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
30%	70%	100%

Lab/Practical Assessment:

Continuous Assessment/Internal Assessment			End Term Examination
Components (Drop down)	Practical File	Attendance	
Weightage (%)	25%	5%	70%



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Field Work - Course Code: NFW-216

Course Title: Field Work

Credit Units: 2

Course Level: PG Level

Course Code: NFW-216

Course Objective:

- To enable the students with the practical exposure in their core area of interest (Corporate Sector, NGOs, Hospitals etc.), which in turn will be the pathway to their personal and professional training.
- It will also help students to develop report writing skills.

Duration: Four Months (Jan. - April)

Methodology:

Students get opportunity in diversified Institutes e.g. Corporate Sector, Schools, NGOs and Hospitals. They will be guided by an internal and external supervisor. Students will submit their reports after **90 Hrs of Fieldwork (15 days × 6hrs per day)** with their supervised daily reporting, at the end of the academic year. **The days for fieldwork are Friday & Saturday.** The student will submit the Log Sheet to their internal supervisor on every Monday.

Examination Scheme:

Internal Faculty Interaction	20 Marks
Feedback from External Supervisor	20 Marks
Viva Voce	30 Marks
Report Writing	30 Marks
Total	100 Marks



Course structure: Counselling Skills and Techniques - Course Code: PSY-311

Course Title: Counselling Skills and Techniques

Credit Units: 3

Course Level: PG Level

Course Code: PSY-311

Course Objectives:

- The student will be introduced to the various techniques and strategies to enable better socio occupational and personal adaptation of their clients and also the skills one needs to inculcate in the process.
- Students will familiarize the students to apply this learning in professional setting.
- This course is an examination of the theoretical perspectives as well as practical prerequisites to function in the field of psychology as a mental health professional.

Pre-requisites: The students must possess fair understanding of major psychotherapies

Course Contents/Syllabus:	Weightage
Module I : Introduction to Counselling & Counsellor as a Person	10%
<ul style="list-style-type: none"> • Concept of Counselling • History & Recent Trends in Counselling & Guidance • Skills of a counselor: listening, questioning & feedback • Five Stage Model of Counselling 	
Module II : Psychodynamic-Humanistic-Gestalt Approaches to Counseling.	20%
<ul style="list-style-type: none"> • Psychoanalysis & Adlerian Counselling • Humanistic & Existential Counselling • Gestalt Counselling • Practice & Applications 	
Module III : Cognitive Behavioral Approaches to Counselling	25%
<ul style="list-style-type: none"> • Behavioral Counselling • Cognitive Counselling • Reality oriented Counselling • Rational Emotive Behavioral Therapy • Practice & Applications 	
Module IV : Systemic Approaches to Counselling	20%
<ul style="list-style-type: none"> • Behavioral Family Counselling • Structural Family Counselling • Strategic Family Counselling • Experiential Family Counselling • Practice & Application 	
Module V : Brief Counselling Interventions	15%
<ul style="list-style-type: none"> • Solution Focused Counselling • Narrative Counselling • Crisis Counselling • Group Counselling • Practice & Application 	
Module VI: Professional Issues	10%

- Ethical Issues in Counselling
- Legal Issues in Counselling

Student Learning Outcomes:

- Acquire knowledge about strategies of counseling
- Develop skills and qualities to be an effective counselor
- Enhance their understanding of practical applications of the skills and techniques

Pedagogy: The class will be taught using theory and power point presentations. Class discussions will focus on students discussing their perspectives to current problems in the society.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

Feltham C. & Horton, I. (2000). Handbook of Counseling and Psychotherapy.

Kohler, J. A. & Shepard, D. S. (2008). Counseling: Theories and Practice. US: Brooks/ Cole-Cengage Learning.

References:

McLeod, J. (2003). An Introduction to Counseling.

Patterson, J. V. & Nisenholz, B. (1999). Orientation to counseling (4th edition). USA: Allyn and Bacon.

Welfel, E.R & Patterson, L.E. (2005). The Counseling Process – A Multi-theoretical integrative approach. N.Delhi: Cengage Learning India Pvt. Ltd. (6th edition).

Wolfe, R. and Dryden, W. (1998). Handbook of Counseling Psychology.



Course structure: Psychopathology-III - Course Code: PSY-312

Course Title: Psychopathology-III

Credit Units: 3

Course Level: PG Level

Course Code: PSY-312

Course Objectives:

- The students will understand of different types of sleeping, sexual and impulse control disorders and assess the symptoms, nature, causes and dysfunctions associated with these disorders.
- Students will also understand the intervention programs with regard to the goals of therapy and demonstrate an understanding of different substances and their differential impact on physical & psychological health.

Pre-requisites: The students must possess fair understanding of psychopathology –I & II

Course Contents / Syllabus:	Weightage
Module I Personality disorders	20 %
Classification of Personality disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Cluster A, B , and C	
Module II Sexual dysfunctions	20 %
Phases of Sexual cycle. Classification of Sexual Dysfunctions as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, and treatment. Delayed Ejaculation, Erectile Disorder, Female Orgasmic Disorder, Female Sexual Interest/Arousal Disorder, Genito-Pelvic Pain/Penetration Disorder, Male Hypoactive Sexual Desire Disorder, and Premature (Early) Ejaculation	
Module III Gender dysphoria & Paraphillias	10 %
Classification of gender related disorders and Paraphillias as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Gender dysphoria, Voyeuristic Disorder, Exhibitionistic Disorder, Frotteuristic Disorder, Sexual Masochism Disorder, Sexual Sadism Disorder, Pedophilic Disorder, Fetishistic Disorder, Transvestic Disorder	
Module IV Substance Related and Addictive Disorders	20 %
Classification of substance related and addictive disorders disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Intoxication, abuse, dependence, and withdrawal	
Module V Sleep-wake disorders	15 %
Stages of Sleep. Classification of sleeping disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, and treatment Dyssomnias and Parasomnias	
Module VI Disruptive, impulse control disorders	15 %
Classification of the disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Intermittent Explosive Disorder, Antisocial Personality Disorder, Pyromania, and Kleptomania	

Student Learning Outcomes:

- Identify different types of sleeping, sexual and impulse control disorders, their clinical picture and management
- Explain substances & associated terminology with substance use disorders
- Review impact of socio-occupational & personal functioning

- Plan therapeutic programs for management based on goals of therapy

Pedagogy for Course Delivery:

- Theory classes using lecture & discussion mode
- Power point presentations including videos
- Assigning students task of collecting researches/case studies relevant to each topic in current times & then having an interaction based discussion in the class

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Ahuja, N.A Short Textbook of Psychiatry. Jaypee Brothers.; N. Delhi.
- Freedman, A.M., Kaplan, H.I. and Sadock, B.J. (1989). Comprehensive Text Book of Psychiatry (IIIrd Edition) Vol. 1.2. William and Wilkins, Batrimore, London.
- Gelder, M. et al, (2001), Short Oxford Test Book of Psychiatry (Fifth edition), Oxford University Press, New York
- Poceta, J. & Mitler, M. (1998); Sleep Disorders, Humana Press, New Jersey.
- Sadock, B.J. Kaplan & Sadock's synopsis of psychiatry. Lippincott William
- Vyas, J. N. Textbook of postgraduate psychiatry. Vol 1& 2. Jaypee Brothers



Course structure: Positive Interventions in Health - Course Code: PSY-313

Course Title: Positive Interventions in Health

Credit Units: 3

Course Level: PG Level

Course Code: PSY-313

Course Objectives:

- Students will able to understand the applications of positive psychology in intervention designing and administration.
- To Develop an ability to perform need analysis for interventions
- Students will able to develop the skills to design content and deliver trainings/interventions based in positive psychology
- Help students establish the relationship between positive living and health

Pre-requisites: The students must possess fair understanding of positive psychology

Course Contents/Syllabus:	Weightage
Module I Module I: Positive Psychology and Health	20%
<ul style="list-style-type: none"> • Psychological Health and Well being • Character Strengths and Virtues in relation to health • Positive Psychology and Organizational Enhancement 	
Module II Designing Interventions	
<ul style="list-style-type: none"> • Need analysis • Content development • Skills of positive interventionist 	15%
Module III Gratitude Intervention	15%
<ul style="list-style-type: none"> • How to measure gratitude • Findings in gratitude research • Gratitude interventions for children and adults 	
Module IV Empathy Interventions	15%
<ul style="list-style-type: none"> • What is empathy • Measurement of empathy • Empathy interventions 	
Module V Enhancing flow and Engagement	15%
<ul style="list-style-type: none"> • Research on flow and productivity • Interventions to enhance flow • Introductory activities to mindfulness 	
Module VI: Issues in Positive Interventions	20%
<ul style="list-style-type: none"> • Role of culture ,race and ethnicity • Person-activity fit • Ethical Practices in promoting positive psychology 	

Student Learning Outcomes:

- Illustrate the use of various positive psychological constructs in everyday life.
- Skills to perform need analysis, design content and deliver trainings in positive psychology
- Developed the link between positive living and health.

Pedagogy for Course Delivery: Lecture, Discussion, Tool administration, Audio Visual Aids

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Aracia Parks (2014) Positive Psychological Interventions
- Stewart I. Donaldson, Mihaly Csikszentmihalyi, Jeanne Nakamura(2011) Applied Positive Psychology: Improving Everyday Life, Health, Schools, Work, and Society (Applied Psychology Seriesby
- Robert Biswas-Diener(2010)Practicing Positive Psychology Coaching: Assessment, Activities and Strategies for Success



Course structure: New Age Psychological Disorders - Course Code: PSY-314

Course Title: New Age Psychological Disorders

Credit Units: 3

Course Level: PG Level

Course Code: PSY-314

Course Objectives:

- Help the students to learn about the new psychological disorders and also make them clear about classification of these disorders,
- Students will able to attain at a correct diagnosis based on two major classification systems, DSM-V and ICD-10 and to make them learn about symptoms of new specific disorders.

Pre-requisites: The students must possess fair understanding of Abnormal Psychology

Course Contents / Syllabus	Weightage
Module I Introduction of DSM-V	20%
Objective, approach, and History of DSM. Sections I: Basics Organizational Structure Section II: Diagnostic criteria and codes Section III: Emerging measures and models	
Module II Approaches	15%
Differences between DSM-IV & DSM-V, Comparison of DSM-V & ICD-10	
Module III New additions in DSM-V-I	15%
Tobacco Use Disorder, Temper Tantrums, Internet Gaming Disorder/Internet Addiction,	
Module IV New additions in DSM-V-II	15%
Binge-Eating Disorder and Somatic Symptom Disorder	
Module V New additions in DSM-V-III	20%
Gambling Disorder, Excoriation (Skin-Picking) Disorder, Hoarding Disorder	
Module VI Conditions for further study	15%
<i>These conditions and criteria are set forth to encourage future research and are not meant for clinical use.</i> <ul style="list-style-type: none"> • Attenuated psychosis syndrome • Depressive episodes with short-duration hypomania • Persistent complex bereavement disorder • Caffeine use disorder • Internet gaming disorder • Neurobehavioral disorder associated with prenatal alcohol exposure • Suicidal behavior disorder • Non-suicidal self-injury¹ 	

Student Learning Outcomes:

- Appraise new psychological disorders critically
- Classify these disorders, and arrive at a correct diagnosis based on two major classification systems.
- Apply societal and cultural issues in understanding of these disorders.

Pedagogy for Course Delivery:

- The class will be taught using theory and case studies method. In addition, students will be trained to write case histories and mental status examination for the disorders. In Class discussions, they will be help to differentially diagnose the cases.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

- Ahuja, N. A Short Textbook of Psychiatry. Jaypee Brothers.; N. Delhi.
- Freedman, A.M., Kaplan, H.I. and Sadock, B.J. (1989). Comprehensive Text Book of Psychiatry (IIIrd Edition) Vol. 1.2. William and Wilkins, Batrmore, London.
- Haddock, G. Cognitive behavioural interventions with psychotic disorders. Routledge.
- Sadock, B.J. Kaplan & Sadock's synopsis of psychiatry. Lippincott William



Course structure: Developmental Psychopathology - Course Code: PSY-315

Course Title: Developmental Psychopathology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-315

Course Objectives:

- Students will aware of the nature of different psychological disorders of childhood.
- Help the students to understand about the diagnostic Classification in Childhood Disorders, clinical psychopathology, & management.

Pre-requisites: The students must possess fair understanding of psychopathology and abnormal psychology

Course Contents/Syllabus:	Weightage
Module I: Introduction to Psychopathology	15%
Normal development, common problems during normal development phase, Etiology/Risk factors of psychopathology	
Module II: Classification of psychiatric disorders	15%
Classification of psychiatric disorders in children and adolescents(ICD-10 & DSM-V), epidemiology,	
Module III: Psychopathology of Childhood Disorders: Clinical Picture, assessment and intervention	20%
Intellectual Disability, Specific Learning Disorders (Reading disorder, Spelling Disorder, disorder of written expression, Arithmetical Disorder), Pervasive Developmental Disorders (Autism, Asperger’s Disorder, Rett’s Disorder, Childhood Disintegrative Disorder, PDD NOS), Specific Speech & Language Disorders	
Module IV: Externalizing Disorders	15 %
Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorders (ODD), Conduct Disorder (CD), Alcohol and Substance Use Disorders, Juvenile Delinquency	
Module V : Internalizing Disorders	15%
Anxiety Disorder (Separation Anxiety Disorder, Social Phobia, Selective Mutism, Obsessive Compulsive Disorders) Depressive Disorders, Suicide and Injurious Behavior	
Module VI : Other psychological disorders	20%
Bipolar Affective Disorder, Psychotic Disorders, Eating Disorders, Bowel & Bladder Control Disorders, Sleep and Movement Disorders, Obesity, Selective Mutism, Tourette’s & Tic Disorder,	

Student Learning Outcomes:

On completion of the course the student will be able to:

- Analyze the basic causes, symptoms and treatments of childhood disorders.
- Classify the disorders.
- Demonstrate competencies to accurately diagnosis pathology as well to select, administer, and interpret appropriate comprehensive assessments with an awareness of cultural bias in their implementation and interpretation.

Pedagogy for Course Delivery:

- Lecture
- Presentation

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

- Batchelor IPC, (1975). Henderson and Gillespie's Textbook of psychiatry (10th edition) Oxford University Press, London
- Cohen, Nancy. C. - Language Impairment & Psychopathology in infants, children and adolescents, Vol. 45, Developmental Clinical Psychology & Psychiatry. Sage Publications.
- Freedman, A.M., Kaplan, H.I. and Sadock, B.J. (1989). Comprehensive Text Book of Psychiatry (IIIrd Edition) Vol. 1.2. William and Wilkins, Baltimore, London
- Gelder, M. et al, (2001), Short Oxford Text Book of Psychiatry, Oxford University Press, New York
- Kazdin, A.E., (1995). Conduct Disorders in Childhood and Adolescence, (2nd Edition), Sage Publication, New Delhi
- Willmshurst, Linda (2004), Child & Adolescent Psychopathology: A Case Book; Sage Publications Inc.



Course structure: Positive Psychotherapy - Course Code: PSY-316

Course Title: Positive Psychotherapy

Credit Units: 3

Course Level: PG Level

Course Code: PSY-316

Course Objectives:

- The students will understand concepts of Positive Psychology, theoretical back ground & different sub-concepts coming under positive psychology.
- Students will be equipped with the various techniques of Positive Psychotherapy.

Pre-requisites: The students must possess fair understanding of positive psychology and psychopathology

Course Contents / Syllabus:	Weightage	
Module- I: Introduction to Positive Psychology	15 %	
Theoretical perspectives behind Positive Psychology: Assumptions of Positive Psychology Seligman's theory of happiness Three domains of happiness: The pleasant life, The engaged life, and The meaningful life		
Module- II: Historical Back ground		20 %
Historical development Prof. Nossrat Peseschkian, Martin E. P. Seligman, & Tayyab Rashid.		
Module-III: Introduction to positive Psychotherapy (PPT)	15 %	
Assumptions, goals and objectives Difference between CBT and PPT The Balance Model Three Basic Principles of Positive Psychotherapy : Hope, balance, and consultation Positive emotion, Engagement, and Meaning.		
Module- IV: Assessments in Positive Psychotherapy		10 %
Assessment of strengths and other positive attributes Measuring Subjective Well-Being, Measuring Strengths of Character, Measuring Engagement and Flow Measuring Meaning Value-In Action Inventory strength		
Module V: Techniques of Positive Psychotherapy	20 %	
Six Exercises: Three Good Things, Using Your Strengths, The Gratitude Visit, Active-Constructive Responding, Savoring, and Life Summary Session by Session of Positive Psychotherapy (Orientation, Engagement, Pleasure, Meaning, Integration) Importance of Home work		
Module-VI: Applications of Positive Psychotherapy		20 %
Depression, PTSD, drug addiction, social skills, enhancing well being, Minority group of differently sexual oriented people Application of Positive psychotherapy in different settings (consultation, education, training, coaching etc). Group Positive Psychotherapy		

Student Learning Outcomes:

- Recognize and relate importance of positive psychology & psychotherapy.

- Explain various theoretical background in the development of positive psychotherapy.
- Apply techniques of positive psychotherapy and its application in different psychological issues.

Pedagogy for Course Delivery: The class will be taught using theoretical lectures and case based method.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Allport, G. (1961). *Patterns and growth in personality*. New York: Holt, Rinehart, & Winston.
- Baumgardner, S. R. (2010) *Positive Psychology*, Pearson; N.Delhi.
- Carr, A. (2011). *Positive psychology*, Brunner- Routledge
- Peseschkian N. (1985). *Oriental Stories as Tools in Psychotherapy*. Springer Press. Heidelberg.
- Snyder, C.R. (2010) *Positive Psychology: The scientific & practical exploration of human strengths*. Sage; N. Delhi



Course structure: Assessment and Therapies with Children - Course Code- PSY-317

Course Title: Assessment and Therapies with Children

Credit Units: 3

Course Level: PG Level

Course Code: PSY-317

Course Objectives:

- Students will aware of needs of Psychological assessment in Childhood Disorders.
- The Students will learn the techniques of collecting data from various sources in childhood assessment and the various kinds of psychological assessments.
- Students will able to deals with the psychological therapies needed for treating the mental disorders in children.

Pre-requisites: The students must possess fair understanding of psychometric testing and psychotherapy

Course Contents/Syllabus:	Weightage
Module I: Introduction to assessment	20%
Case History & MSE with children, assessment of family environment, Behavioural observation, need for assessing developmental level of the child	
Module II : Assessment of Intelligence and academic skills	20%
Intelligence tests for children, Achievement tests, Aptitude tests and Test to identify learning problems	
Module III Assessment of Cognitive functions	15%
Test to assess memory, Attention span, Visuo-spatial Skills, and Executive skills	
Module IV : Assessment of Emotional and behavioural problems	15%
Objective and projective techniques to assess psychopathology and problem behaviours, Rating Scales	
Module V: Behavior Therapy and Behavior Modification	20%
Reinforcement, Punishment, Extinction, Differential Reinforcement, Token Economy, Time Out, Response Cost	
Module VI: Parent Management and Family therapy	10%
Parenting styles and Parent interaction therapy models and techniques, family therapy overview and techniques	

Student Learning Outcomes:

- Recognize need of Psychological assessment in Childhood Disorders.
- Explain different impaired domain in various disorders.
- Apply different psychological tests to different disorders.
- Plan how to diagnose and work out the possible treatment interventions
- Formulate intervention plans and execute them.

Pedagogy for Course Delivery:

- Lecture
- Case Study

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

- Bellak, A.S., and Hersen, M., 1998, Behavioural Assessment – A Practical Handbook, Allyn and Bacon, London
- Gober, S. (2002), Six Simple Ways to Assess Young Children, Delmar, USA
- Johnson, Menakata, Gilmore (2002) (2nd Ed.) – Brain Development and Cognition, Blackwell Publication.
- Kapur, Malavika (1998), Childhood Disorders, Sage, New Delhi.
- Sood, Neelam (1997), Behaviour Problems in Children, Gitanjali publishing house, New Delhi.



Course structure: Developmental Psychology: Theory and Practice - Course Code: PSY318

Course Title: Developmental Psychology: Theory and Practice

Credit Units: 3

Course Level: PG Level

Course Code: PSY318

Course Objectives:

- Students will be able to understand development of child through various stages.
- Students will be able to develop the knowledge and skills in different aspects of Learning and Motivation as implied in Educational Settings.

Pre-requisites: The students must possess fair understanding of child developmental theories

Course Contents/Syllabus:	Weightage
Module I: Introduction Descriptors/Topics Meaning of developmental Changes, Period of Life Span, Individual Differences in Development Evolution of the study of Human Development	15%
Module II: Stages of Development Descriptors/Topics Principles of Development, Stages of Development (Conception to Old Age) Major developments at each stage, Adjustments at each stage of development	15%
Module III Developmental and Educational Theories Descriptors/Topics Psychodynamic Theories: Freud, Erickson Attachment Theory: Bowlby Cognitive Stage Theory: Piaget Social learning theory: Bandura Information processing theory (Klahr, Mac Whinney 1998) Learning Theories of Pavlov, Thorndike	25%
Module IV Development Related Disorders and Intellectual Disability Descriptors/Topics Classification according to ICD 10 and DSM IV TR/ DSM V Pervasive Developmental Disorder: Autism Specific Developmental Disorders of Scholastic Skills – Specific Learning Disabilities, Behavioural Disorders: ADHD, Conduct disorders Intellectual Disability: Identification, Causes, Management Education and Intervention of the disorders	25%
Module V Child and Adolescent Issues Descriptors/Topics Stress in children/adolescents & prevention Exceptional Children Outside influences on the adolescent psychological development, Risk taking Behaviour	20%

Student Learning Outcomes:

Appraise the students to the nuances of development and education as a process.

Explain and analyse the theoretical viewpoint in relation to Developmental and Educational Psychology

Develop the skills to analyze etiology, symptoms and prognosis of developmental disorders.

Pedagogy for Course Delivery:

Theory classes using lecture & discussion mode

PowerPoint presentations including videos

Assigning students task of collecting researches/case studies relevant to each topic in current times & then having an interaction based discussion in the class

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

Hurlock, E. (2003). Developmental Psychology, Delhi: Tata McGraw-Hill.

Mangal, S. K., (2004), Advance Educational Psychology; New Delhi: Prentice Hall.

References:

Sigelman, C, K. (1999), Life-Span Human Development. 3rd Edition; Brooks/ Cole Publishing Company.

Papalia, S. & Feldman, C. (2002), Adult Development and Ageing. Delhi; Tata McGraw.

Hurlock, E. (2003), Child Growth and Development. Delhi; Tata McGraw-Hill.

Berk, L. (2002), Child Development. Delhi; Tata McGraw-Hill.

M Dash, Neena Dash; Fundamentals of Educational Psychology: Atlantic Publishers & Distributors, New Delhi.



Course structure: Understanding Forensic Psychology - Course Code: PSY-319

Course Title: Understanding Forensic Psychology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-319

Course Objectives:

- This course will provide each student with an exposure to basics of role played by psychology in forensics.
- Students will understand the concept of forensic psychology and learn how forensic psychologists contribute to the legal system.
- Students will aware the methods used by forensic psychologists to explain behavior by examining a number of studies devoted to topics related to forensic psychology

Pre-requisites: The students must possess fair understanding of basics of psychology

Course Title	Weightage
Module I: Introduction to Forensic Psychology	20%
<ul style="list-style-type: none">• Historical Perspective of Forensic Psychology• Defining Forensic Psychology• Forensic Entomology• Forensic Psychology V/S Forensic Psychiatry• Roles and responsibility of Forensic Psychologists	
Module II: Forensic Psychology as a Specialty	20%
<ul style="list-style-type: none">• Police Psychology• Psychology of Crime and Delinquency• Victimology and Victim Service• Correctional Psychology	
Module III: Applying Forensic Psychology	20%
<ul style="list-style-type: none">• Aiding the Criminal Justice System• Civil Liability• Communicating Expert Opinion• Dealing with Police — Law Enforcement: International Law Enforcement Agencies and National Law Enforcement Agencies	
Module IV: Fundamentals of Criminal Investigation	20%
<ul style="list-style-type: none">• Fundamentals of criminal investigative techniques• Initial response to the crime scene• Location and recognition of evidence• Interviewing• Sketching,• Collection and transpiration of evidence,	
Module V: Psychology and Law	

<ul style="list-style-type: none"> • Differences between law and psychology • Models of behavior • Theories of change • Morality and Values • Role of psychology in the legal process, the rules of procedure, the jury system, and the psychologist in the courtroom • Laws and documentation for ventures 	20%
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Student Learning Outcomes:

- Contrast the perspectives of psychology and law;
- Demonstrate knowledge of the basic principles and systems of forensic psychology
- Demonstrate understanding of psychological research on relevant concepts of forensics
- Appreciate the unique ethical issues involved with the practice of forensic psychology;
- Appreciate the potential benefits and limitations of psychological knowledge applied to assist law enforcement personnel;
- Describe the different types of forensic psychological applications in the legal system
- Appreciate the challenges facing psychologists who work in correction system
- Evaluate the various career opportunities in forensic psychology and the training each requires.
- Analyse criminal and civil applications of forensic psychology.

Pedagogy for Course Delivery:

- The class will be taught using theory and case based method. In addition to assigning the case studies, the course instructor will spend considerable time in understanding the concept of forensic psychology and its application in the legal system. The instructor will cover the ways in which a forensic psychologist can provide various services

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Costanzo, M. & Krauss, D. (2010). *Legal and Forensic Psychology*. New York: Worth Publishers.
- Davies, G., Hollin, C., & Bull, R. (Eds.) (2008). *Forensic psychology*. Chichester, England: John Wiley & Sons, Ltd.
- Brown, J. M., & Campbell, E. A. (Eds.) (2010). *The Cambridge handbook of forensic psychology*. Cambridge, England: Cambridge University Press.



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Treatise - Course Code: NTT-315

Course Title: Treatise

Credit Units: 3

Course Level: PG Level

Course Code: NTT-315

Course Objectives:

- The rationale behind introducing the treatise for PG students is to enhance the reading and writing habits of the students and to make them aware about the process of carrying out a research work.
- This helps them to develop insight into the course they are studying which creates an academic interest among the students.
- Presentation of the treatise plays an important role as it facilitates knowledge sharing and improvement in presentation skills which will further enhance the confidence of the students.
- The overall objective of this treatise is to develop research orientations in students and to make them understand and enhance skills in Research Methodology

Guidelines for Term Paper:

- 1) Topic
- 2) Introduction
- 3) Review Research
- 4) Discussion
- 5) Conclusion
- 6) References

Examination Scheme:

Compilation of Term Paper:	50 Marks
Viva Voce:	25 Marks
Presentation of Term Paper:	25 Marks

Total **100 Marks**



Course structure: Summer Internship - Course Code: NSP-310

Course Title: Summer Internship.

Credit Units: 4

Course Level: PG Level

Course Code: NSP-310

Course Objectives:

- To enable the students with the practical exposure in the area of mental health, which will turn the pathway to their personal and professional training?
- To develop skill to establish therapeutic communication with the psychiatric/ non psychiatric population.
- To be able to use psychological theoretical knowledge in to clinical settings.
- To be able to develop report writing skills.

Duration: Four Week (June- July)

Methodology:

Students get opportunity in diversified institute/centers related in the area of clinical psychology/psychiatry. They will be guided by an internal and external supervisor from their respective institute. Students will submit their summer project report with their supervised daily reporting immediately after returning from their summer vacation. This would require primarily data collection.

Examination Scheme:

Internal Faculty Interaction	:	20 Marks
Feedback from External Supervisor	:	20 marks
Viva-Voce	:	30 marks
Report Writing	:	30 Marks
Total	:	100 Marks



Course structure: Basics of Neuropsychology - Course Code: PSY-411

Course Title: Basics of Neuropsychology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-411

Course Objectives:

- To introduce the basic principles of Neuropsychology.
- To discuss in-detail the nervous system and its command center of the brain.
- To equip students with skills to consider and rule out a neuropsychological origin of the psychopathology.

Pre-requisites: The students must possess fair understanding of concept of Neuropsychology

Course Contents/Syllabus:	Weightage
Module I Introduction	15%
Understanding the concept of Neuropsychology The rationale for Neuropsychological evaluation Common problems with brain damage	
Module II Plasticity of Brain	20%
Neuropsychological aspect of plasticity of brain Cerebral cortex and lateralization / localization of functions	
Module III Frontal lobe and Temporal lobe Functions and Syndromes	30%
Regulatory functions; Attentional processes; emotions; memory and intellectual activity; language and motor Functions Special senses – hearing, vestibular functions and integrative functions; disturbances in learning and memory functions, time perception and consciousness. Executive dysfunctions, Memory and Motor impairments	
Module IV Parietal and Occipital Lobe Functions and Syndromes	15%
Sensory functions and body schema perception; agnosias and apraxias; disturbances in visual space perception; color perception; writing and reading ability.	
Module V Introduction to Neuropsychological Assessment and Rehabilitation	20%
Neuropsychological Assessment Bender Gestalt Test Benton's Visual Retention Test Principles of Rehabilitation Approaches to Rehabilitation Planning, process and outcome of cognitive retraining.	

Student Learning Outcomes:

1. Describe the nature and basic principles of neuropsychology.
2. Identify the brain's levels and structures, and summarize the functions of its structures.
3. Plan and Execute basic level assessments for organic origin of psychopathology

Pedagogy for Course Delivery:

1. Lectures
2. Demonstrations
3. Case Studies

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

Neuropsychology, a clinical approach, Walsh K. (1994), Churchill Livingstone: Edinburgh.

Textbook of Medical Physiology, Guyton, A.C. Saunders Company: Philadelphia.

Foundations of physiological psychology, 6 ed., Carlson, N.R. (2005). Pearson Education Inc: India. Fundamentals of human neuropsychology, Kolb, B.I. Freeman & Company: NY.

Handbook of Cognitive Neuroscience, Gazzaniga, M. S. (1984). Plenum Press: NY.
Textbook of postgraduate psychiatry, 2 ed., Vol 1 & 2, Vyas, J.N. & Ahuja, N (1999). Jaypee brothers: New Delhi.



Course structure: Behaviour and Cognitive Therapies - Course Code: PSY-412

Course Title: Behaviour and Cognitive Therapies

Credit Units: 3

Course Level: PG Level

Course Code: PSY-412

Course Objectives:

- To state the basic premises of behavioral and cognitive theories.
- To familiarize students with the theoretical bases of Cognitive Behavior Therapy
- To introduce students to the myriad of ways to think about and approach a client's history and current issues from a CBT perspective.
- To discuss practical and ethical issues involved in delivering CBT to clients and evaluate the effectiveness of cognitive/behavioral practice methods

Pre-requisites: The students must possess fair understanding of basic theories of learning

Course Contents / Syllabus:	Weightage
Module I Behavior Therapy- I Historical Background, Basic principles of behavior therapy, Functional behavioural analysis, Techniques: stimulus control, respondent conditioning, shaping, prompting, chaining, behavioural skills training	15%
Module II Behaviour Therapy- II Distinguishing between Operant and Respondent Conditioning, Extinction, Differential reinforcement, Antecedent Control Procedures, Punishment Techniques, Self Management, Habit Reversal, Token Economy, Fear and Anxiety Reduction techniques	15%
Module III Cognitive Behaviour therapy History, basic premises of CBT, CBT's triadic structure, Differentiating between thoughts and beliefs, Working with Automatic Thoughts, Common cognitive errors, Schemata or core beliefs, ABC model, Correcting thought distortions, Treatment and Session Structure, Planning and Goal Setting, Home work assignments cognitive techniques (The Daily Record of Dysfunctional Thoughts, The Downward Arrow Technique, Socratic questioning and guided discovery)	15%
Module IV Rational Emotive Behavior Therapy History, Assumptions/Principles, Therapeutic Goal, Techniques, and Application	15%
Module V Other Cognitive Behaviour therapies Acceptance and Commitment therapy, Dialectical Behaviour therapy, Mindfulness based Cognitive therapy, Interpersonal therapy, Solution Focused Therapy	20%
Module VI Cognitive behavior therapy in psychological disorders Application of the above mentioned therapies in depressive and anxiety disorders	20%

Student Learning Outcomes:

- Explain Cognitive- Behaviour Therapy, its theoretical as well as practical aspects of it.
- Formulate a cognitive/behavioral analysis using behavioral and cognitive theoretical models applied to historical and current information from specific cases.
- Plan CBT sessions (e.g., check-in, agenda setting) and work with clients collaboratively.
- Select appropriate treatment methods based on the behavioral analysis and knowledge of the empirical literature.

- Judge the influence of environmental and contextual factors (e.g., culture, ethnicity, abilities, gender, and sexual orientation) in their delivery of CBT methods

Pedagogy for Course Delivery:

- Lectures will stress theory and case conceptualization. Exercises will address both theory and application. Students will read cases and/biographical materials. They will also participate in class exercises that will include operationalizing the problem, case conceptualization, treatment planning, practicing specific techniques (in the roles of therapist and client), and considering special issues for certain populations.
- Describe empirical findings regarding effective interventions for several common behavioral problems of children and adults, including problems associated with depression and anxiety disorders, personality disorders, and substance abuse.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Bond, F.W. (2004). Handbook of brief cognitive behaviour therapy, John Wiley
- Donohue, William. O., Kitchener, Richard (Ed.) (1999): Handbook of Behaviorism, Academic Press, USA.
- Gilbert, Maria & Shmukler Diana (2001). Brief Therapy with Couples- An Integrative Approach. John Wiley & Sons.
- Moore, R.G. (2003). Cognitive therapy for chronic and persistent depression, John Wiley.
- Skinner, B.F., (1938). The Behaviour of Organisms. New York
- Wells, A. (2005). Cognitive therapies of anxiety disorders. John Wiley.



Course structure: Family and Marital Therapy - Course Code- PSY-413

Course Title: Family and Marital Therapy

Credit Units: 3

Course Level: PG Level

Course Code: PSY-413

Course Objectives:

- Students will understand the issues of family in psychopathology.
- Students will able to know the principles underlying family therapy. Family as an open system and various techniques and skills involved in family therapy are given to students.
- Students will able to deal various problems related to marriage as an institution or as a relationship in detail.

Pre-requisites: The students must possess fair understanding of group therapy and family therapy

Course Contents/Syllabus:	Weightage
Module I: Introduction to Family Therapy	20%
Family Therapy: Introduction, description and historical background. Family as an open system and the dynamics of interaction. Dynamics of relationship in family; communication, family atmosphere, bonding functions, feelings, alliances, sub-system responsibilities, and external relationship.	
Module II: Exploration and assessment in Family Therapy	20%
Family therapies, systematic versus structural family therapy Interviewing in family therapy, assessment and diagnosis, indication, contraindication in family therapy. Family as an open system, the dynamic of interaction, maladjustment in family and resulting disorders.	
Module III : Stages and Goals of Family Therapy	20%
Systematic versus structural family therapy , stages , goals and its techniques and its application. Psychodynamic , cognitive Behavioral Therapy :- , stages , goals and its techniques and its application. Bowen Family therapy. : stages , goals and its techniques and its application.	
Module IV: Introduction to Marital Therapy	20%
Introduction to Marital/Couples therapy; goals and scope of marital therapy. Assessment and diagnosis of marital disorder Marriage as an Institution: Problems and Issues related to marriage as an institution; factors important to make a successful marriage. Problems in Marriages: Problems related to marriage, spouse’s relationship, sexual dysfunction, difficulties in sexual motivation, Jealousy, depression, substance abuse/addiction in one or both spouses	
Module V: Therapies for Marital Conflict	20%
Therapies for marital conflict - psychotherapies and psychodynamic approaches. Behaviour therapy, cognitive therapies.	

Student Learning Outcomes:

- Students will recognize the role of family therapist and identify the use of family therapy in different types of

problem

- Students will develop a comprehensive view of various problems encountered in a marriage
- Apply skills and practice techniques of marital therapy

Pedagogy for Course Delivery: Lectures, Case Discussions, and Demonstrations

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text :

- Bowen, M. (1979). Family Therapy in clinical practice, Jason Aronson, New York
- Butler, Chris & Joyce, Victoria (1998). Counselling Couples in Relationships: An introduction to the Relate Approach. John Wiley & Sons.

References:

- Gurman and Kniskern (1981), Handbook of Family therapy, Brunner/Mazel, New York
- Gilbert, Maria & Shmukler Diana (2001). Brief Therapy with Couples- An Integrative Approach. John Wiley & Sons



Course structure: Psychology of Consciousness - Course Code: PSY-414

Course Title: Psychology of Consciousness

Credit Units: 3

Course Level: PG Level

Course Code: PSY-414

Course Objectives:

- Students will develop the knowledge and skills for overall perspective of Consciousness.
- Students will be able to apply this understanding in developing a positive integrated life style.

Pre-requisites: The students must possess fair understanding of structure of mind and stages of sleep

Course Contents/Syllabus	Weightage
Module I Introduction & Overview Mind and body perspective of consciousness William James's nature of consciousness Philosophical models Evolution & development of concept of consciousness	10%
Module II Neuro-Psychology of consciousness Emergence of self Sleep and brain Neurological basis of altered states of consciousness Brain dissociations	20%
Module III Research Research methods in transpersonal psychology and consciousness Cognitive and neuro-physiological research	20%
Module IV Phenomenon of consciousness Altered states Meditation Hypnosis Hypnotic susceptibility Shamanic states Dreams	20%
Module V Applications of psychology of consciousness Positive integral life-style Creativity Synchronicity	15%
Module VI Thought and spirituality Thought—awareness and acceptance Indian thought on spirituality---bhagavad geeta buddhist literature Vedanta Eclectic approach of various religion and scriptures. Healing and spirituality (self and others)	15%

Student Learning Outcomes:

- Identify the concept of consciousness and its functionality
- Synchronize the understanding of spirituality and various religious teachings and integration them into one's and other's lifestyle. Design and carry out researches in the field of consciousness and related issues.

Pedagogy for Course Delivery:

Lectures, presentations, group discussions, and case studies

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

Zelazo, P. D., Moscovitch, M. & Thompson, E. (2007). The Cambridge Handbook of Consciousness. Toronto: Cambridge University Press.

Grof, S. (1976), Realms of the Human Unconscious., E.P. Dutton, New York

Ron Valle (1998), Phenomenological Inquiry in Psychology: Existential and Transpersonal Dimensions. Plenum Press, New York

Sri Nisargadatta Maharaj. (1990). I Am That. Acorn Press



Course structure: Emotions & Implications - Course Code: PSY-415

Course Title: Emotions & Implications

Credit Units: 3

Course Level: PG Level

Course Code: PSY-415

Course Objectives:

- Students will be able to understand thoroughly concept and importance of emotions
- Students will be able to develop skills in managing emotions in self and others for a happy and Healthy Life.

Pre-requisites: The students must possess fair understanding of basic theories of emotion

Course Contents/Syllabus:	Weightage
Module I Introduction of Emotions	15%
Nature, Concept & theories of emotions	
Module II Negative Emotions	20%
<ul style="list-style-type: none">• Introduction to types of negative emotions (Anger, Fear, Jealousy, Sadness, Guilt, Anxiety & Sadness)• Understanding Cycle of negative emotions• Implications of negative emotions on physical & mental well-being	
Module III Transforming Emotions	20%
<ul style="list-style-type: none">• Moving from negative to positive emotions behaviour• Interventions and therapies (Rational Emotive Behaviour Therapy)	
Module IV : Positive Emotions	20%
<ul style="list-style-type: none">• Understanding Positive emotions (Love, Happiness, Contentment, Resilience, Compassion & other positive emotions)• Cycle of positive emotions	
Module V Implication of Positive emotion in Relationship & Health	25%
<ul style="list-style-type: none">• Implications of positive emotions on relationships• Implications of positive emotions on health	

Student Learning Outcomes:

On completion of the course the student will be able to:

- Apply basic underlying theories and concepts in the area of emotions.
- Synthesize positive and negative emotional states along with techniques to manage emotions for self and societal growth.

Pedagogy for Course Delivery: Lecture, Discussion, Audio Visual Aids, Case study, Psychological Training

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Texts:

Wilkins, Intelligent Emotions.



Course structure: Psycho-Oncology - Course Code: PSY-416

Course Title: Psycho-Oncology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-416

Course Objectives:

- Student will be able to understand and assess the mental health of a cancer-affected person
- student will analyze the likely benefit of Psycho-therapy and / or Psychological Counseling
- student will be able to offer psycho-oncology counselling services in diverse clinical setting

Pre-requisites: The students must possess fair understanding of basic information regarding biology of cancer

Course Title	Weightage
Module I Introduction to Psycho-Oncology	20%
• Introduction to the Meaning & Concept	
Module II Introduction to Cancer	20%
• Cancer as a disease • Cancer Biology	
Module III Psychological Impact on Cancer Patient & Caregiver	20%
• Impact & Assessment on individuals and families	
Module IV Theory & Application	20%
• Theory & Application of Psycho-Oncology	
Module V Treatment & Rehabilitation	20%
• Onco-genetic Counselling -Skills & Issues	
• Palliative Counseling – Skills & Issues	
• Pediatric Counseling	
• Support & Rehabilitation Counseling	
• Primary, Secondary & Tertiary	

Student Learning Outcomes:

- Defining basic principles and terminologies in Psycho-oncology.
- Identifying the psychological impact on Cancer
- Various Skills & Issues in Counseling.

Pedagogy for Course Delivery:

Lectures, presentations, group discussions, and case studies

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

Psycho-Oncology by Jimmie C. Holland (Editor), William Breitbart (Editor), Paul B. Jacobsen (Editor), by **Oxford University Press, USA**

Psycho-Oncology Editors: Goerling, Ute (Ed.) by Springer



Course structure: Neuropsychological Rehabilitation - Course Code: PSY-417

Course Title: Neuropsychological Rehabilitation

Credit Units: 3

Course Level: PG Level

Course Code: PSY-417

Course Objectives:

- To equip the students with skills to consider and rule out a neuropsychological origin or biochemical mediation of the psychopathology.
- students will able to understand the knowledge and skills to carry out neuropsychological rehabilitation for their clients

Pre-requisites: The students must possess fair understanding of neuropsychological rehabilitation plan

Course Contents/Syllabus:	Weightage
Module I: Introduction to Neuropsychological Rehabilitation Definition, Need and Importance, History of Neuropsychological Rehabilitation.	20%
Module II: Neuropsychological Assessment for Treatment Planning. Approaches to assessment of neuropsychological functions, various approaches to treatment planning based on assessment.	
Module III: Rehabilitation of Executive Dysfunction Executive Functions, Difficulties due to impairment of executive functioning, Conditions with executive dysfunction, Approaches and Strategies to Rehabilitation of Executive Dysfunction.	20%
Module IV: Rehabilitation of Learning and Memory Impairments Conditions with Learning and Memory Impairment, Approaches and Strategies to Rehabilitation of Learning and Memory Functions	
Module V: Rehabilitation of Language Skills Importance of Language Skills, Approaches and Strategies to Language Skills Rehabilitation	20%

Student Learning Outcomes:

On completion students would be able to:

- Identify the brain's levels and structures, and summarize the functions of its structures.
- Discuss the need for neuropsychological assessment and rehabilitation and review the latest development in this area
- Describe the neuropsychological profile of principal psychiatric syndromes.
- Demonstrate an understanding of the principles involved in neuropsychological assessment, its strengths and weaknesses, and its indications.
- Plan, examine and review any neuropsychological rehabilitation programme.

Pedagogy for Course Delivery:

1. Lectures
2. Demonstrations
3. Case Studies

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

Neuropsychology, a clinical approach, Walsh K. (1994), Churchill Livingstone: Edinburgh.
Fundamentals of human neuropsychology, Kolb, B.I. Freeman & Company: NYth
Neuropsychology, a Clinical approach, 4 ed., Walsh, K (2003). Churchill Livingstone: Edinburgh
Handbook of Cognitive Neuroscience, Gazaaniga, M. S. (1984). Plenum Press: NYnd
Textbook of postgraduate psychiatry, 2 ed., Vol 1 & 2, Vyas, J.N. & Ahuja, N (1999). Jaypee brothers: New Delhi.



Course structure: Neuropsychological Assessment - Course Code: PSY-418

Course Title: Neuropsychological Assessment

Credit Units: 3

Course Level: PG Level

Course Code: PSY-418

Course Objectives:

- Students will able know about the clinical assessment of neuropsychological functions.
- Students will able to formulate and manage neuropsychological assessment sessions
- Help the students to assess the neuropsychological deficits of various psychiatric and neurological disorders.

Pre-requisites: The students must possess fair understanding of different neuropsychology assessments

Course Contents/Syllabus:	Weightage	
Module I Introduction	20%	
History and Development of Neuropsychological Assessment Goals of Neuropsychological Assessment Indications of Neuropsychological Assessment		
Module II Approaches to Neuropsychological Assessment		30%
Interviewing for Brain Impairment and History Taking Approaches of Neuropsychological Assessment (Behavioural Neurology, Neuropsychological Batteries, Individual Centered Normative Approach) Intelligence Testing and Neuropsychological Assessment		
Module III Neuropsychological Batteries	20%	
Halstead-Reitan Neuropsychological Battery Luria Nebraska Neuropsychological Battery AIIMS Neuropsychological Battery NIMHANS Neuropsychological Battery		
Module IV Specific Tests to Assessment Cognitive Functions		20%
Attention Learning & Memory Executive Functions Language Motor Visuo spatial Speed Comprehension		
Module V: Report Writing	10%	
Identification of deficits and Integration of findings in a report		

Student Learning Outcomes:

- On Completion of this course students would be able to:
- Plan neuropsychological assessment as per the needs of client
- Interpret and predict the asset and deficit cognitive function of the client
- Formulate Neuropsychological Assessment and write a neuropsychological report.

Pedagogy for Course Delivery:

Lectures
Demonstrations
Case Studies

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

1. Crawford, J., Parker, D., and McKinlay, W. (1992). Handbook of Neuropsychological Assessment. Psychology Press: London.
2. Rao S. L., Subbakrishna D. K., Gopukumar K. (2004) NIMHANS Neuropsychology Battery-2004. *NIMHANS Publication*, Bangalore.
3. Beaumont. J. G. (1983) Introduction to neuropsychology, Oxford: Blackwell
4. Walsh, K. W., (1978) Neuropsychology: A Clinical approach. Churchill Livingstone, Edinburgh, London and New York



Course structure: Psychodynamic Therapies Course - Course Code: PSY-419

Course Title: Psychodynamic Therapies Course

Credit Units: 3

Course Level: PG Level

Course Code: PSY-419

Course Objectives:

- Students will be able to understand of psychotherapies, starting from psychoanalysis and proceeding towards psychoanalytic psychotherapy and other psychotherapies.

Pre-requisites: The students must possess fair understanding of basic principle and procedure of psychodynamic Theory

Course Contents/Syllabus:	Weightage
Module I Introduction to Psychotherapies	20%
<ul style="list-style-type: none"> • Goal and Scope of Psychotherapy, Types of Psychotherapies; Psychotherapy vs Counselling 	
Module II Theoretical Background	20%
<ul style="list-style-type: none"> • Freudian techniques: Free Association, Resistance, Transference. Catharsis, Hypnosis, Indications and Contraindications, Limitation 	
Module III Psychodynamic Psychotherapy-I	20%
<ul style="list-style-type: none"> • Introduction of the concept, Expressive Psychotherapy: Goals Techniques Indication and Contraindication and Limitation 	
Module IV Psychodynamic Psychotherapy-II	20%
<ul style="list-style-type: none"> • Supportive Psychotherapy: Goals Techniques Indication and Contraindication and Limitation 	
Module V Brief Psychodynamic Psychotherapy	20%
<ul style="list-style-type: none"> • Introduction, Difference with Psychoanalysis and Psychoanalytic Psychotherapy, Types, Techniques 	

Student Learning Outcomes:

- Identify various forms of psychodynamic psychotherapies that could be administered to patients suffering from different types of mental disorders.
- Recognize the need and techniques of psychodynamic psychotherapy
- Demonstrate understanding of theoretical, principles and types of psychodynamic psychotherapies

Pedagogy for Course Delivery: Lecture, Presentation, audio-visual aids

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

- Stein.Samuel M., Stein Jennifer. (2000). Psychotherapy in Practice: A life in the mind, Butterworth Heinmann, Oxford.
- Veeraraghavan, V. (1980). Text book of psychotherapy, Sterling Publisher, New Delhi



Course structure: Spirituality and Positive Growth Course - Course Code- PSY-410

Course Title: Spirituality and Positive Growth Course

Credit Units: 3

Course Level: PG Level

Course Code: PSY-410

Course Objectives:

- Students will be able to enhance the spiritual dimensions by providing him or her insight into various Indian and western spiritual traditions and philosophies so that they can inspire positivity and peace into their personal and professional life.
- Students will be able to understand the direct proportionality between Spirituality and Positivity and how Psychology can be utilized for the same

Pre-requisites: The students must possess fair understanding of positive psychology

Course Contents/Syllabus:	Weightage
Module I Basic Concepts	20%
Meaning and Nature History of Spirituality Spirituality, religion and faith Theories and Definitions of Spirituality Spiritual Development	
Module II Spirituality and Positive Psychology	10%
Relation to Positive Psychology Higher or Ultimate Potential Concept of Gods and Goddesses, Masters and Guardian Angels Concept of Reincarnation, Life after death	
Module III Positivity in Spiritual Traditions	15%
Major traditions in India: Hinduism, Islam (including Sufism), Christianity, Sikhism, Buddhism and Jainism. Other traditions: Baha’I Faith, Judaism, Confucianism, Paganism, Taoism, Unitarian Universalism Learning’s from various scriptures	
Module IV Positivity in Spiritual Literature	15%
Spiritual literature across the world Vedanta (Swami Vivekananda) and Advaita Spirituality & Ramayana, Mahabharata, Bhagvad Gita, Patanjali Yoga, Guru Granth Sahib, Quran etc Utilising Spiritual literature in different settings Spiritual Storytelling : Concept and Relevance	
Module V Enhancing Positivity through Spirituality	

Universal human values Yoga and Meditation Benefits of paying attention to Spiritual Dimension Awareness, Forgiveness, Contentment Ego and Self Dealing with Stress, Loss, Grief and Bereavement Karma Theory: Right Action	20%
Module VI Research and Applications in the area of Spirituality	
Descriptions/topics	
Recent research in the area of Spirituality Spiritual care Spiritual Well being Stress management through Spirituality Spirituality and Personal Qualities (traits)	10%

Student Learning Outcomes:

- Demonstrate the idea of Eastern and Western perspectives in spirituality and positive living.
- Apply Spiritual techniques to positively manage self and others behavior through various spiritual techniques.
- Develop an insight on how psychology helps us understand Spirituality and Positivity.

Pedagogy for Course Delivery:

The class will be taught using theory and examples from the field. In addition to the same, the learner would be asked to reflect on the understanding of the concepts. The instructor would provide recent research papers in the area in order for the learner to reflect.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Newberg A & Waldman M (2010) How God changes your Brain. Ballantine Books
- Grof, S. (1976). Realms of the Human Unconscious. E.P. Dutton, New York.
- Helminiak, D. (1987). Spiritual Development. Loyola University Press, Chicago.
- Ron Valle (1998). Phenomological Inquiry in Psychology: Existential and Transpersonal Dimensions. Plenum Press, New York.
- Sri Nisargadatta Maharaj, I Am That, Acorn Press, 1990.
- Steiner, R. (1994). How to know Higher Worlds: A Modern Path of Initiation. New York: Anthroposophic Press.
- Steiner, R. (1994). Theosophy: An introduction to the Supersensible Knowledge of the World and the Destination of Man. London: Rudolf Steiner Press.



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Dissertation Course - Course Code: NMP-410

Course Title: Dissertation Course

Credit Units: 8

Course Level: PG Level

Course Code: NMP-410

Course Objective:

- To enable the students practical exposure in their core area of interest (Clinical setting, special education, NGO etc.) and professional training.
- To develop report writing skills and formulation of case presentation.
- To develop research orientations and enhance skills in Research Methodology.

Duration: Four Months (Jan. - April)

Guidelines for Dissertation:

- 1) Topic
- 2) Introduction
- 3) Review of literature
- 4) Research Methodology
- 5) Result
- 6) Interpretation and Discussion
- 7) Conclusion
- 8) References
- 9) Appendix
- 10) Plagiarism

Examination Scheme:

Report Writing	:	30	Marks
Internal Faculty Interaction	:	20	Marks
Viva Voce	:	25	Marks
Presentation of Dissertation	:	25	Marks

Total **100 Marks**



Course Title: Psychosocial Foundations of Behavior and Psychopathology

Credit Units: 10

Course Level: MPhil

Course Code: PSY-131

Course Objectives:

The psychosocial perspectives attempt to understand human cognition, motives, perceptions and behavior as well as their aberrations as product of an interaction amongst societal, cultural, familial and religious factors. The overall aim is to introduce conceptualizations of mental health problems within the psychosocial framework, giving due considerations to contextual issues. Each unit in this paper pays attention to the different types of causal factors considered most influential in shaping both vulnerability to psychopathology and the form that pathology may take.

By the end of Part – I, trainees are required to demonstrate ability to:

1. Demonstrate a working knowledge of the theoretical application of the psychosocial model to various disorders.
2. Make distinctions between universal and culture-specific disorders paying attention to the different types of sociocultural causal factors.
3. Demonstrate an awareness of the range of mental health problems with which clients can present to services, as well as their psychosocial/contextual mediation.
4. Carry out the clinical work up of clients with mental health problems and build psychosocial formulations and interventions, drawing on their knowledge of psychosocial models and their strengths and weaknesses.
5. Apply and integrate alternative or complementary theoretical frameworks, for example, biological and/or religious perspectives, sociocultural beliefs and practices etc. in overall management of mental health problems.
6. Describe, explain and apply current code of conduct and ethical principles that apply to clinical psychologists working in the area of mental health and illness.
7. Describe Mental Health Acts and Policies, currently prevailing in the country and their implications in professional activities of clinical psychologists.

Course Contents/Syllabus:

Unit - I: Introduction: Scope of clinical psychology; overview of the profession and practice; history and growth; professional role and functions; current issues and trends; areas of specialization; ethical and legal issues; code of conduct.

Unit - II: Mental health and illness: Mental health care – past and present; stigma and attitude towards mental illness; concept of mental health and illness; perspectives – psychodynamic, behavioral, cognitive, humanistic, existential and biological models of mental health/illness

Unit - III: Epidemiology: Epidemiological studies in Indian context; socio-cultural correlates of mental illness, mental health, psychological well-being and quality of life.

Unit - IV: Self and relationships: Self-concept, self-image, self-perception and self-regulations in mental health and illness; learned helplessness and attribution theories; social skill model; interpersonal and communication models of mental illness; stress diathesis model, resilience,



coping and social support.
Unit - V: Family influences: Early deprivation and trauma; neglect and abuse; attachment; separation; inadequate parenting styles; marital discord and divorce; maladaptive peer relationships; communication style; family burden; emotional adaptation; expressed emotions and relapse.
Unit - VI: Societal influences: Discrimination in race, gender and ethnicity; social class and structure, poverty and unemployment; prejudice, social change and uncertainty; crime and delinquency; social tension & violence; urban stressors; torture & terrorism; culture shock; migration; religion & gender related issues with reference to India.
Unit - VII: Disability: Definition and classification of disability; psychosocial models of disability; impact, needs and problems; issues related to assessment/certification of disability – areas and measures.
Unit - VIII: Rehabilitation: Approaches to rehabilitation; interventions in the rehabilitation processes; models of adaptation to disability; family and caregivers issues; rights of mentally ill; empowerment issues; support to recovery.
Unit - IX: Policies and Acts: Rehabilitation Policies and Acts (Mental Health Act of 1987, National Mental Health Program 1982, the Persons With Disabilities (equal opportunities, protection of rights and full participation) Act 1995; Rehabilitation Council of India (RCI) Act of 1992, National Trust for Mental Retardation, CP and Autistic Children 1999, Juvenile Justice Act of 1986; Mental Health Care Bill 2011; ethical and forensic issues in psychiatry practice); assistance, concessions, social benefits and support from government and voluntary organizations; contemporary challenges; rehabilitation ethics and professional code of conduct.
Unit - X: Introduction to psychopathology: Definition; concepts of normality and abnormality; clinical criteria of abnormality; continuity (dimensional) versus discontinuity (categorical), and prototype models of psychopathology; classification and taxonomies – reliability and utility; classificatory systems, currently in use and their advantages and limitations. Approach to clinical interviewing and diagnosis; case history; mental status examination; organization and presentation of psychiatric information; diagnostic formulation.
Unit - XI: Psychological theories: Psychodynamic; behavioral; cognitive; humanistic; interpersonal; psychosocial; and other prominent theories/models of principal clinical disorders and problems, viz. anxiety, obsessive-compulsive, somatoform, dissociative, adjustment, sexual, substance use, personality, suicide, childhood and adolescence, psychotic, mood disorders, and culture-specific disorders.
Unit - XII: Indian thoughts: Concept of mental health and illness; nosology and taxonomy of mental illness; social identity and stratification (Varnashrama Vyavastha); concept of – cognition, emotion, personality, motivation and their disorders.

Student Learning Outcomes:

- Develop insight and analyze the contribution of social psychologists to the understanding of human society.
- Evaluate effective strategies in socialization, group processes (both inter and intra group).
- Ability to chart the progression of theories in major areas in Social Psychology.
- Interpret attitude formation and various methods to be used to change the attitude.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the theories being taught in class.

Assessment examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
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100%

NA

100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

References:

- Achenback, T.M. (1974). *Developmental Psychopathology*. New York: Ronald Press. Brislin, R. W. (1990). *Applied Cross cultural psychology*. New Delhi: Sage publications. Buss, A.H. (1966). *Psychopathology*. NY: John Wiley & Sons.
- Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). *Abnormal Psychology* (13th ed.). New Delhi: Dorling Kindersley Pvt Ltd.
- Cole, J.O. & Barrett, J.E. (1980). *Psychopathology in the aged*. New York: Raven Press. Fish, F, & Hamilton, M (1979). *Fish's Clinical Psychopathology*. Bristol:John Wright & Sons.
- Irallagher, B. J. (1995). *The sociology of mental illness* (3rd ed.). New York: Prentice hall. Kakar, S. (1981). *The Inner world: a psychoanalytic study of childhood and society in India*. New Delhi: Oxford University Press.
- Kapur, M. (1995). *Mental Health of Indian Children*. New Delhi: Sage publications.
- Klein, D.M. & White, J.M. (1996). *Family theories – An introduction*. New Delhi: Sage Publications.
- Krahe, B. (1992). *Personality and Social Psychology: Towards a synthesis*. New Delhi: Sage Publications.
- Kuppuswamy, B. (1965). *An Introduction to Social Psychology* (2nd ed.). New Delhi: Konark Publishers.
- Kuppuswamy, B. (1990). *Elements of ancient Indian Psychology* (1st ed.). New Delhi: Konark Publishers.
- Lindzey, G., & Aronson, E. (1975). *Handbook of Social Psychology* (Vols. 1 & 5). New Delhi: Amerind Publishing.
- Madan, G.R (2003). *Indian Social Problems* (Vols. 1-2). New Delhi: Allied Publishers Pvt. Ltd
- Mash, E.J & Wolfe, D.A. (1999). *Abnormal Child Psychology*. New York: Wadsworth Publishing
- Millon, T., Blaney, P.H. & Davis, R.D. (1999). *Oxford Textbook of Psychopathology*. New York: Oxford University.
- Pfeiffer, S.I. (1985). *Clinical Child Psychology*. New York: Grune & Stratton.
- Radley, A. (1994). *Making sense of illness: The social psychology of health and disease*. New Delhi: Sage Publications.
- Rao, H.S.R & Sinha D. (1997). *Asian perspectives in Psychology* (Vol. 19). New Delhi: Sage publications:
- Saraswathi, T.S (1999). *Culture, Socialization and human development*. New Delhi: Sage publications.
- Walker, C.E & Roberts, M.C. (2001). *Handbook of Clinical Child Psychology* (3rd ed.). Canada: John Wiley & Sons.



Course Title: Statistics and Research Methodology

Credit Units: 10

Course Level: MPhil

Course Code: PSY-132

Course Objectives:

The aim of this paper is to elucidate various issues involved in conduct of a sound experiment/survey. With suitable examples from behavioral field, introduce the trainees to the menu of statistical tools available for their research, and to develop their understanding of the conceptual bases of these tools. Tutorial work will involve exposure to the features available in a large statistical package (SPSS) while at the same time reinforcing the concepts discussed in lectures.

By the end of Part – II, trainees are required to demonstrate ability to:

1. Understand the empirical meaning of parameters in statistical models
2. Understand the scientific meaning of explaining variability
3. Understand experimental design issues - control of unwanted variability, confounding and bias.
4. Take account of relevant factors in deciding on appropriate methods and instruments to use in specific research projects.
5. Understand the limitations and shortcomings of statistical models
6. Apply relevant design/statistical concepts in their own particular research projects.
7. Analyze data and interpret output in a scientifically meaningful way
8. Generate hypothesis/hypotheses about behavior and prepare a research protocol outlining the methodology for an experiment/survey.
9. Critically review the literature to appreciate the theoretical and methodological issues involved.

Course Contents/Syllabus:

Unit - I: Introduction: Various methods to ascertain knowledge, scientific method and its features; problems in measurement in behavioral sciences; levels of measurement of psychological variables - nominal, ordinal, interval and ratio scales; test construction - item analysis, concept and methods of establishing reliability, validity and norms.
Unit - II: Sampling: Probability and non-probability; various methods of sampling - simple random, stratified, systematic, cluster and multistage sampling; sampling and non-sampling errors and methods of minimizing these errors.
Unit - III: Concept of probability: Probability distribution - normal, poisson, binomial; descriptive statistics - central tendency, dispersion, skewness and kurtosis.
Unit - IV: Hypothesis testing: Formulation and types; null hypothesis, alternate hypothesis, type I and type II errors, level of significance, power of the test, p-value. Concept of standard error and confidence interval.
Unit - V: Tests of significance - Parametric tests: Requirements, "t" test, normal z-test, and "F" test including post-hoc tests, one-way and two-way analysis of variance, analysis of covariance, repeated measures analysis of variance, simple linear correlation and regression.



Unit –VI : Test of significance- Non-parametric tests: Assumptions; One-sample tests (signs test, Mc Nemer test); two-sample test,(Mann Whitney U test, Wilcoxon rank sum test); k-sample tests (Kruskal Wallies test, and Friedman test) and chi-square test.
Unit - VII: Experimental design: Randomization, replication, completely randomized design, randomized block design, factorial design, crossover design, single subject design, non-experimental design.
Unit - VIII: Epidemiological studies: Epidemiological studies: Rates- Prevalence and incidence; Types- Prospective and retrospective studies; Diagnostic Efficiency Statistics (sensitivity, specificity, predictive values); Risk Estimation- odds ratio and survival analysis.
Unit - IX: Multivariate analysis: Introduction, Multiple regression, logistic regression, factor analysis, cluster analysis, discriminant function analysis, path analysis, MANOVA, Canonical correlation, and Multidimensional scaling.
Unit - X: Sample size estimation: Sample size determination for estimation of mean, estimation of proportion, comparing two means and comparing two proportions.
Unit - XI: Qualitative analysis of data: Content analysis, qualitative methods of psychosocial research.
Unit - XII: Use of computers: Use of relevant statistical package in the field of behavioral science and their limitations.

Student Learning Outcomes:

- Develop insight and analyze the contribution of statistic to the understanding of human society
- To learn various methods used in statistical analysis.
- To develop ability to apply various statistical technique in research areas.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the statistic being taught in class.

Assessment examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Essential References:

B.L. (2007). *Qualitative Research: Methods for the social sciences* (6th ed.). New York: Pearson Education.

Daniel, W.W. (2005). *Biostatistics: a foundation for analysis in health sciences* (8th ed.). New York: John Wiley and Sons.

Dillon, W.R. & Goldstein, M. (1984). *Multivariate analysis: Methods & Applications*. New York: John Wiley & Sons.

Hassart, T.H. (1991). *Understanding Biostatistics*. ST. Louis: Mosby Year Book.

Kerlinger, F.N. (1995). *Foundations of Behavioral Research*. New York: Holt, Rinehart & Winston.

Kothari, C. R. (2003). *Research Methodology*. New Delhi: Wishwa Prakshan.

Siegal, S. & Castellan, N.J. (1988). *Non-parametric statistics for the behavioral sciences*. McGraw Hill: ND



Course Title: Psychiatry

Credit Units: 10

Course Level: MPhil

Course Code: PSY-133

Course Objectives:

The aim is to train in conceptualization of psychopathology from different etiological perspectives, eliciting phenomenology and arrive at the clinical diagnosis following a classificatory system and propose/carry out psychological interventions including psychosocial treatment/management for the entire range of psychological disorders. Also, to train in assessing the caregivers' burden, disability and dysfunctions that are often associated with mental disorders and intervene as indicated in a given case.

By the end of Part – I, trainees are required to demonstrate ability to:

1. Demonstrate an understanding of a clinically significant behavioral and psychological syndrome, and differentiate between child and adult clinical features/presentation.
2. Understand that in many ways the culture, societal and familial practices shape the clinical presentation of mental disorders, and understand the role of developmental factors in adult psychopathology.
3. Carryout the clinical work up of clients presenting with the range of mental health problems and make clinical formulations/diagnosis drawing on their knowledge of a pertinent diagnostic criteria and phenomenology.
4. Summarizes the psychosocial, biological and sociocultural causal factors associated with mental health problems and neuropsychological disorders with an emphasis on biopsychosocial and other systemic models.
5. Carryout with full competence the psychological assessment, selecting and using a variety of instruments in both children and adults.
6. Describe various intervention programs in terms of their efficacy and effectiveness with regard to short and longer term goals, and demonstrate beginning competence in carrying out the indicated interventions, monitor progress and outcome.
7. Discuss various pharmacological agents that are used to treat common mental disorders and their mode of action.
8. Demonstrate an understanding of caregiver, and family burden and their coping style.
9. Assess the disability/dysfunctions that are associated with mental health problems, using appropriate measures.
10. Discuss the medico-legal and ethical issues in patients requiring chronic care and institutionalization.

Syllabus:

Unit - I: Signs and symptoms: Disorders of consciousness, attention, motor behavior, orientation, experience of self, speech, thought, perception, emotion, and memory.
Unit - II: Psychoses: Schizophrenia, affective disorders, delusional disorders and other forms of psychotic disorders – types, clinical features, etiology and management.
Unit - III: Neurotic, stress-related and somatoform disorders: types, clinical features, etiology and management.
Unit - IV: Disorders of personality and behavior: Specific personality disorders; mental & behavioral disorders due to psychoactive substance use; habit and impulse disorders; sexual disorders and dysfunctions – types, clinical features, etiology and management.
Unit - V: Organic mental disorders: Dementia, delirium and other related conditions with neuralgic and systemic disorders – types, clinical features, etiology and management.
Unit - VI: Behavioral, emotional and developmental disorders of childhood and adolescence: types, clinical features, etiology and management.
Unit - VII: Mental retardation: Classification, etiology and management.
Unit - VIII: Neurobiology of mental disorders: Neurobiological theories of psychosis, mood disorders, suicide, anxiety disorders, substance use disorders and other emotional and behavioral syndromes.
Unit - IX: Therapeutic approaches: Drugs, ECT, psychosurgery, psychotherapy, and behavior therapy, preventive and rehabilitative strategies – half-way home, sheltered workshop, daycare, and institutionalization.
Unit - X: Consultation-liaison psychiatry: Psychiatric consultation in general hospital; primary care setting.
Unit - XI: Special populations/Specialties: Geriatric, terminally ill, HIV/AIDS, suicidal, abused, violent and non-cooperative patients; psychiatric services in community, and following disaster/calamity.



Student Learning Outcomes:

- Analyse the importance of the most essential fundamental physiological and psychological process underlying events
- Explore the various techniques used to examine brain tissue and their examination techniques.
- Evaluate the comprehensive exposure to psychological disorders and its governing factor with various behaviours.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the theories being taught in class.

Assessment examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Essential References:

- Gelder, M., Gath, D., & Mayon, R. (1989). *Oxford Textbook of Psychiatry* (2nd ed.). New York: Oxford University Press.
- Kaplan, B.J. & Sadock, V.A., (1995). *Comprehensive Textbook of Psychiatry* (6th ed.). London: William & Wilkins.
- Rutter, M. & Herson, L. (1994). *Child and Adolescent Psychiatry: Modern approaches* (3rd ed.). London: Blackwell Scientific Publications.
- Sims, A. & Bailliere, T. (1988). *Symptoms in mind: Introduction to descriptive psychopathology*. London: WB Saunders.
- Vyas, J.N. & Ahuja, N. (1999). *Textbook of postgraduate psychiatry* (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers.



Course Title: Practical- Psychological Assessment

Credit Units: 18

Course Level: MPhil

Course Code: PSY-134

Course Objectives:

To provide hands-on experience in acquiring the necessary skills and competency in selecting, administering, scoring and interpreting psychological tests often employed in clients with mental or neuropsychological disorders. Since psychological assessment involves integration of information from multiple sources, the trainees are required to be given extensive exposure in working up of cases and carrying out the assessment at all levels. Typical areas of focus for psychological assessment includes (not necessarily limited to): cognition, intelligence, personality, diagnostic, levels of adjustment, disability/functional capacity, neuropsychological functions, clinical ratings of symptomatology, variables that help/direct treatment, and assess treatment outcomes.

By the end of Part – I, trainees are required to demonstrate ability to:

1. Use relevant criteria to assess the quality and appropriateness of a psychological test and evaluate its strengths and weaknesses for clinical purposes.
2. Able to carry out the clinical work-up and discuss the diagnostic possibilities based on the history and mental status examination of the clients with psychological/neuropsychological problems.
3. Synthesize and integrate collateral information from multiple sources and discuss the rationale for psychological assessment as relevant to the areas being assessed.
4. Select and justify the use of psychological tests and carry out the assessment as per the specified procedures in investigating the relevant domains.
5. Interpret the findings in the backdrop of the clinical history and mental status findings and arrive at a diagnosis.
6. Prepare the report of the findings as relevant to the clinical questions asked or hypothesis set up before the testing began, and integrate the findings in service activities.

Syllabus:

Unit - I: Introduction: Case history; mental status examination; rationale of psychological assessment; behavioral observations, response recording, and syntheses of information from different sources; formats of report writing.
Unit - II: Tests of cognitive functions: Bender gestalt test; Wechsler memory scale; PGI memory scale; Wilcoxon cord sorting test, Bhatia's battery of performance tests of intelligence; Binet's test of intelligence (locally standardized); Raven's progressive matrices (all versions); Wechsler adult intelligence scale – Indian adaptation (WAPIS – Ramalingaswamy's), WAIS-R.
Unit - III: Tests for diagnostic clarification: A) Rorschach psychodiagnostics, B) Tests for thought disorders – color form sorting test, object sorting test, proverbs test, C) Minnesota multiphasic personality inventory; multiphasic questionnaire, clinical analysis questionnaire, IPDE, D) screening instruments such as GHQ, hospital anxiety/depression scale etc. to detect psychopathology.
Unit - IV: Tests for adjustment and personality assessment: A) Questionnaires and inventories – 16 personality factor questionnaire, NEO-5 personality inventory, temperament and character inventory, Eyesenk's personality inventory, Eysenck's personality questionnaire, self-concept and self-esteem scales, Rottor's locus of control scale, Bell's adjustment inventory (students' and adults'), subjective well-being questionnaires, QOL, B) projective tests – sentence completion test, picture frustration test, draw-a-person test; TAT – Murray's and Uma Chowdhary's.
Unit - V: Rating scales: Self-rated and observer-rated scales of different clinical conditions such as anxiety, depression, mania, OCD, phobia, panic disorder etc. (including Leyton's obsessional inventory, Y-BOCS, BDI, STAI, HADS, HARS, SANS, SAPS, PANSS, BPRS), issues related to clinical applications and recent developments.
Unit - VI: Psychological assessment of children: A) Developmental psychopathology check list, CBCL, B) Administration, scoring and interpretation of tests of intelligence scale for children such as SFB, C-RPM, Malin's WISC, Binet's tests, and developmental schedules (Gesell's, Illingworth's and other) Vineland social maturity scale, AMD adaptation scale for mental retardation, BASIC-MR,



developmental screening test (Bharatraj’s), C) Tests of scholastic abilities, tests of attention, reading, writing, arithmetic, visuo-motor gestalt, and integration, D) Projective tests – Raven’s controlled projection test, draw -a-person test, children’s apperception test, E) Clinical rating scales such as for autism, ADHD etc.
Unit - VII: Tests for people with disabilities: WAIS-R, WISC-R (for visual handicapped), blind learning aptitude test, and other interest and aptitude tests, Kauffman’s assessment battery and such other tests/scales for physically handicapped individuals.
Unit - VIII: Neuropsychological assessment: LNNB, Halstead-Reitan battery, PGI-BBD, NIMHANS and other batteries of neuropsychological tests in current use.

Core Tests: (additions proposed)

1. Stanford Binet’s test of intelligence (any vernacular version)
2. Raven’s test of intelligence (all forms)
3. Bhatia’s battery of intelligence tests
4. Wechsler adult performance intelligence scale
5. Malin’s intelligence scale for children
6. Gesell’s developmental schedule
7. Wechsler memory scale
8. PGI memory scale
9. 16 personality factor questionnaire
10. NEO-5 personality inventory
11. Temperament and character inventory
12. Children personality questionnaire
13. Clinical analysis questionnaire
14. Multiphasic questionnaire
15. Object sorting/classification test
16. Sentence completion test
17. Thematic apperception test
18. Children’ apperception test
19. Rorschach Psychodiagnostic
20. Neuropsychological battery of tests (any standard version)

Student Learning Outcomes:

- To develop skill to establish therapeutic communication with the psychiatric/ non psychiatric
- Explore the various psychological test used to examine human behavior.
- Evaluate the comprehensive exposure to Neurological testing and its governing factor with various behaviors.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the psychological test being taught in class.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
N/A	100%	100%

Lab/Practical Assessment:

Continuous Assessment/Internal Assessment			End Term Examination
Components	Internal Evaluation	Attendance	
Weightage (%)	25%	5%	70%



Essential References:

- Bellack, A.S. & Hersen, M. (1998). *Comprehensive Clinical Psychology: Assessment* (Vol. 4). London: Elsevier Science Ltd.
- Choudhary, U. (1960). *An Indian modification of the Thematic Apperception Test*. Calcutta: Shree Saraswathi Press.
- Exner, J.E. (2002). *The Rorschach – A Comprehensive System*, (4th ed., Vol.1). New York: John Wiley and Sons.
- Freeman, F.S. (1965). *Theory and practice of psychological testing*. New Delhi: Oxford and IHBN.
- Hersen, M., Segal, D.L., & Hilsenroth, M.J. (2004). *Comprehensive handbook of psychological assessment* (Vols. 1-2). New York: John Wiley & Sons.
- Murray, H.A. (1971) *The Thematic Apperception Test manual*. London: Harvard University Press.



Course Title: Psychological Assessments Report Submission

Credit Units: 12

Course Level: MPhil

Course Code: NRS-135

Course Objectives:

- To familiarize the trainee with the formulation and Reporting of Psychodiagnostic evaluation.
- To enable the trainee with the writing format of psychological formulation and reporting.
- To familiarize the trainee with the formulation and reporting of IQ assessments.
- To familiarize the trainee with the formulation and reporting of Neuropsychological testing.
- To familiarize the trainee with the formulation and reporting of Personality testing

Duration: One Year

Methodology:

Trainee get opportunity in clinical Institutes e.g. Mental Hospital, NGOs and clinics. They will be guided by an internal and external supervisor. Trainees will submit 5 full length Psychodiagnostic Reports

Examination Scheme:

Internal Assessment	100 Marks
Total	100 Marks



Part - II (Year - II)

Course Title: Biological Foundations of Behavior

Credit Units: 10

Course Level: MPhil

Course Code: PSY-231

Course Objectives:

Brain disorders cause symptoms that look remarkably like other functional psychological disorders. Learning how brain is involved in the genesis of normal and abnormal behavioral/emotional manifestation would result in better clinical judgment, lesser diagnostic errors and increase sensitivity to consider and rule out a neuropsychological origin or biochemical mediation of the psychopathology. Also, current researches have indicated many pharmacological agents dramatically alter the severity and course of certain mental disorders, particularly the more severe disorders. Therefore, the aim of this paper is to provide important biological foundations of human behavior and various syndromes. The main focus is the nervous system and its command center – the brain.

By the end of Part – I, trainees are required to demonstrate ability to:

1. Describe the nature and basic functions of the nervous system.
2. Explain what neurons are and how they process information.
3. Identify the brain's levels and structures, and summarize the functions of its structures.
4. Describe the biochemical aspects of brain and how genetics increase our understanding of behavior.
5. State what endocrine system is and how it regulates internal environment and affects behavior.
6. Discuss the principles of psychopharmacology and review the general role of neurotransmitters and neuromodulators in the brain.
7. Describe the mono-aminergic and cholinergic pathway in the brain and the drugs that affect these neurons.
8. Describe the role of neurons that release amino acid neurotransmitters and the drugs that affect these neurons.
9. Describe what kinds of clinical symptoms are often associated with lesions of frontal, parietal, temporal and occipital lobes of the brain.
10. Describe what kinds of neuropsychological deficits are often associated with lesions of frontal, parietal, temporal and occipital lobes of the brain, and carry out the indicated neuropsychological assessment employing any valid battery of tests.
11. Describe what kinds of neuropsychological deficits are often associated with subcortical lesions of the brain.
12. List symptoms that are typical of focal and diffuse brain damage.
13. Enumerate the characteristics of clinical syndrome and the nature of neuropsychological deficits seen in various cortical and subcortical dementias.
14. Describe the neuropsychological profile of principal psychiatric syndromes.
15. Demonstrate an understanding of functional neuro-imaging techniques and their application in psychological disorders and cognitive neuroscience.
16. Demonstrate an understanding of the principals involved in neuropsychological assessment, its strengths and weaknesses, and its indications.
17. Describe the nature of disability associated with head injury in the short and longer term, methods of remedial training and their strengths and weakness.

Syllabus:

Part – A (Anatomy, Physiology and Biochemistry of CNS)

Unit –I: Anatomy of the brain: Major anatomical sub-divisions of the human brain; the surface anatomy and interior structures of cortical and sub-cortical regions; anatomical connectivity among the various regions; blood supply to brain and the CSF system; cytoarchitecture and modular organization in the brain.

Unit –II: Structure and functions of cells: Cells of the nervous system (neurons, supporting cells, blood-brain barrier); communication within a neuron (membrane potential, action potential); communication between neurons



(neurotransmitters, neuromodulators and hormones).
Unit – III: Biochemistry of the brain: Biochemical, metabolic and genetic aspect of Major mental disorders, mental retardation and behavioural disorders.
Unit - IV: Neurobiology of sensory-motor systems and internal environment: Organization of sensory-motor system in terms of receptors and thalamocortical pathways and motor responses.
Unit – V Regulation of Internal Environment: Role of limbic, autonomic and the neuroendocrine system in regulating the internal environment; reticular formation and other important neural substrates regulating the state of sleep/wakefulness.
Unit – VI : Neurobiology of Behaviour : Neurological aspects of drives, motivation, hunger, thirst, sex, emotions, learning and memory.
Unit –VII: Neurotransmitters and behaviour: Role of neurotransmitters and neuromodulators (acetylcholine, monoamines, amino acids, peptides, lipids) in various aspects of behaviour including learning and memory.
Unit –VIII: Introduction: Relationship between structure and function of the brain; the rise of neuropsychology as a distinct discipline, logic of cerebral organization; localization and lateralization of functions; approaches and methodologies of clinical and cognitive neuropsychologists.
Unit-IX: Frontal lobe syndrome: Disturbances of regulatory functions; attentional processes; emotions; memory and intellectual activity; language and motor functions.
Unit - X: Temporal lobe syndrome: Special senses – hearing, vestibular functions and integrative functions; disturbances in learning and memory functions; language, emotions, time perception and consciousness.
Unit – XI: Parietal and occipital lobe syndromes: Disturbances in sensory functions and body schema perception; agnosias and apraxias; disturbances in visual space perception; color perception; writing and reading ability.
Unit – XII: Neuropsychological profile of neuro-psychiatric conditions: Neuropsychological profile of cortical and subcortical dementia; major mental disorders and substance use disorders.
Unit – XIII: Functional human brain mapping: QEEG, EP & ERP, PET, SPECT, fMRI
Unit –XIV: Neuropsychological assessment: Introduction, principles, relevance, scope and indications for neuropsychological assessment and issues involved in neuropsychological assessment of children.
Unit –XV: Neuropsychological rehabilitation: Principles, objectives and methods of neuro-rehabilitation of traumatic brain injury, organic brain disorders, major psychiatric disorders and behavioural disorders; scope of computer-based retraining, neurofeedback, cognitive aids.

Student Learning Outcomes:

- Analyse the importance of the most essential fundamental physiological process underlying psychological events
- Explore the various techniques used to examine brain tissue and their examination techniques.
- Evaluate the comprehensive exposure to Nervous system and its governing factor with various behaviours.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode.
- Assigning students task of practicing the psychological test being taught in class.

Assessment examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%



Essential References:

- Bellack A.S. & Hersen M. (1998). *Comprehensive clinical psychology- Assessment (Vol. 4)*. London: Elsevier Science Ltd.
- Carlson, N.R. (2005). *Foundations of physiological psychology* (6th ed.). New Delhi: Pearson Education Inc.
- Gazaaniga, M. S. (1984). *Handbook of cognitive neuroscience*. New York: Plenum Press. Golden, C.J. & Charles, C.T. (1981). *Diagnosis & Rehabilitation in clinical neuropsychology*. New York: Spring Field.
- Grant, I. & Adams, K.M. (1996). *Neuropsychological assessment of neuropsychiatric disorders* (2nd ed.). New York: Oxford University Press.
- Grant, I. & Adams, K.M. (1996). *Neuropsychological assessment of neuropsychiatric disorders* (2nd ed.). Oxford University Press: NY.
- Guyton, A.C. & Hall, J.E. (2006). *Textbook of medical physiology*. Philadelphia: Saunders Company.
- Jain, A.K. (2005). *Textbook of physiology* (Vol. 2). New Delhi: Avichal Publishing Company. Kandel, E. R, & Schwartz, J. H (1985). *Principles of neural science*. New York: Elsevier.
- Kirshner H.S, (1986). *Behavioral Neurology*. New York: Churchill Livingstone.
- Kolb, B. & Whishaw, I.Q. (2007). *Fundamentals of human neuropsychology* (6th ed). New York: Worth Publishers.
- Lezak, M.D. (1995). *Neuropsychological assessment*. New York: Oxford University Press.
- Prigatano, G.P. (1999). *Principles of Neuropsychological Rehabilitation*. New York: Oxford University Press.
- Rohrbaugh, J.W (1990). *Event Related brain potentials – Basic issues & applications*. New York: Oxford University Press.
- Snell, R.S. (1992). *Clinical Neuroanatomy for Medical Students*. Boston: Little Brown & Co.
- Stahl, S.M. (1998). *Essential psychopharmacology*. London: Cambridge University Press. Vinken, P.J, & Bruyn, G.W. (1969). *Handbook of clinical neurology* (Vols. 2, 4, 45 & 46). Amsterdam: North Holland Publishing Co.
- Vinken, P.J., & Bruyn, G.W., (1969). *Handbook of clinical neurology* (Vols. 2, 4 & 45). Amsterdam: North Holland Publishing Co.
- Vyas, J.N. & Ahuja, N (1999). *Textbook of postgraduate psychiatry* (2nd ed., Vols. 1- 2). New Delhi: Jaypee brothers.
- Walsh, K. (2003). *Neuropsychology- A clinical approach* (4th ed.). Edinburgh: Churchill Livingstone.



Course Title: Psychotherapy and Counseling

Credit Units: 10

Course Level: MPhil

Course Code: PSY-232

Course Objectives:

Impart knowledge and skills necessary to carry out psychological interventions in mental health problems with required competency. As a prelude to problem-based learning within a clinical context, the trainees are introduced to factors that lead to development of an effective working therapeutic alliance, pre-treatment assessment, setting therapy goals, evaluation of success of therapy in producing desired changes, and variables that affect the therapy processes. Further, the aim is to equip the trainees with various theories of clinical problems, and intervention techniques, and their advantages and limitations.

1. Describe what factors are important in determining how well patients do in psychotherapy?
2. Demonstrate an ability to provide a clear, coherent, and succinct account of patient's problems and to develop an appropriate treatment plan.
3. Demonstrate a sense of working collaboratively on the problem and ability to foster an effective alliance.
4. Demonstrate a working knowledge of theoretical application of various approaches of therapy to clinical conditions.
5. Set realistic goals for intervention taking into consideration the social and contextual mediation.
6. Carry out specialized assessments and interventions, drawing on their knowledge of pertinent outcome/evidence research.
7. Use appropriate measures of quantifying changes and, apply and integrate alternative or complementary theoretical approach, depending on the intervention outcome.
8. Demonstrate skills in presenting and communicating some aspects of current intervention work for assessment by other health professionals, give and receive constructive feedback.
9. Demonstrate ability to link theory-practice and assimilate clinical, professional, academic and ethical knowledge in their role of a therapist.
10. Present a critical analysis of intervention related research articles and propose their own methods/design of replicating such research.

Syllabus:

Unit - I: Introduction to Psychotherapy: Definitions, objectives, issues related to training professional therapists; ethical and legal issues involved in therapy work; rights and responsibilities in psychotherapy; issues related to consent (assent in case of minors); planning and recording of therapy sessions; structuring and setting goals; pre- and post-assessment; practice of evidence-based therapies.
Unit - II: Therapeutic Relationship: Client and therapist characteristics; illness, technique and other factors influencing the relationship.
Unit - III: Interviewing: Objectives of interview, interviewing techniques, types of interview, characteristics of structured and unstructured interview, interviewing skills (micro skills), open-ended questions, clarification, reflection, facilitation and confrontation, silences in interviews, verbal and non-verbal components.
Unit - IV: Affective psychotherapies: Origin, basis, formulation, procedures, techniques, stages, process, outcome, indications, and research & current status with respect to psychodynamic, brief psychotherapy, humanistic, existential, gestalt, person-centered, Adlerian, transactional analysis, reality therapy, supportive, clinical hypnotherapy, play therapy, psychodrama, and oriental approaches such as yoga, meditation, shavasana, pranic healing, reiki, tai chi etc.
Unit - V: Behavior therapies: Origin, foundations, principles & methodologies, problems and criticisms, empirical status, behavioral assessment, formulations and treatment goals, Desensitization - (imaginal, in-vivo, enriched, assisted), Extinction - (graded exposure, flooding and response prevention, implosion, covert extinction, negative practice, stimulus satiation), Skill training - (assertiveness training, modeling, behavioral rehearsal), Operant procedures - (token economy, contingency management), Aversion - (faradic aversion therapy, covert sensitization, aversion relief procedure, anxiety relief procedure and avoidance conditioning), Self-control procedures - (thought stop, paradoxical intention, stimulus



satiation), Biofeedback – (EMG, GSR, EEG, Temp., EKG), Behavioral counseling, Group behavioral approaches, Behavioral family/marital therapies.
Unit - VI: Cognitive therapies: Cognitive model, principles and assumptions, techniques, indications and current status of rational emotive behavior therapy, cognitive behavior therapy, cognitive analytic therapy, dialectical behavior therapy, problem-solving therapy, mindfulness based cognitive therapy, schema focused therapy, cognitive restructuring, and other principal models of cognitive therapies.
Unit – VII: Systemic therapies: Origin, theoretical models, formulation, procedures, techniques, stages, process, outcome, indications, and research & current status with respect to family therapy, marital therapy, group therapy, sex therapy, interpersonal therapy and other prominent therapies.
Unit – VIII: Physiological therapies: Origin, basis, formulation, procedures, techniques, stages, process, outcome, indications, and current status with respect to progressive muscular relaxation, autogenic training, biofeedback, eye-movement desensitization and reprocessing, and other forms of evidence-based therapies.
Unit – IX: Counseling: Definition and goals, techniques, behavioral, cognitive and humanistic approaches, process, counseling theory and procedures to specific domains of counseling.
Unit - X: Therapy in special conditions: Therapies and techniques in the management of deliberate self harm, bereavement, traumatic, victims of man-made or natural disasters, in crisis, personality disorders, chronic mental illness, substance use, HIV/AIDS, learning disabilities, mental retardation, and such other conditions where integrative/eclectic approach is the basis of clinical intervention.
Unit - XI: Therapy with children: Introduction to different approaches, psychoanalytic therapies (Ana Freud, Melanie Klein, Donald Winnicott); special techniques (behavioral and play) for developmental internalizing and externalizing disorders; therapy in special conditions such as psycho-physiological and chronic physical illness; parent and family counseling; therapy with adolescents.
Unit – XII: Psycho-education (therapeutic education): Information and emotional support for family members and caregivers, models of therapeutic education, family counseling for a collaborative effort towards recovery, relapse-prevention and successful rehabilitation with regard to various debilitating mental disorders.
Unit – XIII: Psychosocial rehabilitation: Rehabilitation services, resources, medical and psychosocial aspects of disability, assessment, group therapy, supportive therapy and other forms of empirically supported psychotherapies for core and peripheral members.
Unit - XIV: Indian approaches to Psychotherapy: Yoga, Meditation, Mindfulness –based intervention: methods, processes and outcome.
Unit - XV: Contemporary issues and research: Issues related evidence-based practice, managed care, and research related to process and outcome.

Student Learning Outcomes:

- To learn various psychological therapies.
- To develop various skills to apply therapies in various clinical settings.
- To learn various theoretical assumptions under therapies.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the psychological therapy being taught in class.

Assessment examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%



Essential References:

- Aronson, M. J. & Scharfman, M.A. (1992). *Psychotherapy: The analytic approach*. New York: Jason Aronson, Inc.
- Baker, P, (1992). *Basic family therapy*. New Delhi: Blackwell Scientific Pub.
- Bellack, A.S. & Hersen, M., (1998). *Comprehensive Clinical Psychology* (Vol. 6). London: Elsevier Science Ltd.
- Bellack, A.S., Hersen, M., & Kazdin, A.E. (1985). *International handbook of behavior modification and therapy*. New York: Plenum Press.
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- Bergin, A.G. & Garfield, S. L. (1978). *Handbook of Psychotherapy & Behavior change – An empirical analysis*. New York: John Wiley & Sons.
- Bloch, S (2000). *An introduction to the psychotherapies* (3rd ed.). New York: Oxford Medical Publications.
- Capuzzi, D. & Gross, D.R. (2003). *Counseling and Psychotherapy: Theories and interventions* (3rd ed.). New Jersey: Merrill Prentice Hall.
- Clark, D.M. & Fairburn, C.G. (2001). *Science and practice of CBT*. London: Oxford University press.
- Dobson, K.S., & Craig, K.D. (1996). *Advances in cognitive behavior therapy*. New York: Sage Publications.
- Dryden, W. (1995). *Rational Emotive Behaviour Therapy*. New Delhi: Sage.
- Dryden, W. (2002). *Handbook of individual therapy* (4th ed.) New Delhi: Sage Publications. Eells, T.D (2007). *Handbook of psychotherapy case formulation* (2nd ed.). New York: Guilford press.
- Hersen M & Sledge W. (2002). *Encyclopedia of psychotherapy* (Vols. 1-2). New York: Academic Press.
- Freeman, A., Simon, K.M., Beutler L.E. & Arkowitz, M. (1988). *Comprehensive Handbook of cognitive therapy*. New York: Plenum Press.
- Friedberg R.D. & McClure, J.M. (2002). *Clinical Practice of cognitive therapy with children and adolescents- The nuts and bolts*. New York: Guilford Pres.
- Garfield, S. L. (1995). *Psychotherapy: an eclectic integrative approach* (2nd ed.). New York: John Wiley and son.
- Gibson, R.L. & Mitchell M.H. (2006). *Introduction to counseling and guidance* (6th ed.). New Delhi: Pearson.
- Graham, P.J. (1998). *CBT for children and families* (2nd ed.). London: Cambridge University Press.
- Greenson, R.R. (1967). *The Technique and Practice of psychoanalysis* (Vol. 1). New York: International Universities Press.
- Hawton, K. Salkovskis, P.M., Kirk, J. and Clark, D.M. (1989). *Cognitive Behavior Therapy for psychiatric problems: A practical guide*. New York: Oxford University Press.
- Klerman, G. L. & Weissman, M. M (1993). *New Approach of Interpersonal Psychotherapy*. Washington, DC.: American Psychiatric Press.
- Mash, E.J. & Wolfe, D.A. (1999). *Abnormal child psychology*. New York: Wadsworth Publishing.
- Rimm D.C., & Masters J.C. (1979). *Behavior therapy: Techniques and empirical findings*. New York: Academic Press.
- Sanders, D & Wills, F. (2005). *Cognitive therapy: An introduction* (2nd ed.). New Delhi: Sage Publications.
- Sharf, R.S. (2000). *Theories of psychotherapy and counseling* (2nd ed.). New York: Brooks/Cole.
- Turner, S.M, Calhour, K.S. & Adams, H.E.(1992). *Handbook of clinical behavior therapy*. New York: Wiley Interscience.
- Turner, S.M., Calhoun K.S., & Adams, H.E. (1992). *Handbook of Clinical Behavior therapy* New York: Wiley Interscience.
- Walker, C.E. & Roberts, MC (2001). *Handbook of clinical child psychology* (3rd ed.). Ontario: John Wiley and Sons.
- Wolberg, L.R. (1995). *The techniques of psychotherapy* (4th ed.). New York: Grune & Stratton.
- Wolman, B.B. & Stricker, G, (1983). *Handbook of family and marital therapy*. New York: Plenum.
- Wolman, B.B. (1967). *Psychoanalytic techniques, a handbook for practicing psychoanalyst*. New York: Basic Book.



Course Title: Behavioral Medicine

Credit Units: 10

Course Level: MPhil

Course Code: PSY-233

Course Objectives:

Health psychology, as one of the subspecialties of applied psychology, has made a notable impact on almost the entire range of clinical medicine. The field deals with psychological theories and methods that contribute immensely to the understanding and appreciation of health behavior, psychosocial and cultural factors influencing the development, adjustment to, treatment, outcome and prevention of psychological components of medical problems. The aim of behavioral medicine is to elucidate the effects of stress on immune, endocrine, and neurotransmitter functions among others, psychological process involved in health choices individuals make and adherence to preventive regimens, the effectiveness of psychological interventions in altering unhealthy lifestyles and in directly reducing illness related to various systems. Further, to provide the required skills and competency to assess and intervene for psychological factors that may predispose an individual to physical illness and that maintain symptoms, in methods of mitigating the negative effects of stressful situations/events, and buffering personal resources.

1. Appreciate the impact of psychological factors on developing and surviving a systemic illness.
2. Understand the psychosocial impact of an illness and psychological interventions used in this context.
3. Understand the psychosocial outcomes of disease, psychosocial interventions employed to alter the unfavorable outcomes.
4. Understand the rationale of psychological interventions and their relative efficacy in chronic disease, and carry out the indicated interventions.
5. Understand the importance of physician-patient relationships and communication in determining health outcomes.
6. Understand of how basic principles of health psychology are applied in specific context of various health problems, and apply them with competence.
7. Demonstrate the required sensitivity to issues of death and dying, breaking bad news, and end-of-life issues.
8. Carry out specialized interventions during period of crisis, grief and bereavement.
9. Understand, assimilate, apply and integrate newer evidence-based research findings in therapies, techniques and processes.
10. Critically evaluate current health psychology/behavioral medicine research articles, and present improved design/methods of replicating such research.
11. Demonstrate the sense responsibility while working collaboratively with another specialist and foster a working alliance.

Syllabus:

Unit – I: Introduction: Definition, boundary, psychological and behavioral influences on health and illness, neuroendocrine, neurotransmitter and neuroimmune responses to stress, negative affectivity, behavioral patterns, and coping styles, psychophysiological models of disease, theoretical models of health behavior, scope and application of psychological principles in health, illness and health care.
Unit – II: Central nervous system: Cognitive, personality, behavioral, emotional disturbances in major CNS diseases like cerebrovascular (stroke, vascular dementia etc.), developmental (cerebral palsy), degenerative (Parkinson’s etc.), trauma (traumatic brain and spinal cord injury), convulsive (epilepsy), and infectious (AIDS dementia), assessment and methods for psychological intervention and rehabilitation with such patients.
Unit – III: Cardiovascular system: Psychosocial, personality, lifestyle, and health practice issues, psychobehavioral responses including coping with illness and functional loss in hypertension, MI, following CABG and other cardiovascular conditions, salient issues with regard to quality-of-life and well- being, empirically proven methods of psychological management of CVS diseases.
Unit – IV: Respiratory system: precipitants, such as emotional arousal, and other external stimuli, exacerbants such as anxiety and panic symptoms, effects, such as secondary gain, low self -esteem in asthma and other airway diseases, psychological, behavioral and biofeedback strategies as adjunct in the management.
Unit – V: Gastrointestinal system: Evaluation of psychological factors including personality characteristics and stress/coping style in functional GI disorders such as irritable bowel syndrome, inflammatory bowel



disease, peptic ulcer disease, esophageal disorder etc., role of psychotherapy, behavior modification, cognitive restructuring, biofeedback and relaxation training.
Unit-VI: Genitourinary/renal/reproductive system: Psychosocial issues in male/female sexual dysfunctions, micturition/voiding problems including primary/secondary enuresis, end-stage renal disease, dialysis treatment, primary and secondary infertility, empirically validated psychological and behavioral interventions in these conditions.
Unit-VII: Dermatology: Role of stress and anxiety in psychodermatological conditions such as psoriasis, chronic urticaria, dermatitis, alopecia and the impact of these on self-esteem, body image and mood, role of psychological interventions such as relaxation, stress management, counseling and biofeedback strategies.
Unit-VIII: Oncology: Psychosocial issues associated with cancer - quality of life, denial, grief reaction to bodily changes, fear of treatment, side effects, abandonment, recurrence, resilience, assessment tools, and goals of interventions for individual and family, and therapy techniques.
Unit IX: HIV/AIDS: Model of HIV disease service program in India, pre- and post-test counseling, psychosocial issues and their resolutions during HIV progress, psychological assessment and interventions in infected adults and children, and family members/caregivers, highly active anti-retroviral treatments (HAART), neuropsychological findings at different stages of infection, issues related to prevention/spreading awareness and interventions in at risk populations.
Unit- X Pain: Physiological and psychological processes involved in pain experience and behavior, assessment tools for acute and chronic pain intensity, behavior, and dysfunctions/disability related to pain, psychological interventions such as cognitive, behavioral, biofeedback and hypnotic therapies.
Unit-XI :Terminally ill: Medical, religious and spiritual definition of death and dying, psychology of dying and bereaved family, strategies of breaking bad news, bereavement and grief counseling, management of pain and other physical symptoms associated with end-of-life distress in patients with cancer, AIDS, and other terminal illness, professional issues related to working in hospice including working through one’s own death anxiety, euthanasia – types, arguments for and against.
Unit- XII- Other general clinical conditions: Application of psychological techniques and their rationale in the clinical care of patients in general medical settings where psychological services appears to affect the outcome of medical management positively, for example in diabetes, sleep disorders, obesity, dental anxiety, burns injury, pre- and post-surgery, preparing for amputation, evaluation of organ donors/recipient, pre- and post-transplantation, organ replacement, hemophiliacs, sensory impairment, rheumatic diseases, abnormal illness behavior, health anxiety etc.
Unit-XIII: Contemporary Issues: Research and developments in health psychology, psychophysiology, psychoneuroimmunology, psychobiology, sociobiology and their implications, and effects of psychotherapy on the biology of brain.

Student Learning Outcomes:

- Analyse the importance of the most essential fundamental physiological process underlying psychological events.
- Explore the various techniques used to examine physiological process.
- Evaluate the comprehensive exposure to physiological factor associated with various behaviors.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the psychological therapy being taught in class.
- **Assessment examination Scheme:**

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

- **Theory Assessment (L&T):**

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%



Essential References:

- Basmajian J.V. (1979). *Biofeedback – Principles and practice for clinicians*. Baltimore: Williams & Wilkins Company.
- Bellack, A.S., Hersen, M., & Kazdin, A.E. (1985). *International handbook of behavior modification and therapy*. New York: Plenum Press.
- Bellack, A. S. & Hersen, M. (1985). *Dictionary of behavior therapy*. New York: Pergamon Press.
- Dimatteo, M.R., & Martin, L.R. (2002). *Health Psychology*. New Delhi: Pearson.
- Lambert, M.J (2004). *Handbook of Psychotherapy and behaviour change* (5th ed.). New York: John Wiley and Sons.
- Rimm D.C. & Masters J.C. (1979). *Behavior therapy: Techniques and empirical findings*. New York: Academic Press.
- Sweet, J.J, Rozensky, R.H. & Tovian, S.M. (1991). *Handbook of clinical psychology in medical settings*. Plenum Press: NY
- Tunks, E & Bellismo, A. (1991). *Behavioral medicine: Concepts & procedures*. New York: Pergamon Press.
- Turner, S.M., Calhoun, K.S., & Adams, H.E. (1992). *Handbook of Clinical Behavior therapy*. New York: Wiley Interscience.
- Weinman, J., Johnston, M. & Molloy, G. (2006). *Health Psychology* (Vols. 1-4). London: Sage Publications.



Course Title: Practical: Psychological therapies and viva voce

Credit Units: 18

Course Level: MPhil

Course Code: PSY-234

Course Objectives:

To provide hands-on experience in acquiring the necessary skills and competency in selecting, administering, psychological therapies often employed in clients with psychological and neuropsychological disorders. Since psychological therapies involves integration of information from multiple sources, the trainees are required to be given extensive exposure in working up of cases and carrying out the assessment at all levels for therapeutic intervention. Typical areas of focus for psychological therapies includes (not necessarily limited to): cognition, intelligence, personality, levels of adjustment, disability/functional rehabilitation, neuropsychological rehabilitation, clinical ratings of symptomatology, variables that help/direct treatment, and assess treatment outcomes.

Student Learning Outcomes:

- To develop skill to establish therapeutic communication with the psychiatric/ non psychiatric clients
- Explore the various psychological therapies used for maladaptive behavior.
- Evaluate the comprehensive exposure to Neurological rehabilitation and its governing factor with various behaviors.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the psychological therapies.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
N/A	100%	100%

Lab/Practical Assessment:

Continuous Assessment/Internal Assessment			End Term Examination
Components	Internal Evaluation	Attendance	
Weightage (%)	25%	5%	70%



Course Title: Therapy Report Submission

Credit Units: 12

Course Level: MPhil

Course Code: NRS-235

Course Objectives:

- To familiarize the trainee with the formulation and Reporting of psychotherapeutic intervention.
- To familiarize the trainee with the formulation and reporting of IQ intervention.
- To familiarize the trainee with the formulation and reporting of neuropsychological rehabilitation.
- To familiarize the trainee with the formulation and reporting of family therapy, group therapy for various psychological disorders.

Duration: One Year

Methodology:

Trainee get opportunity in clinical Institutes e.g. Mental Hospital, NGOs and clinics. They will be guided by an internal and external supervisor. Trainees will submit 5 full length Psychotherapeutic Reports

Examination Scheme:

Internal Assessment	100 Marks
Total	100 Marks



Course Title: Dissertation

Credit Units: 10

Course Level: MPhil

Course Code: NMP-230

Course Objectives:

- To familiarize them to use scientific methods and evidence to inform the assessment, understanding, treatment and prevention of human problems in behaviour, affect, cognition or health.
- Trainee will acquire and demonstrate knowledge and skills necessary to plan, conduct, evaluate, and disseminate research in areas relevant to clinical psychology

Duration: One Year

Methodology:

- Trainee get opportunity to acquire and demonstrate knowledge and skills necessary to plan, conduct, evaluate, and disseminate research in areas relevant to clinical psychology. Trainees will submit Dissertation.

Examination Scheme:

Internal Assessment	30 Marks
External Assessment	70 Marks
Total	100 Marks

AIBAS SYLLABUS

2019-20



Model Framework for Programme Structure & Curriculum

Institution: AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

Programme Title: B.A. (H) APPLIED

PSYCHOLOGY Duration of the Program (in yrs): 3

Years

Semesters: 6

Batch: 2019-22

Level: Undergraduate

Programme Description:

The BA(H) Applied Psychology Programme at Amity Institute of Behavioural & Allied Sciences (AIBAS) offers a broad and self-contained introduction which covers the basic principles of learning, biological bases of behaviour, thinking, memory, personality, social influences on behaviour (Social Psychology),

Programme Educational Objectives/Goals:

- **Base of Knowledge:** Develop a broad base of knowledge in the various domains of Psychology in order to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural element.
- **Research Acumen:** Interpret how research methods are used to test alternative explanations of human thought and behavior in a variety of problem domains, both basic (theoretical) and applied (practical).
- **Practical Skills:** Synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, school, hospital etc.

FIRST SEMESTER

Course Code	Course Title	Course Type	L	T	P	Total Credits
PSY-101	INTRODUCTION TO PSYCHOLOGY-I	Core Course	3	1	-	4
PSY-102	BASIC RESEARCH METHODOLOGY-I	Core Course	3	1	-	4
PSY-103	BIOPSYCHOLOGY	Core Course	3	1	-	4
PSY-104	STATISTICS IN PSYCHOLOGY-I	Core Course	3	1	-	4
PSY-105	SCHOOLS OF PSYCHOLOGY	Core Course	2	1	-	3
EVS-142	ENVIRONMENTAL STUDIES-I	Value Added Course -EVS	2	-	-	2
PSY-100	EXPERIMENTAL PSYCHOLOGY-I	Core Course	-	-	4	2
BCU-141	COMMUNICATION SKILLS – I	Value Added Course -BC	1	-	-	1
BSU-143	BEHAVIOURAL SCIENCE – I	Value Added Course -BS	1	-	-	1
FLU-144	FRENCH	Value Added Course -FBL	2	-	-	2
NTP-103	TERM PAPER I	Non Teaching Credit Course	-	-	-	1
	TOTAL					28

SECOND SEMESTER						
Course Code	Course Title	Course Type	L	T	P	Total Credits
PSY -201	INTRODUCTION TO PSYCHOLOGY-II	Core Course	3	1	-	4
PSY -202	BASIC RESEARCH METHODOLOGY-II	Core Course	3	1	-	4
PSY -203	INTRODUCTION TO PERSONALITY THEORIES	Core Course	3	1	-	4
PSY-204	STATISTICS IN PSYCHOLOGY-II	Core Course	3	1	-	4
PSY-205	SOCIAL PSYCHOLOGY	Core Course	2	1	-	3
EVS-242	ENVIRONMENTAL STUDIES-II	Value Added Course -EVS	2	-	-	2
PSY-200	EXPERIMENTAL PSYCHOLOGY-II	Core Course	-	-	4	2
BCU-241	COMMUNICATION SKILLS - II	Value Added Course -BC	1	-	-	1
BSU-243	BEHAVIOURAL SCIENCE – II	Value Added Course -BS	1	-	-	1
FLP-244	FOREIGN LANGUAGE - II	Value Added Course -FBL	2	-	-	2
NSM-205	SEMINAR	Non Teaching Credit Course	-	-	-	1
	TOTAL					28

SUMMER INTERNSHIP PROJECT: Students get opportunity in diversified Institutes e.g. Corporate Sector, Schools, NGOs and Hospitals. They will be guided by an internal and external supervisor from their respective Institute. Duration of internship will be four weeks in the month of June.

THIRD SEMESTER

Course Code	Course Title	Course Type	L	T	P	Total Credits
PSY-301	DEVELOPMENTAL PSYCHOLOGY	Core Course	3	1	-	4
PSY-302	POSITIVE PSYCHOLOGY	Core Course	3	1	-	4
PSY-303	PSYCHOMETRIC ASSESSMENT	Core Course	3	1	-	4
PSY-304	SOCIAL GERONTOLOGY AND HEALTH	Core Course	3	1	-	4
PSY-305	ENVIRONMENTAL PSYCHOLOGY	Core Course	2	1	-	3
PSY-300	PSYCHOLOGY - BASIC PRACTICAL I	Core Course	-	-	4	2
BCU-341	COMMUNICATION SKILLS – III	Value Added Course -BC	1	-	-	1
BSU-343	BEHAVIOURAL SCIENCE – III	Value Added Course -BS	1	-	-	1
FLU-344	FRENCH	Value Added Course -FBL	2	-	-	2
NTP-303	TERM PAPER-II	Non Teaching Credit Course	-	-	-	2
NSP-306	SUMMER INTERNSHIP PROJECT (EVALUATION)	Non Teaching Credit Course	-	-	-	2
	TOTAL					29

FOURTH SEMESTER						
Course Code	Course Title	Course Type	L	T	P	Total Credits
PSY-401	INTRODUCTORY COUNSELING PSYCHOLOGY	Core Course	3	1	-	4
PSY-402	ABNORMAL PSYCHOLOGY	Core Course	3	1	-	4
PSY-403	INTRODUCTION TO ORGANIZATIONAL PSYCHOLOGY	Core Course	3	1	-	4
PSY-400	PSYCHOLOGY - BASIC PRACTICAL II	Core Course	-	-	4	2
BCU-441	COMMUNICATION SKILLS – IV	Value Added Course -BC	1	-	-	1
BSU-443	BEHAVIOURAL SCIENCE – IV	Value Added Course -BS	1	-	-	1
FLU-444	FRENCH	Value Added Course -FBL	2	-	-	2
NCS-408	CASE STUDY PRESENTATION	Non Teaching Credit Course	-	-	-	2
PICK ANY THREE COURSES OF YOUR CHOICE OUT OF THE FOLLOWING COURSES						
PSY-404	SPORTS PSYCHOLOGY	Specialization Elective Course	2	1	-	3
PSY-405	PSYCHOLOGY AND LIFE SKILLS	Specialization Elective Course	2	1	-	3
PSY-406	EDUCATIONAL PSYCHOLOGY	Specialization Elective Course	2	1	-	3
PSY-407	PSYCHOLOGY OF HEALTH AND YOGA	Specialization Elective Course	2	1	-	3
	TOTAL					29

SUMMER FIELD WORK

FIFTH SEMESTER

Course Code	Course Title	Course Type	L	T	P	Total Credits
PSY-501	Clinical Psychology	Core Course	3	1	-	4
PSY-502	Gender Psychology	Core Course	3	1	-	4
PSY-500	Psychology - Basic Practical III	Core Course	-	-	4	2
BCU-541	Communication Skills – III	Value Added Course -BC	1	-	-	1
BSU-543	Behavioural Science – V	Value Added Course -BS	1	-	-	1
FLU-544	French	Value Added Course -FBL	2	-	-	2
NTP-503	Term Paper-III	Non Teaching Credit Course	-	-	-	2
NSP-506	Summer Fieldwork (Evaluation)	Non Teaching Credit Course	-	-	-	4
PICK ANY THREE COURSES OF YOUR CHOICE OUT OF THE FOLLOWING GROUPS						
PSY -503	Psychology of Motivation and Leadership	Specialization Elective Course	2	1	-	3
PSY-504	Psychological Practices in Organisations	Specialization Elective Course	2	1	-	3
PSY-505	School Counseling	Specialization Elective Course	2	1	-	3
PSY-506	Forensic Mental Health	Specialization Elective Course	2	1	-	3
PSY-507	Psychology of Caregivers	Specialization Elective Course	2	1	-	3
PSY-508	Introduction to Community Psychology	Specialization Elective Course	2	1	-	3
PSY-509	Science of Well-being	Specialization Elective Course	2	1	-	3
	TOTAL					29

SIXTH SEMESTER						
Course Code	Course Title	Course Type	L	T	P	Total Credits
PSY-601	Psychology of Differentially-abled Children (Special Education)	Core Course	3	1	-	4
PSY-600	Psychology Basic Practical IV	Core Course	-	-	4	2
BCU-641	Communication Skills – IV	Value Added Course -BC	1	-	-	1
BSU-643	Behavioural Science – VI	Value Added Course -BS	1	-	-	1
FLU-644	French	Value Added Course -FBL	2	-	-	2
NMP-601	Major Project	Non Teaching Credit Course	-	-	-	6
PICK ANY FOUR COURSES OF YOUR CHOICE OUT OF THE FOLLOWING COURSES						
PSY-602	Planning Recruitment and Selection	Specialization Elective Course	2	1	-	3
PSY-603	Introduction to Industrial Relations	Specialization Elective Course	2	1	-	3
PSY-604	Psychology of Exceptional and Gifted Children	Specialization Elective Course	2	1	-	3
PSY-605	Teaching and Learning Techniques	Specialization Elective Course	2	1	-	3
PSY-606	Human Skill Development	Specialization Elective Course	2	1	-	3
PSY-607	Psychology of Aging	Specialization Elective Course	2	1	-	3
PSY-608	Science of Happiness	Specialization Elective Course	2	1	-	3
	TOTAL					28

SUMMARY: Total No. of Credits in B.A. (H) Applied Psychology = **171**



Course structure: Introduction to Psychology- I - Course Code: PSY101

Course Title: Introduction to Psychology- I

Credit Units: 4

Course Level: UG Level

Course Code: PSY 101

Course Objectives:

- The objective of this course is to study the concept, principles and theories of cognition and its application in cognitive psychology.
- This will facilitate the students to develop the cognitive skills in themselves and others.

Pre-requisites: The students must possess fair understanding of basic concept of psychology

Course Content:	Weightage
Module I: Introduction	10%
<ul style="list-style-type: none"> • Definition and Goals of Psychology • Role of a Psychologist in Society • Today's Perspectives Biological, Psychodynamic, Behaviorists, Cross cultural and Humanistic 	
Module II: Sensation & Perception	30%
<ul style="list-style-type: none"> • Nature and definitions • Characteristics of Sensation & perception • Visual depth perception • Constancy& movement perception • Illusion of object, shape, space, colour and movement • Factors influencing perception • Extra sensory perception 	
Module III: Learning	
<ul style="list-style-type: none"> • Definition • Classical Conditioning- Basics of conditioning, basic processes- Extinction, Spontaneous Recovery, Generalization, Discrimination, Higher Order Conditioning, Criticism and Significance of Classical Conditioning • Operant Conditioning- Thorndike's: Law of Effect, Reinforcement- Primary and Secondary, Positive rein forcers, Punishment, Pros and Cons of Punishment • Process- Generalization, Discrimination, Shaping, Chaining, Schedules of Reinforcement • Significance of Operant Conditioning, • Cognitive Learning- Latent Learning; Observational learning (Bandura); Insight Learning (Kohler), • Learner and Learning- Prepared Behaviours, Unprepared and Contra-prepared behaviours 	30%
Module IV: Memory	

<ul style="list-style-type: none"> • Basic Processes- Encoding, Storage, Retrieval • Sensory- Iconic Memory and Echoic Memory • STM- Working Memory, Serial Position Curve, Rehearsal, Chunking, LTM- Modules of Memory • Declarative, Procedural, Semantic, Episodic Memory, Associative models- Explicit Memory and Implicit Memory • Retrieval Cues, State Dependent and Context Dependent Memory, Tip-Of-The-Tongue Phenomenon, Flash Bulb Memories • Levels of processing- Constructive Processes in Memory- Schemas • Forgetting- Decay Theory Interference Theory 	30%
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Student Learning Outcomes:

- Develop a base in cognitive psychology with the help of relevant example of everyday life.
- Comprehend and analyze situations in life better and to enable others in the same way.
- Appreciate various theories of learning in the practical world.
- Identify the importance of experiments in the field of memory & how it shaped cognitive psychology

Pedagogy for Course Delivery:

The class will be trained to comprehend the basic processes involved in our day today living using theory. The students are facilitated for skill based learning .They will also be given exposure to relevant examples which smoothens the progress of their conceptual understanding of the course.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Morgan & King, 7th Ed, Introduction to Psychology

References:

- Atkinson & Hilgard, Introduction to Psychology
- Robert A. Baron, 5th Ed., Psychology



Course structure: Research Methodology-I - Course Code: PSY 102

Course Title: Research Methodology-I

Credit Units: 4

Course Level: UG Level

Course Code: PSY 102

Course Objectives:

- To introduce the basic principles of Research Methodology.
- To equip students with skills of various methods and techniques for scientific conduct of research in psychology.

Pre-requisites: The students must possess fair understanding of basics knowledge of research

Course Content:	Weightage
Module I: Introduction	10%
<ul style="list-style-type: none"> • Nature of research enquiry • Types of Research: Action and applied; qualitative and quantitative • Measurement v/s assessment • Importance and Limitations of Research 	
Module II: Scaling in Psychology	15%
<ul style="list-style-type: none"> • Concept of scaling • Types of scales • Psycho-physical scaling 	
Module III: Problem	15%
<ul style="list-style-type: none"> • Nature and characteristics of problem statement • Defining the problem, aim and objectives of a research • Qualities of a good problem statement 	
Module IV: Hypothesis	20%
<ul style="list-style-type: none"> • Concept and character of hypothesis • Types of hypothesis • Type I and type II errors • Writing a good hypothesis 	
Module V: Variables	20%
<ul style="list-style-type: none"> • Variables in research • Dependant and independent variables • Extraneous variables and their control 	
Module VI: Sampling	20%
<ul style="list-style-type: none"> • Definition of sampling • Population and sample • Techniques of sampling 	

Student Learning Outcomes:

- Analyze & comprehend research and its application.
- Design and Develop the strategy to conduct research.
- Comprehend the inter relation between parameters under study.
- Develop insight into procedural scientific steps of conducting a research.
- Identify the strategic & scientific aspects related to hypothesis testing.

Pedagogy for Course Delivery:

The class will be taught using theory and discussion method. In addition to assigning the research papers to be reviewed to understand the application of Research methodology, the course instructor will also discuss projects so as to give a better insight. The instructor will cover the ways innovative & current strategies to conduct and analyze research.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

Anastasi, A., (1988), Psychological Testing; 6th Ed. New York: Mc Millan Publishing Company.
 Kerlinger, F. N., (1933), Foundation of Behavioural Research; New Delhi: Surjeet Publication.
 Freeman, F.S. (1962). Theory and Practice of Psychological Testing; New Delhi: Oxford IBH
 Pandey, J. (1988). Psychology in India: The State of the Art Vol.I (Personality and Mental Processes) New Delhi; Sage



Course structure: Biopsychology - Course Code: PSY 103

Course Title: Biopsychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY 103

Course Objectives:

- The paper on Biopsychology correlates the discipline to the physiological aspect of human life and emphasizes the need to study physiology for complete understanding of human beings.
- It will also provide an overview of issues that many physiological psychologists consider in understanding how the brain and behaviour interact.

Pre-requisites: The students must possess fair understanding of basics of human biology

Course Content:	Weightage
Module I: Introduction to Biopsychology	20%
<ul style="list-style-type: none"> • Concept of biopsychology • Techniques used in biopsychology • Hemisphere function: Sperry and the split-brain; Left handedness; Emotion and the right hemisphere 	
Module II: Cell & Nervous System	20%
<ul style="list-style-type: none"> • Cell structure: Neuron, Synapses, The neurotransmitters • The nervous system: Basic subdivisions-Peripheral and Central 	
Module III: Hormonal Basis of Behaviour	20%
<ul style="list-style-type: none"> • Endocrine system: Structure &Function • Abnormalities of major glands: Thyroid, Adrenals, Gonads, Pituitary and Pancreas 	
Module IV: Sleep, Arousal & Biological Rhythms	20%
<ul style="list-style-type: none"> • Functions of sleep • Biological Rhythms • Concept of arousal; Physiological measure of arousal • Reticular Formation and Central Arousal 	
Module V: Learning & Memory	20%
<ul style="list-style-type: none"> • Anterograde and retrograde Amnesia • Alzheimer Disease • Korsakoff's Psychosis • Biochemistry of learning and memory 	

Student Learning Outcomes:

- Analyse the importance of the most essential fundamental physiological process underlying psychological events
- Explore the various techniques used to examine brain tissue and their examination techniques
- Evaluate the comprehensive exposure to Nervous system and its governing factor with various behaviours.

Pedagogy for Course Delivery: The class will be taught using theory and case based method. In addition to this presentations will be shown in PPT form.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Leukel, F., (1968), Introduction to Physiological Psychology

References:

- Levinthal, G. G., (1990), Introduction to Physiological Psychology
- Anthony, C.P & Thobidean G.A., (1987), Text Book of Anatomy & Physiology, New Jersey.



Course structure: Statistics in Psychology- I - Course Code: PSY 104

Course Title: Statistics in Psychology- I

Credit Units: 4

Course Level: UG Level

Course Code: PSY 104

Course Objectives:

- The paper on Statistics introduces quantification of psychological data and gives primary research orientation to the students.

Pre-requisites: The students must possess fair understanding of basic concept of statistics

Course Content:	Weightage
Module I: Introduction to Statistics	20%
<ul style="list-style-type: none"> • Statistics: Meaning, Importance & Limitations • Descriptive and Inferential Statistics • Parametric and Non-parametric Statistics • Population and Sample • Scales of Measurement 	
Module II: Frequency Distributions & Graphical Representation	20%
<ul style="list-style-type: none"> • Frequency Distribution; Relative and Cumulative Frequency Distribution • Uni-variate & Bi-variate Frequency Distribution • Line Graph, Bar Graph, Pie Chart, Histogram, Frequency Polygon, Frequency Curve 	
Module III: Measures of Central Tendency	20%
<ul style="list-style-type: none"> • Mean • Median • Mode 	
Module IV: Measures of Variability	20%
<ul style="list-style-type: none"> • The Standard Deviation • Quartile Deviation • Variance 	
Module V: Correlation	20%
<ul style="list-style-type: none"> • Concept & Nature of Correlation • Product moment correlation • Spearman's Rank Difference correlation 	

Student Learning Outcomes:

- Analyze the importance of statistics in the field of psychology
- Explore the various data interpretation techniques
- Evaluate various descriptive statistics technique

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode Assigning students task of practicing the statistics being taught in class.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Garret H E, Statistics in Psychology

References:

- Minimum E W, King, H M & Bear G, (1993), Statistical Reasoning in Psychology & Education, 3rd Edition, New York: John Wiley & Sons
- Siegel S (1956), Non Parametric Statistics, New York, McGraw Hill
- Broota S, (1992), Experimental Design in Behaviour Research, New Delhi
- Freeman, Statistics in Psychology



Course structure: Schools of Psychology - Course Code: PSY 105

Course Title: Schools of Psychology

Credit Units: 3

Course Level: UG Level

Course Code: PSY 105

Course Objectives:

- To give an overview on history of psychology and the developments within the discipline.
- Students know about the development of Psychology

Pre-requisites: The students must possess fair understanding of the nature of psychology

Course Content:	Weightage	
Module I: Science & Scientific Theory	20%	
<ul style="list-style-type: none">• What is science and non-science?• Psychology as a Science• Psychology as non-science• Theories, systems, paradigms, & methodological issues		
Module II: Structuralism & Functionalism		20%
<ul style="list-style-type: none">• Wundt, & Titchener's contribution to psychology (compare and contrast the two)• Structuralism as a school of thought• The American contribution to evolution of psychology		
Module III: Associationism & Behaviorism	10%	
<ul style="list-style-type: none">• Thorndikian Associationism• Watsonian Behaviorism		
Module IV: Psychodynamics & Gestalt	30%	
<ul style="list-style-type: none">• Classical Psychoanalysts : Sigmund Freud• Neo-psychoanalysts: Alfred Adler and Carl Jung• Gestalt school of thought		
Module V: Humanistic & Existential Approach		20%
<ul style="list-style-type: none">• Abraham Maslow• Carl Rogers• Existential approach to psychology		

Student Learning Outcomes:

- Interpret the historical evolution of psychology
- Clarify the various methodological issues of psychology
- Organize the various schools of thoughts in psychology

Pedagogy for Course Delivery:

Lectures, presentations, group discussions, and case studies

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Leahy, T H, (1991), A History of Modern Psychology; New York: Prentice Hall
- Chaplin, J P & Krawice, T S, (1979), Systems and Theories in Psychology; New York: Holt Rinechart & Winston
- Marx M H & Hillix W A, (1986), Systems and Theories in Psychology; New York: McGraw Hill
- Wolman B B, (1979), Contemporary Theories and Systems in Psychology; London: Freeman Book Company
- Sartre, J P (1956), History & Theories of Psychology
- Paranjpe, A C, (1994), Meeting East and West; New York: Plenum Press



Course structure: Experimental Psychology – I - Course Code: PSY-100

Course Title: Experimental Psychology – I

Credit Units: 2

Course Level: UG Level

Course Code: PSY-100

Course Objectives:

- To apply the general concepts of psychology through the medium of experiments. Every student is expected to perform and write all experiments mentioned below:

Pre-requisites: The students must possess fair understanding of basics of psychological assessment

Course Content:			
<ul style="list-style-type: none"> Bilateral Transfer of Learning Paired Association Serial Position Effect STM & LTM Stroop Effect 			
<p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> Understand the concepts of psychology through the mediums of the experiments Develop With the skills of conducting & documenting experiments in the field of psychology. <p>Pedagogy for Course Delivery: The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically. Insights would be given on conducting test on individuals with an objective to understand criminal behavior</p>			
Assessment/ Examination Scheme:			
Theory L/T (%)	Lab/Practical/(%)	End Term Examination	
30%	70%	100%	
Theory Assessment (L&T):			
Continuous Assessment/Internal Assessment			End Term Examination
Components (Drop down)	Practical File	Attendance	
Weightage (%)	25%	5%	



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Term Paper – I - Course Code: NTP-103

Course Title: Term Paper – I.

Credit Units: 1

Course Level: UG Level

Course Code: NTP 103

Course Objectives:

- The rationale behind introducing the term paper for BA Students (Ist Year) is to enhance the reading and writing habits of the students and to make them aware about the process of carrying out a research work.
- This helps them to develop insight into the course they are studying which creates an academic interest among the students. Presentation of the term paper plays an important role as it facilitates knowledge sharing and improvement in presentation skills which will further enhance the confidence of the students.
- The overall objective of this term paper is to develop research orientations in students and to make them understand and enhance skills in Research Methodology

Guidelines for Term Paper:

- 1) Topic
- 2) Introduction
- 3) Review Research
- 4) Discussion
- 5) Conclusion
- 6) References

Examination Scheme:

Compilation of Term Paper:	50 Marks
Viva Voce:	25 Marks
Presentation of Term Paper:	25 Marks
Total	100 Marks



Course structure: Introduction to Psychology- II - Course Code: PSY 201

Course Title: Introduction to Psychology- II

Credit Units: 4

Course Level: UG Level

Course Code: PSY 201

Course Objectives:

- The objective of this course is to study the concept, principles and theories of cognition and its application in cognitive psychology.
- This will facilitate the students to develop an understanding of the cognitive skills in themselves and others.

Pre-requisites: The students must possess fair understanding of psychological principles and nature of Psychology

Course Contents:	Weightage
Module I: Sensation, Attention and Perception	25%
<ul style="list-style-type: none">• Sensation: Basic concepts; Process• Types of senses- Visual, Auditory, Gustatory, Olfactory, Tactile, Vestibular, Kinesthetic, and Organic Senses• Sensory Adaptation- Advantages and Disadvantages• Sensitivity to Glare, Integration of senses, Sensory Threshold, Absolute Threshold, Just Noticeable Difference, Weber's Law• Attention: Definition & Characteristics• Selective Attention, Divided Attention and Sustained Attention• Theories of attention: Early & Late Selection, Capacity and Mental Effort Models• Perception : Signal Detection Theory	
Module II: Thinking and Decision Making	25%
<ul style="list-style-type: none">• Theories and models of thinking- Information Processing Theory, S-R theory, Cognitive theories, Simulation Models• Types of Thinking• Reasoning & its types• Concept formation• Decision Making & Cognitive Illusions in Decision Making	
Module III: Intelligence	25%
<ul style="list-style-type: none">• Meaning and Definition of Intelligence• Theories of Intelligence: Charles Spearman, Louis L. Thurstone, Howard Gardner ,• Creativity and Intelligence• Assessment of intelligence	

<p>Module IV Motivation & Emotion</p> <ul style="list-style-type: none"> ● Motivation: Meaning & Characteristics ● Homeostasis, Need, Drive, Arousal, Incentives Current status of motivational concepts ● Types- Physiological Motivation- Hunger, Thrust; Psychological Motivation- Achievement, Power, Motivation Cycle, Need Hierarchy ● Emotion -Introduction- Meaning: Physiological responses, arousal and emotional intensity, emotional expression. ● Theories- James Lange Theory, Cannon-Bard theory & Cognitive theory ● How people communicate Emotion- Innate Expression of Emotions ● Social Aspects of Emotional Expressions, Facial Expressions (Pyramidal Motor System) 	<p>25%</p>
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Student Learning Outcomes:

- Cultivate cognitive skills to understand the mind and behaviour.
- Recognize and comprehend the concepts, principles & themes of cognitive psychology.

Pedagogy for Course Delivery:

The class will be taught using theory and case study method. In addition to assigning the case studies, the course instructor will spend considerable time in making the students grasp a clear understanding of the concept of motivation and emotions in daily life.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Morgan & King, 7th Ed, Introduction to Psychology

References:

- N.K. Chadha and Salma Seth (eds) (2013) The Psychological Realm. Pinnacle Learning: new Delhi
- Atkinson & Hilgard, Introduction to Psychology
- Robert A. Baron, 5th Ed., Psychology
- Hodder & Stoughton, Introducing Psychology
- Zimbardo, Philips. Psychology and life, Thapar College



Course structure: Basic Research Methodology – II - Course Code: PSY 202

Course Title: Basic Research Methodology – II

Credit Units: 4

Course Level: UG Level

Course Code: PSY 202

Course Objectives:

- Students will know the various types of analysis and how to use statistics in analyzing and interpreting the obtained data.
- To introduce the principles of Research Methodology.
- To discuss in-detail the design, data collection, analysis of data and report writing

Pre-requisites: The students must possess fair understanding of basics of research methods

Course Content:	Weightage
Module I: Research Design	20%
<ul style="list-style-type: none">• Co-relational• Experimental• Quasi- experimental• Ex-post facto	
Module II: Tools of Data Collection	20%
<ul style="list-style-type: none">• Questionnaire• Interview• Observation• Case Study	
Module III: Analysis of Data	20%
<ul style="list-style-type: none">• Classifying and analysis• Qualitative data analysis• Quantitative data analysis	
Module IV: Ethical Issues	20%
<ul style="list-style-type: none">• Communicating research findings• Informed consent• Other ethical considerations	
Module V: Report Writing	20%
<ul style="list-style-type: none">• Abstract• Synopsis Format• Reference	

Student Learning Outcomes:

On completion of this course the students will be able to-

- Explain the procedures in research to conduct the experiments.
- Acquire knowledge of qualitative research methods.
- Analyze and report the data for both descriptive and inferential statistics.

Pedagogy for Course Delivery:

Lectures, Case Discussions, and Demonstrations.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Texts:

- Broota, K.D. (1992) Experimental designs in psychological research, Wiley eastern, New Year

References:

- Guilford (1986), Statistics in Psychology and Education, McGrawhill, New York
- Kerlinger, F., (1983), Foundations of Behavioural Research, Surjeet Publications, Delhi
- Rajamanickam, M. (2001) – Statistical Methods in Psychological and Educational Research, Concept Publishing Co. New Delhi, India.
- Siegel.S. (2004), non – Parametric Statistics



Course structure: Introduction to Personality Theories - Course Code: PSY-203

Course Title: Introduction to Personality Theories.

Credit Units: 4

Course Level: UG Level

Course Code: PSY-203

Course Objectives:

- The paper introduces description, evaluation and application of major personality theories for personality development.
- It also focuses on understanding Indian and other Eastern thoughts in Personality.

Pre-requisites: The students must possess fair understanding of important theories of psychology

Course Content:	Weightage
Module I: Introduction to Personality	10%
<ul style="list-style-type: none">• Definition, concept and component of personality; factors influencing personality- heredity and environment; characteristics features of personality• Nature-Nurture debate• Issues and biases in personality measurement• Indian Approaches of Personality	
Module II: Type and Trait Approaches	20%
<ul style="list-style-type: none">• Sheldon, Kretshmer, Allport, Eysenck, and Cattell	
Module III: Freudian and Neo-Freudian Approaches	30%
<ul style="list-style-type: none">• Freud• Jung• Adler• Horney• Erickson• Fromm	
Module IV: Humanistic-Existential School	20%
<ul style="list-style-type: none">• Rogers• Maslow• Rollo May• Kurt Lewin	
Module V: Cognition and Personality	10%
<ul style="list-style-type: none">• Social Cognitive Perspective• Bandura	
Module VI: Eastern views on self	10%
<ul style="list-style-type: none">• Vedanta philosophy- Sattvik, Rjasik and Tamsik personality• Buddhist Tradition	

Student Learning Outcomes:

- Appreciate the various approaches to study human personality.
- Illustrate the Indian ideas on the development of personality.
- Assess personality with the help of personality theories

Pedagogy for Course Delivery:

The class will be taught using theory and case based method. through lectures, , tutorial and field assignment activities in particular.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Adams, D.P., (1990), An Introduction to Personality Psychology; New York: Harcourt brace & Javan vich.
- Hall, C.S. & Lindzey, G. (1998), Theories of Personality; New Delhi: Wiley Eastern Ltd.
- Feist, J. (1985), Theories of personality; New York, Holt Rineharat & Winston
- Paranjpe, A.C. (1984), Theoretical Psychology, Meeting of East and West; New York, Penguin Press
- Mairet, P. (1977), Existentialism & Humanism of J.P. Sartre; London, Methuen
- Kuppuswamy, B. (1990), Elements of Ancient Indian Psychology; Delhi: Konark publishers
- Allport, G.W. (1996), Pattern in Growth in Personality; New York: Holt Rinechart & Winton
- McClland, D.C. (1951), Personality; New York: Holt Rinechart & Winston.
- Cambridge, M.A. (1982) The Evolving Self Problem and Process in Human Development; New York: Harvard University Press
- Monte, F.E. (1977) Beneath the Mask-An Introduction to Theories of Personality; New York: Prager.



Course structure: Statistics in Psychology II - Course Code: PSY-204

Course Title: Statistics in Psychology II.

Credit Units: 4

Course Level: UG Level

Course Code: PSY-204

Course Objectives:

- The paper on statistics introduces quantification of psychological data and gives primary research orientation to the students.

Pre-requisites: The students must possess fair understanding of various statistical calculation methods

Course Contents/Syllabus:	Weightage
Module I: The Normal Curve	
<ul style="list-style-type: none"> • Characteristics and Problems in Normal Probability Curve (NPC) • The Standard Normal Curve 	20%
Module II: Significance of mean	
<ul style="list-style-type: none"> • Computation of the standard error of mean • Degrees of freedom • Levels of significance • Type I and Type II errors • Standard error of difference between two independent means (Large & small samples) • t-test: Independent & Paired sample 	20%
Module III: Non-parametric tests	
<ul style="list-style-type: none"> • Introduction; basic differences; Uses of parametric and Non-parametric tests • Chi-Square • Chi-Square with 2*2 table • Sign test • Median test 	20%
Module IV: Analysis of Variance	20%
<ul style="list-style-type: none"> • Hypothesis testing with the help of One way ANOVA (f-test) 	
Module V: Percentile	
<ul style="list-style-type: none"> • Percentile • Percentile Ranks 	20%

Student Learning Outcomes:

- Analyze the basic concept of statistics in psychology
- Discuss quantification of psychological data.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the statistics being taught in class.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Garret H E, Statistics in Psychology

References:

- Minimum E W, King, H M & Bear G, (1993), Statistical Reasoning in Psychology & Education, 3rd Edition, New York: John Wiley & Sons
- Siegel S (1956), Non Parametric Statistics, New York, McGraw Hill
- Broota S, (1992), Experimental Design in Behaviour Research, New Delhi
- Freeman, Statistics in Psychology



Course structure: Social Psychology - Course Code: PSY 205

Course Title: Social Psychology

Credit Units: 3

Course Level: UG Level

Course Code: PSY 205

Course Objectives:

- This course will impart knowledge on individual's relation to society, the processes involved therein and manner of research done. .
- Students will expand knowledge about social psychology and human behavior.
- Enable students to recognize the limits in generalizing psychological research to all cultural/gender/ethnic/age groups, and understand the dynamics of intergroup relationships, conflict, and cooperation

Pre-requisites: The students must possess fair understanding of Interpersonal relationship

Course Contents:	Weightage
Module I: Introduction to Social Psychology	10%
<ul style="list-style-type: none"> • Nature and Scope • Methods of Social Psychology 	
Module II: Social Cognition	10%
<ul style="list-style-type: none"> • Cognitive Strategies, Schemes, Stereotypes, attribution • Person and self-perception 	
Module III: Interpersonal Communication and Interpersonal Attraction	20%
<ul style="list-style-type: none"> • Meaning, Social Aspects of Verbal and Non-verbal communication • Factors underlying interpersonal attraction, theoretical orientations to interpersonal attraction 	
Module IV: Aspects of Human Interaction & Collective Behavior	20%
<ul style="list-style-type: none"> • Pro-social Behavior and Aggression • Mob Behavior and crowds; Nature, types and theories 	
Module V: Attitude and Social Influence Process	20%
<ul style="list-style-type: none"> • Definition, function , formation and theory of attitude formation • Conformity and Compliance: Nature and factors affecting Them 	
Module VI: Social psychology in different settings	20%
<ul style="list-style-type: none"> • Government agencies, NGOs, Hospitals, Educational Institutions & Communities 	

Student Learning Outcomes:

- Develop insight and analyze the contribution of social psychologists to the understanding of human society
- Evaluate effective strategies in socialization, group processes (both inter and intra group), and interpersonal processes and helping behaviour
- Ability to chart the progression of theories in major areas in Social Psychology.
- Interpret attitude formation and various methods to be used to change the attitude.

Pedagogy for Course Delivery:

The class will be taught using theory and case based method. through lectures, , tutorial and field assignment activities in particular.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- N.K. Chadha (ed) (2012) Social Psychology: McMillan Publishers , New Delhi
- Launching New Ventures: An Entrepreneurial Approach, 5th Edition, Kathleen R. Allen University of Southern California, ISBN-13: 9780547014562
- Entrepreneurship: creating and managing new ventures, Bruce Lloyd, Pergamon Press, ISBN 0080371086
- Start Run & Grow: A Successful Small Business, CCH, CCH Tax and accounting ,ISBN 0808012010
- Managing New Ventures: Concepts and Cases in Entrepreneurship, By Anjan Raichaudhur, PHI, ISBN 978-81-203-4156-2
- Technology Ventures: From Idea to Enterprise, Thomas H. Byers, Richard C. Dorf, Andrew Nelson, Science Engineering & Math;



Course structure: Experimental Psychology – II - Course Code: PSY-200

Course Title: Experimental Psychology – II

Credit Units: 2

Course Level: UG Level

Course Code: PSY-200

Course Objectives:

- This paper on Experimental Psychology introduces experiments conducted in psychology and objectivity in treatment of psychological data.
- Every student is expected to perform and write all experiments mentioned below:

Pre-requisites: The students must possess fair understanding of general psychology

Course Content:														
<ul style="list-style-type: none"> • Span of Attention • Tweezers Dexterity • Muller-Lyre illusion • Two Point Threshold • Maze learning 														
<p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand the concepts of psychology through the mediums of the experiments • Develop With the skills of conducting & documenting experiments in the field of psychology. 														
<p>Pedagogy for Course Delivery:</p> <p>The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically. Insights would be given on conducting test on individuals with an objective to understand criminal behavior</p>														
<p>Assessment/ Examination Scheme:</p> <table border="1"> <thead> <tr> <th>Theory L/T (%)</th> <th>Lab/Practical/(%)</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>30%</td> <td>70%</td> <td>100%</td> </tr> </tbody> </table>				Theory L/T (%)	Lab/Practical/(%)	End Term Examination	30%	70%	100%					
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Continuous Assessment/Internal Assessment			End Term Examination											
Components (Drop down)	Practical File	Attendance												
Weightage (%)	25%	5%	70%											



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Seminar Course - Course Code: NSM-205

Course Title: Seminar Course

Credit Units: 1

Course Level: UG Level

Course Code: NSM 205

Course Objectives:

- To develop in students the skills of documentation of data for conducting theoretically correct and practically relevant research.

Methodology:

Each student will engage themselves in interaction and observation of Psychological Processes in a subject/field of their choice.

Students will then present the findings in the form of a paper for Seminar discussion.

Examination Scheme of Seminar:

Faculty Interaction	-	10
Marks Research Paper Documentation		-20
Marks Research Paper Presentation	-	30
Marks Peer Assessment	-	20
Marks		
Questions & Answers	-	20 Marks
Total		100 Marks



Course structure: Developmental Psychology - Course Code: PSY 301

Course Title: Developmental Psychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY 301

Course Objectives:

- The students will be able to know the biological foundations, various developmental stages and theories from prenatal to childhood.
- The Students will also learn the applications of child psychology in various settings.

Pre-requisites: The students must possess fair understanding of various developmental stages

Course Content:	Weightage
Module I: Introduction to Child Psychology	20%
<ul style="list-style-type: none">• Definition, History, Nature Vs Nurture (Intelligence and Personality)• Psychoanalytic Perspective (Freud and Erickson)• Behaviorist perspective- Social Learning Theory• Ecological Model• Indian Views (Purushartha, Ashramas, Samskaras)• Methods- Self Reports: Parental reports, Children's reports. Case Study, Experimental method, Design- Longitudinal, Cross Sectional, Sequential	
Module II: Genetic Foundations of Development	10%
<ul style="list-style-type: none">• Cell Division• Prerequisites of Conception- Maturation, Ovulation and Fertilization• Mechanisms of Heredity• Multiple Births- Causes and Types• Chromosomal Abnormalities- Down's Syndrome (in Detail), Turner's Klienfilter's Triple X, XXY and Fragile X• Genetic Abnormalities- PKU, Sickle Cell Anemia, Tay Sachs Disease	
Module III: Motor and Sensory Development	20%
<ul style="list-style-type: none">• Principles of Motor Development• Sequence of Motor Development• Environmental influences on motor development• Sensory Development: Vision & Hearing• Early deprivation and enrichment of senses	
Module IV: Cognitive Development and Development of Language	20%

<ul style="list-style-type: none"> • Piaget's cognitive development theory of intelligence- Structure and processes and stages • Information processing approach- Characteristics; Structures, Processes • Components of language and its development 	
Module V: Emotional & Social Development	
<ul style="list-style-type: none"> • Early emotional development • Emotional Intelligence, Regulation of Emotions • Social Development- Agents of socialization: Family- Parental control, sibling relationship; School; Peer group; Media- TV, books/journals, computers 	20%
Module VI: Moral Development	
<ul style="list-style-type: none"> • Kohlberg's & Piaget's Theory • Meaning of discipline, essentials and techniques of discipline • Assessing Moral Development 	10%

Student Learning Outcomes:

- Construct and interpret a historical overview of Child psychology.
- Appraise the students to the basic concepts and theories of Child Psychology
- Review and apply the various theories of development across domains of development

Pedagogy for Course Delivery:

- Theory classes using lecture & discussion mode
 - PowerPoint presentations including videos
- Assigning students task of collecting researches/case studies relevant to each topic in current times & then having an interaction based discussion in the class

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Berk, Laura E, Child Development, Sixth Edition
- J.W. Santrock (1997): Life Span Development: NY Brown & Benchmark

References:

- Shrimali, Shyam Sunder, Child Development
- Hurlock B, Elizabeth, Child Development, Sixth Edition, TATA McGraw Hill Edition



Course structure: Positive Psychology - Course Code: PSY 302

Course Title: Positive Psychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY 302

Course Objectives:

- To enable students to understand the theory and research related to positive psychology and equip students to develop and apply positive psychology for enhancement of their self and others

Pre-requisites: The students must possess fair understanding of self and self- esteem

Course Content:	Weightage
Module I: Introduction to Positive Psychology	10%
<ul style="list-style-type: none">Introductory & Historical OverviewPositive Psychology, Prevention & Positive Therapy	
Module II: Happiness & Well-being	20%
<ul style="list-style-type: none">Happiness: Concept and definitionsHappiness and the facts of life: Gender, love, marriage, close relationships and othersHappiness across the life span: Happiness and well-being across culture and nationalities	
Module III: Positive Emotional States and Processes	20%
<ul style="list-style-type: none">Broaden & Build Theory of Positive EmotionsPositive Emotions: Hope & Optimism, Love, EmpathyThe Positive Psychology of Emotional Intelligence	
Module IV: Positive Psychology and Relationship to Goals	20%
<ul style="list-style-type: none">Importance of GoalsValues in actionsDeveloping Positive Personality	
Module V: Strengths & Virtues & Positive Institutions	20%
<ul style="list-style-type: none">WisdomCharacter Strengths and Virtues	
Module VI: Applications of Positive Psychology	10%
<ul style="list-style-type: none">Applications and Interventions in One's Personal Life & Family Life and Workplace and Educational Institutions	

Student Learning Outcomes:

- Apply positive psychology for enhancement of self and others
- Support the intellectual, social, physical and personal development of all students
- Apply theoretical frameworks from positive psychology for the enhancement of ones and others potential

Pedagogy for Course Delivery: The class will be taught using theory and case based method. In

addition to assigning the application based teaching , the course instructor will create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation .

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
30%	NA	70%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Goleman, Daniel: Emotional Intelligence
- C. R. Snyder, Shane J. Lopez, The Handbook of Positive Psychology

References:

- C. R. Snyder, Shane J. Lopez, Positive Psychology: The Scientific and Practical Explorations of Human Strengths
- Rich Gilman, Michael Furlong, E. Scott Huebner, A Handbook of Positive Psychology in Schools
- Ilona Boniwell, Positive Psychology in a Nutshell



Course structure: Psychometric Assessment - Course Code: PSY-303

Course Title: Psychometric Assessment

Credit Units: 04

Course Level: UG Level

Course Code: PSY 303

Course Objectives:

- To enable students to understand the concepts and methodology for its application in research work and human behavior.
- To explain students the concepts, historical evolution and ethical consideration of administering psychometric testing.

Pre-requisites: The students must possess fair understanding of different psychometric test

Course Content:	Weightage
Module I: Introduction to of Psychometric Testing	20%
<ul style="list-style-type: none">• History, nature and ethical issues in testing• Similarity and difference between test and measurement• Psychological assessment: Nature & Purpose; Principle of assessment	
Module II: Theoretical Base	20%
<ul style="list-style-type: none">• General Mental Ability• Aptitude and Special ability Tests• Personality, Interest and Values	
Module III: Construction of Test	20%
<ul style="list-style-type: none">• Item Selection• Item Analysis• Reliability: Meaning, types and factors affecting reliability• Validity: Meaning, types and factors affecting validity	
Module IV: Standardization of Test	20%
<ul style="list-style-type: none">• Norms – Formation• Types of Norms	
Module V Conduction and Assessment of Tests	20%
<ul style="list-style-type: none">• Intelligence Tests- The Wechsler, Stanford-Binet, Bhatia Battery, RPM• Personality Tests- MMPI, 16 PF• Aptitude Tests	

Student Learning Outcomes:

Recognize the various types of psychological tests

Organize the various steps in construction of a psychological test

Review the ethical issues surrounding psychometric evaluation in day to day life

Pedagogy for Course Delivery:

Lectures, presentations, group discussions, and case studies & practicals

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- N.K. Chadha (2009) Applied Psychometry. Sage Pub: New Delhi
- Pandey, J. (1988). Psychology in India: The State of the Art Vol. I (Personality and Mental Processes) New Delhi; Sage
- Anastasi, A., (1988), Psychological Testing; 6th Ed. New York: Mc Millan Publishing Company.
- Gregory, R. J. (2013). Psychological Testing: History, Principles, and Applications. Pearson Education
- Kerlinger, F. N., (1933), Foundation of Behavioural Research; New Delhi: Surjeet Publication.
- Freeman, F.S. (1962). Theory and Practice of Psychological Testing; New Delhi: Oxford IBH



Course structure: Social Gerontology and Health - Course Code: PSY-304

Course Title: Social Gerontology and Health

Credit Units: 4

Course Level: UG Level

Course Code: PSY-304

Course Objectives:

- To enable students to understand the concept of social gerontology and health and its relationship to the well-being of the individual in everyday life

Pre-requisites: The students must possess fair understanding of concept of social gerontology

Course Content:	Weightage
Module I: Introduction & Methodology	20%
<ul style="list-style-type: none"> • Definition of Health Psychology; Mind-Body Relationship; Changing Patterns of Illness; • Medical Acceptance; Health care services • Research Methodology- Anecdotal method, Case Study method, Correlation Research, Experimental method 	
Module II: Models of Health	05%
<ul style="list-style-type: none"> • Bio-Psycho-Social Model 	
Module III: The Immune System	25%
<ul style="list-style-type: none"> • Psycho-Neuro Immunology • The Immune System: Stress & Immune functioning; Academic Stress & Immune functioning; Negative Affect & Immune functioning • Disorders of the Immune System- Infectious Diseases (viral infections & disease) • Co-factor theory; Behavioral factors and common cold • AIDS (Transmission of HIV-AIDS, AIDS & its consequences, intervention to reduce risk-behavior, coping with AIDS) • Cancer-(Psychological factors in Cancer, course of cancer, adjusting to cancer) 	
Module IV: Life-Style Disorders	20%
<ul style="list-style-type: none"> • CHD- Type-A Behavior; Hostility & CHD • Stress & Hypertension • Personality & Hypertension • Stroke & its Consequences • Diabetes-types; Implications; Problems in Self-Management of Diabetes. 	
Module V: Health promotion & Disease Prevention	

<ul style="list-style-type: none"> • Stress- Meaning of stress; Theories of stress (Selye & Lazarus) • Responses to stress; • Dimensions of Stress; Coping with Stress. • Health compromising behavior- Alcohol abuse, Drug abuse, Smoking 	20%
Module VI: Health Enhancing Behaviour & Health Behavior Modification	
<ul style="list-style-type: none"> • Improving health & wellbeing: Personality and Individual Differences • Stress- Hardiness; Motive patterns; gaining a sense of control; Enhancing Support • Cognitive Behavior Approach- self observation & self monitoring; Relapse Prevention • Attitude and Health- Belief Model 	10%

Student Learning Outcomes:

- Appreciate the importance of psychology in health and well being
- Apply the concepts of health psychology in disease prevention and health promotion in society at large.

Pedagogy for Course Delivery:

The class will be taught using theory and case based method. In addition to assigning the application based teaching through lectures, tutorial and field assignment and small project work.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- N.K. Chadha (Eds.) (1997) Aging and the Aged- A challenge to Indian Gerontology. Friends Publications (India): Delhi
- John Van Willigen and N.K. Chadha (1999) Social Aging in a Delhi Neighborhood. Bergin and Garvey: New York, USA
- Allen Felicity, Health Psychology: theory and practice, Published by Allen & Unwin, 1998
- Friedman, Health Psychology: Health Psychology, 2nd Edition, Published by Academic Internet Publishers Incorporated, 2006
- Ogden Jane, Health Psychology: A Textbook, Published by Open University Press, 2000



Course structure: Environmental Psychology - Course Code: PSY-305

Course Title: Environmental Psychology

Credit Units: 3

Course Level: UG Level

Course Code: PSY-305

Course Objectives:

- The paper on Environmental Psychology offers a research-based introduction to the psychological relationship between humans and their built and natural environments and discusses how sustainable environments can be created to the benefit of both people and nature.

Pre-requisites: The students must possess fair understanding of concept of environmental education

Course Content:	Weightage
Module I: Introduction to Environmental Psychology	10%
<ul style="list-style-type: none"> • Concept of Environment: Physical, Social and Institutional • Origin & Scope • Methods to study the environment 	
Module II: Approaches/ Theories of Environment- Human Behaviour Relationship	20%
<ul style="list-style-type: none"> • Arousal Approach • Adaptation Level Approach • Behavior Constraint Approach • Environmental Stress Approach • Stimulus Overload Theory • Ecology Theory 	
Module III: Environmental Perception, Cognition and Attitudes	20%
<ul style="list-style-type: none"> • Cognitive Maps: its components, errors, functions, factors influencing cognitive mapping • Various Approaches to Environmental Perception: the Kaplan and Kaplan Model of Environmental Preference, Berlyne's Method of assessing Landscape Aesthetics • Role of changing attitude towards environment 	
Module IV: Environmental Stress	10%
<ul style="list-style-type: none"> • Environmental Stressors (their characteristics and effects on mental health) : Noise, Thermal, Air, Crowding, Natural Disasters • Various Approaches: Environmental Remodeling, Environmental Competence, Environmental Awakening, Social Accommodation • Coping with Environmental Stress 	
Module V: Environmental Assessment	10%
<ul style="list-style-type: none"> • Architecture, Design and Behaviour in various environments i.e. Residents, Schools, Hospitals, Workplace • Importance to study the designing of various environments • Environmental solutions to urban environment 	
Module VI: Applications of Environmental Psychology to Community Problems	20%
<ul style="list-style-type: none"> • Human responses to save the environment • Principles of Environmental Education • Reinforcement Techniques/ Approaches to eliminate the environmentally destructive behavior 	

Student Learning Outcomes:

- Explore the environment's effects on human wellbeing and behaviour, factors influencing environmental behaviour and ways of encouraging pro-environmental action
- This course will enable students to apply psychological theories – broadly defined to include attitudes, values and ethics – to the relationships between humans and the natural environment.
- Integrate the various theories with environmental politics and policy and develop an idea of how human psychology, preferences and values, as well as resulting behaviour, aids or hinders solutions to environmental pollution and natural resource problems.

Pedagogy for Course Delivery:

The class will be taught focusing on the application of science and theory to the solution of problems involving natural and altered environments. The environmental psychology subject will review the application of practical solutions to everyday environmental problems.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Nagar D., Environmental Psychology. New Delhi: Concept Publishing Company.
- Trivedi, P.R., Environmental Education. New Delhi: APH Publishing Corporation

References:

- Paul A. Bell, Thomas C Greene, Jeffery D. Fisher, Andrew S. Baum, Environmental Psychology Published by Routledge, 2005
- Mirilia Bonnes, Gianfranco Secchiaroli, Claire Montagna, Environmental psychology: a psycho-social introduction. Published by SAGE, 1995



Course structure: Psychology - Basic Practical- I - Course Code: PSY-300

Course Title: Psychology - Basic Practical- I

Credit Units: 2

Course Level: UG Level

Course Code: PSY-300

Course Objectives:

- To apply the general concepts of psychology through the medium of experiments Every student is expected to perform 5 experiments mentioned below:

Pre-requisites: The students must possess fair understanding of administration of psychological tests

Course Content:														
1. N.K. Chadha and Usha Ganesan Social Intelligence Scale 2. Rotter's Locus of Control Scale 3. Self Concept Scale 4. Social Maturity Scale (VSMS) 5. Youth self Report														
<p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> Understand the concepts of psychology through the mediums of the experiments Develop With the skills of conducting & documenting experiments in the field of psychology. <p>Pedagogy for Course Delivery: The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically. Insights would be given on conducting test on individuals with an objective to understand criminal behavior</p>														
<p>Assessment/ Examination Scheme:</p> <table border="1"> <thead> <tr> <th>Theory L/T (%)</th> <th>Lab/Practical (%)</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>30%</td> <td>70%</td> <td>100%</td> </tr> </tbody> </table>				Theory L/T (%)	Lab/Practical (%)	End Term Examination	30%	70%	100%					
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Components (Drop down)	Practical File	Attendance												
Weightage (%)	25%	5%	70%											



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Term Paper – II - Course Code: NTP-303

Course Title: Term Paper – II

Credit Units: 2

Course Level: UG Level

Course Code: NTP-303

Course Objective:

The rationale behind introducing the term paper for BA Students (II Year) is to enhance the reading and writing habits of the students and to make them aware about the process of carrying out a research work. This helps them to develop insight into the course they are studying which creates an academic interest among the students. Presentation of the term paper plays an important role as it facilitates knowledge sharing and improvement in presentation skills which will further enhance the confidence of the students. The overall objective of this term paper is to develop research orientations in students and to make them understand and enhance skills in Research Methodology

Guidelines for Term Paper:

- 1) Topic
- 2) Introduction
- 3) Review Research
- 4) Discussion
- 5) Conclusion
- 6) References

Examination Scheme:

Compilation of Term Paper:	50 Marks
Viva Voce:	25 Marks
Presentation of Term Paper:	25 Marks
Total	100 Marks



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Summer Internship Project (Evaluation) - Course Code: NSP-306

Course Title: Summer Internship

Credit Units: 2

Course Level: UG Level

Course Code: NSP-306

Course Objective:

- To enable the students with the practical exposure in their core area of interest (Corporate Sector, NGOs, Hospitals etc.), which in turn will be the pathway to their personal and professional training.
- It will also help students to develop report writing skills.

Duration: Four Weeks (June- July) Methodology:

Students get opportunity in diversified Institutes e.g. Corporate Sector, Schools, NGOs and Hospitals. They will be guided by an internal and external supervisor from their respective Institute. Students will submit their summer project reports with their supervised daily reporting. Immediately after returning from their summer vacations. This would require primary data collection.

Examination Scheme:

Internal Faculty Interaction:	20 Marks
Feedback from External Supervisor:	20 Marks
Viva Voce:	30 Marks
Report Writing:	30 Marks

Total **100 Marks**



Course structure: Introductory Counseling Psychology - Course Code: PSY-401

Course Title: Introductory Counseling Psychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY-401

Course Objectives

- This course will provide each student to develop and demonstrate theoretical models supported by a substantial body of idea related to approaches to counseling skills.
- Students to develop a theoretical foundation upon which to base counseling approach.

Pre-requisites: The students must possess fair understanding of counselling process

Course Content:	Weightage
Module I: Counselling: The Art and Science of Helping	20%
<ul style="list-style-type: none"> • Meaning, purpose and goals of counseling with special reference to India • Professional issues, ethics, education and training of the counselor • Characteristics of a good counselor 	
Module II: Counselling Process	
<ul style="list-style-type: none"> • Counselling relationship • Counselling interview • Counselling Termination 	20%
Module III: Theories and Techniques of Counselling	20%
<ul style="list-style-type: none"> • Psychodynamic Approaches • Freudain • Neo Freudian • Existentialism • Client centered 	
Module IV: Cognitive Approaches	
<ul style="list-style-type: none"> • REBT:Rational emotive behaviour Therapy 	20%
Module V: Behavioural Approaches	20%
<ul style="list-style-type: none"> • Cognitive Behaviour Therapy • Behaviour Modifications 	

Student Learning Outcomes: Student will be able to:

- Evaluate various psychotherapies and schools in counseling techniques.
- Develop skills of eclectic therapeutic plans.
- Identify the techniques to practice in the therapy encounter and how those techniques should be implemented with a variety of disorders and psychosocial issues

Pedagogy for Course Delivery: Through lecture, role-play, video feedback and the use of creative (expressive) arts, students are provided

an in-depth experience in skill development using individual and small group counseling and therapy.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

1. Encyclopedia of Psychotherapy vol. 2
2. Michael P. Nichis: The essentials of Family therapy: A Pearson Education Company 2001
3. Prochaska, James, A: system of Psychotherapy: Pacific Grove; Brooks/Cole publishing core 1998
4. Ravi Rana: Counselling students- A psychodynamic Perspective: Mac Millan Press Ltd: 2000
5. Samuel .T.Gladding : Counselling A Comprehensive Profession : A Pearson Education company
6. S P K Jena: Behaviour Therapy Technique, Research and Application: Sage Publications India Pvt Ltd: 2008



Course structure: Abnormal Psychology - Course Code: PSY-402

Course Title: Abnormal Psychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY-402

Course Objectives:

- The purpose of Abnormal Psychology is to introduce students to fundamental concepts and scientific principles underlying abnormal human behavior.
- This course will impart in students an appreciation of the complex issues surrounding how both scientists and laypersons think about abnormal behavior.
- Students would be able to diagnose a disorder, prescribe a treatment, and make a prognosis. A students would also get an insight into the skills which are required by a psychologist. The type of knowledge this course imparts is precisely the type used by professional practitioners.

Pre-requisites: The students must possess fair understanding of concept of abnormality and normality

Course Content:	Weightage
Module I: Introduction	10%
<ul style="list-style-type: none"> • Concept of abnormality: Criteria and Perspectives • Classification: DSM V & ICD-10 • Casual factors in Psychopathological Behaviour <ul style="list-style-type: none"> ○ Biological determinants ○ Psychological determinants ○ Socio-cultural determinants 	
Module II: Anxiety Disorders & Somatoform Disorders	20%
<ul style="list-style-type: none"> • Generalized anxiety disorders • Obsessive– Compulsive disorders • Phobic Disorders • Conversion disorders • Hypochondriasis 	
Module III: Dissociative Disorder	10%
<ul style="list-style-type: none"> • Psychogenic Amnesia and Fugue • Dissociative Identity Disorder 	
Module IV: Mood Disorders	20%
<ul style="list-style-type: none"> • Bipolar disorders: Mixed, Manic, Depressive • Depressive disorder: Major depression and dysthymia, 	
Module V: Schizophrenia	20%
<ul style="list-style-type: none"> • Catatonic • Disorganized • Paranoid 	
Module VI: Personality Disorders	20%
<ul style="list-style-type: none"> • Personality Disorder: Narcissistic Personality, Histrionic Personality, • Antisocial (Psychopathic) Personality, Borderline Personality, Paranoid Personality, and Schizotypal Personality 	

Student Learning Outcomes:

- Explain multiple definitions of the terms “normal” and “abnormal.”
- Review psychological, biological, and sociocultural theoretical perspectives of abnormal behavior.
- Describe the diagnostic criteria, symptoms, course, incidence, prevalence, etiology, prognosis, and correlates of major mental disorders.
- Evaluate biological, social, learning, and developmental influences on psychopathology.
- Apply diagnostic criteria and case formulations to the assessment and diagnosis of major mental disorders
- Review current research findings and trends relative to the development and description of maladaptive behavior, as well as gender and demographic influences on the prevalence of psychological illness.

Pedagogy for Course Delivery:

- The course will be structured to facilitate learning about psychopathological behavior, which will be explored from various theoretical frameworks, including psychological, biological, and socio-cultural perspectives. Psychological disorders will be discussed according to DSM-IV diagnostics with special attention paid to etiological considerations, disorder-specific descriptions, and theories underlying classification. Specific disorders will be reviewed using Current empirically done researches. Movie review would also be done to make the sessions more interesting and knowledge imparting

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100 %	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

- Carson, R.C. & Butcher, J.N. (1992), Abnormal Psychology and Modern Life; (1st Ed.) New York: Harper Collins.
- Davsion, G.S, & Neale, J.M. (1990): Abnormal Psychology; (Vth Ed.), New York: John Wiley and Sons.
- Kaplan, H.I. & Saddock, B.J. (Eds.) (1998), A Comprehensive Text Book of Psychiatry; (4th Ed.) Volume I & II Baltimore: Williams and Wilkins.
- Korchin, S.J. (1986). Modern Clinical Psychology; New York: Harper/ Delhi: C behavioural Science Publications.



Course structure: Introduction to Organizational Psychology - Course Code: PSY-403

Course Title: Introduction to Organizational Psychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY-403

Course Objectives

- This course will provide to enable students to understand concepts, theories and research of industrial psychology.
- To help students to learn applications of industrial psychology in various organizational settings.

Pre-requisites: The students must possess fair understanding of types of different type of organization culture

Course Content:	Weightage
Module I Organizational Communication	20%
<ul style="list-style-type: none"> • Types of organizational communication • Interpersonal communication • Improving employee communication skills 	
Module II Organizational Change	
<ul style="list-style-type: none"> • The prevalence of change in Organization • The nature of change process • Forces behind unplanned change • Managing Organizational Change 	20%
Module III Performance Appraisal	20%
<ul style="list-style-type: none"> • Definition • Appraisal Process, Appraisal Methods • Absolute Standard- Essay method, Critical incident method, Checklist method, Graphic rating scale, Forced choice method, Behavior Anchored Rating Scale (BARS) • Relative standards – Group Order Ranking, Individual Ranking, Paired comparison, Management by objectives, 360 degree appraisal, Errors in appraising 	
Module IV Working Conditions and Human Factors	20%
<ul style="list-style-type: none"> • Work schedules • Work Environment • Ergonomics and Human Factors 	
Module V Organizational Environment	20%
<ul style="list-style-type: none"> • Structure and design • Individual in organization • Organizational culture 	

Student Learning Outcomes: Students will be able to

- Describe concepts of psychology in the process of manpower training .
- Design training & development process of an organizations
- apply various methods in organizational setting

Pedagogy for Course Delivery: The class will be taught using theory and case based method.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Dwivedi, R. S. (2000). Managing human resources: Personal management; SPS Press: N. Delhi.
- Haslam, S. A. (2002). Psychology in organization; Sage Publication: Thousand Oaks.
- Tosi, L.H., Mrero, N.P. Johr R. Rizzo (1999) Managing organizational behaviour; Oxford: Blackwell.
- Walton, J. (1999). Strategic human resource development; Prentice – Hall: London.



Course structure: Sports Psychology - Course Code: PSY 404

Course Title: Sports Psychology

Credit Units: 3

Course Level: UG Level

Course Code: PSY 404

Course Objectives

- To trace the development of sports psychology as an independent discipline with its multidimensional perspectives.
- To identify the relationship of personality and situational factors with performance on individual and team events; and to apply the psychological interventions in sports.
- To present the overview of Sport Psychology theories, methodology & interventions.

Pre-requisites: The students must possess fair understanding of need and scope of sport psychology

Course Content:	Weightage
Module I - Perspectives in Sport Psychology	20%
<ul style="list-style-type: none"> • Nature, Historical & recent perspectives on sports psychology • Need and scope of sports psychology • Sport performance, Performance enhancement of Elite athletes, • Nature, Historical & recent perspectives on sport psychology, • Personality profiles of successful sports persons, Performance under pressure 	
Module II- Overview of Sport Performance	20%
<ul style="list-style-type: none"> • The role of stress, arousal, anxiety and attention in the performance of individual and team sports • Role of cognitive -motor processes, • Psycho-physiological processes and conscious-unconscious attentional processes in Sport Performance • Motivation & deliberate practice 	
Module III Athlete Assessment	20%
<ul style="list-style-type: none"> • Overview of self-report based athlete assessments • Advances in Athlete assessment using Neuro-cognitive measures and emerging protocols 	
Module IV - Social Psychological aspects, Sport Psychology Lab Work, Ethical & Professional perspectives	20%
<ul style="list-style-type: none"> • social psychological dimensions of individual & team sports • Role of networking in sports, team v/s individual team game strategies • Sport Psychology considerations for Individual and team games, • Inter-personal communication and contributing to team goals in team sports, • Sport Psychology Lab Work – Either Manual or computerized – • Neuro-cognitive tests or Biofeedback Practical perspectives, Ethical & professional considerations	
Module V- Enhancement of Sport Performance	20%
<ul style="list-style-type: none"> • Training/Coaching techniques, • cognitive and behavioral interventions, the role of Sports Psychologists • Intervention techniques - Goal setting & deliberate practice, • Mental Imagery, Cognitive strategies, Hypnosis 	

Student Learning Outcomes:

- Students will analyze the history and development of sports psychology.
- Students will be able to relate to the theoretical foundation of sports psychology
- Analyze the Psychological strategies of enhancement of sport performance
- Employ skills about Sport Psychology Laboratory
- List the Ethical & professional perspectives

Pedagogy for Course Delivery:

The class will be taught using theory and case based method. Practical, theoretical and conceptual exposure is given through psychological intervention & laboratory work. Guest speakers or experts from the industry would be invited for a lecture on particular expert areas as well.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- J. Mohan, N.K. Chadha and S. Sulan Akhtar (Eds.) (1992) Psychology of Sports- The Indian Perspective. Friends Publications (India): Delhi
- Jarvis, M. Sport psychology. Routledge Publication

References:

- Evidence Based Applied Sport Psychology – A Practioner’s manual By Dr. Roland Carlstedt, Springer Publishing Company



Course structure: Psychology and Life skills -Course Code: PSY-405

Course Title: Psychology and Life skills

Credit Units: 3

Course Level: UG Level

Course Code: PSY-405

Course Objectives:

- To enable students to understand various concepts and phenomenon in psychology.
- Help the students to assess the human personality

Pre-requisites: The students must possess fair understanding of nature and scope of psychology

Course Content:	Weightage
Module I Module I: Introduction	20%
<ul style="list-style-type: none"> • Definition of Psychology • Nature and scope of the field 	
Module II Research in psychology	20%
<ul style="list-style-type: none"> • Introduction to research methods • Types of research (experimental and non-experimental) • Scope of research 	
Module III Individual differences & human personality	20%
<ul style="list-style-type: none"> • Concept of individual differences & human personality • Theories of personality (in brief) • Assessing human personality 	
Module IV Psychology in Indian context	20%
<ul style="list-style-type: none"> • Emergence of psychology in India • Scope of psychology in India • Indigenous psychology 	
Module V Application of psychology in everyday life	20%
<ul style="list-style-type: none"> • Application of psychology for the reduction of poverty, violence and other social problems • Tackling burning issues with psychology such as terrorism rape and hate crimes. 	

Student Learning Outcomes:

- Develop an understanding of the field of psychology
- Analyze emergence of psychology in Indian context
- Appreciate the use of psychology in tackling various social problems

Pedagogy for Course Delivery: Lectures, presentations, group discussions,

project Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Texts:

- Misra, G. (2011). Handbook of Psychology in India. Oxford University Press
- Pandey, J. (2004). Psychology in India Revisited - Developments in the Discipline, Volume 1-4. Sage publications India Pvt. Ltd.
- Zimbardo, P., & Gerrig, R. J. (2008). Psychology and Life. Pearsons Education.



Course structure: Educational Psychology - Course Code: PSY-406

Course Title: Educational Psychology

Credit Units: 3

Course Level: UG Level

Course Code: PSY-406

Course Objectives:

- To familiarize students with the aims of education and their psychological significance.
- To help understanding the relationship between self, school, and society.
- To give an overview of the ways in which children think and learn.
- To understand the relationship between learning, motivation and creativity.

Pre-requisites: The students must possess fair understanding of learning and motivational theories

Course Content:	Weightage
Module 1. Introduction	
<ul style="list-style-type: none">• Aims of education in relation to relationship of self, society and education.• Education and self-knowledge: Becoming a reflective practitioner.• Brief introduction to problems of schooling in contemporary India.• Transformative education for individual and social change.	25%
Module 2. Cognition and Learning	
<ul style="list-style-type: none">• An overview of the key theoretical approaches: Behaviorism, Individual-Constructivism, Social-constructivism, Social learning theory.• Indian perspectives: Learning through deep contemplation and purified perception, learning through silence.• Mindfulness in learning.	25 %
Module 3. Learning and Motivation	
<ul style="list-style-type: none">• Critical reflection on the folk understanding of 'intelligence', 'ability' and 'achievement' in contemporary India.• Motivation and developmental dynamics.• Creativity and Imagination, Learning Styles, Cooperative Learning.• Creating an emotionally secure classroom that encourages Democracy, self-expression, and self-determination.	25%
Module 4. Education in the Indian Context	
<ul style="list-style-type: none">• Understanding the hidden curriculum of education; learner diversity and hidden discrimination.• Understanding educational stress and anxiety, bullying, parental and peer pressure.• Education, consumerism and the market.• Enhancing mental health and well-being of learners and teachers.• Education and technology in contemporary India.	25 %

Student Learning Outcomes:

- Develop an understanding of the field of Teaching and Learning
- Analyse education system from psychological point of view
- Appreciate the use of psychology in tackling various educational problems

Pedagogy for Course Delivery: Lectures, presentations, group discussions, project

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Readings:

- Badheka, G. (1997). *Divaswapan*. New Delhi, India: NBT.
- Bodrova, E., & Leong, D. J. (1996). *Tools of the mind: The Vygotskian approach to early childhood education*. NJ, USA: Prentice-Hall.
- Bruner, J. (1996). *The culture of education*. Cambridge: Harvard University Press.
- Cornelissen, M., Misra G., & Varma, S. (2010). *Foundations of Indian psychology* (Vol. 2). New Delhi, India: Pearson.
- Huppes, N. (2001). *Psychic education: A workbook*. Pondicherry, India: Sri Aurobindo Ashram.
- Joshi, K. (Ed.) (1988). *The good teacher and the good pupil*. Auroville, India: Sri Aurobindo International Institute of Educational Research.
- Kapur, M. (2007). *Learning from children what to teach them*. New Delhi, India: Sage Publications.
- Krishnamurti, J. (1974). *On education*. Ojai, California: Krishnamurti Foundation Trust.
- National Council of Educational Research and Training. (2006). Position paper: National focus group on aims of education. In *National Curriculum Framework 2005*. New Delhi, India: NCERT.
- Rogers, C. (1983). *Freedom to learn in the 80s*. USA: Charles R. Merrill Pub. Co.
- Sri Aurobindo, & The Mother. (1956). *On education*. Pondicherry, India: Sri Aurobindo Ashram Press.
- Thapan, M. (Ed.) (2014). *Ethnographies of schooling in contemporary India*. New Delhi, India: Sage Pub.
- Woolfolk, A., Misra, G., & Jha, A. (2012). *Fundamentals of educational psychology*. New Delhi, India: Pearson Pub.



Course structure: Psychology of Health and Yoga - Course Code: PSY-407

Course Title: Psychology of Health and Yoga

Credit Units: 3

Course Level: UG Level

Course Code: PSY-407

Course Objectives:

- To introduce health psychology and arrive at the introduction to the philosophy and practice of yoga
- To introduce the concepts of transformation of person as the core objective of Indian Psychology, through the study of different traditions of yoga
- To study the role of bhakti as a historical movement well as a concept in social transformation through personal transformation

Pre-requisites: The students must possess fair understanding of concept and philosophy of yoga

Course Contents:	Weightage
Module 1. Health psychology and health promotion through yoga <ul style="list-style-type: none"> • Health psychology: Definition, need and importance of health psychology; Difference between health psychology and clinical psychology • Health psychology and behavioural medicine • Health promotion: Importance of health psychology in medical and organizational set up • The assumptions surrounding the study of a person/human development, human cognition, human emotion, self/personality and motivation, pertaining to health • A critical evaluation of the applications of psychological knowledge in the area of health, and identification of gaps 	25%
Module 2. Stress and lifestyle disorders <ul style="list-style-type: none"> • Meaning and definitions, Development of stress; Nature of stressors: Frustration pressure • Factors predisposing stress: Stress: Life events and daily hassles • Coping with stress: Problem oriented and emotion oriented • Stress Management: Meaning and definition; Changing thoughts, behavior, and physiological responses 	25%
Module 3. Yoga and health: The idea of ‘sva-Astha’ <ul style="list-style-type: none"> • The assumptions of development and personhood/self, motivation, cognition, emotion and action in yoga • The centrality of consciousness as such (Nija, Tat, Svaroop, Vastu) • Introduction to the idea of health and well-being in the panchakosha 	25%
Module 4. Health promotion through Yoga <ul style="list-style-type: none"> • Yoga and human development: Yoga in Schools; Research evidence on yoga in schools • Yoga for specific lifestyle disorders: Asthma, sleeplessness, diabetes, BP and cardiac heart diseases Research evidence on the impact of yoga intervention on lifestyle Disorder	25%

Student Learning Outcomes:

- Develop an understanding of health from Indian theoretical perspective
- Apply psychological theories in matters of health

Pedagogy for Course Delivery: Lectures, presentations, group discussions, project

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Readings:

Babu, R. K. (2011). *Asana sutras*. Vizianagaram, India: Home of Yoga Publications.

Desikachar, T. K. V. (2003). *Reflections on Yoga Sutras of Patanjali*. Krishnamacharya Yoga Mandiaram.

Iyengar, B. K. S. (1976). *Light on yoga*. London: UNWIN Paperbacks.

Niranjanananda Saraswati, Swami. (1994): *Prana, pranayama, prana vidya*. Munger, India: Bihar School of Yoga.

Rama, R. R. (2006). *Journey to the real Self*. Vijnigiri, India: Yoga Consciousness Trust.

Satyananda S, Swami. (2002). *Asana, pranayama, mudra, bandha*. Munger, India: Yoga Publications Trust.



Course structure: Psychology Basic Practical II - Course Code: PSY-400

Course Title: Psychology Basic Practical II

Credit Units: 2

Course Level: UG Level

Course Code: PSY-400

Course Objectives:

- To apply the general concepts of psychology through the medium of experiments.

Pre-requisites: The students must possess fair understanding of psychological assessment and interpretation

Course Content:													
<ol style="list-style-type: none"> Family Pathology Scale Sinha's Comprehensive Anxiety Test Work Motivation Scale Verbal Test of Creative Thinking WHO Quality of life (BREF) 													
<p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> Understand the concepts of psychology through the mediums of the experiments Develop With the skills of conducting & documenting experiments in the field of psychology. <p>Pedagogy for Course Delivery: The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically. Insights would be given on conducting test on individuals with an objective to understand criminal behavior</p>													
<p>Assessment/ Examination Scheme:</p> <table border="1"> <thead> <tr> <th>Theory L/T (%)</th> <th>Lab/Practical/(%)</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>30%</td> <td>70%</td> <td>100%</td> </tr> </tbody> </table>				Theory L/T (%)	Lab/Practical/(%)	End Term Examination	30%	70%	100%				
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<p>Theory Assessment (L&T):</p> <table border="1"> <thead> <tr> <th rowspan="2">Components (Drop down)</th> <th colspan="2">Continuous Assessment/Internal Assessment</th> <th rowspan="2">End Term Examination</th> </tr> <tr> <th>Practical File</th> <th>Attendance</th> </tr> </thead> <tbody> <tr> <th>Weightage (%)</th> <td>25%</td> <td>5%</td> <td>70%</td> </tr> </tbody> </table>				Components (Drop down)	Continuous Assessment/Internal Assessment		End Term Examination	Practical File	Attendance	Weightage (%)	25%	5%	70%
Components (Drop down)	Continuous Assessment/Internal Assessment		End Term Examination										
	Practical File	Attendance											
Weightage (%)	25%	5%	70%										



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Case Study Presentation - Course Code: NCS-408

Course Title: Case Study Presentation

Credit Units: 2

Course Level: UG Level

Course Code: NCS-408

Course Objective:

- To develop in students the skills of documentation of data for conducting theoretically correct and practically relevant research.

Methodology:

Each student will engage themselves in interaction and observation of Psychological Processes in a subject/field of their choice.

Students will then present the findings in the form of a paper for Case Study Presentation discussion.

Examination Scheme of Case Study Presentation-

Faculty Interaction - 25 Marks

Viva Voce - 30

Marks Presentation of Case Study - 20

Marks Report Writing - 25

Marks

Total 100 Marks



Course structure: Clinical Psychology - Course Code: PSY-501

Course Title: Clinical Psychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY-501

Course Objectives:

- To familiarize with the history and development of clinical psychology as a field in India and its evolving professional identity.
- To orient students to major theoretical models which guide clinical psychological practice and research.
- To orient about clinical assessment process and its applications in various domains.

Pre-requisites: The students must possess fair understanding of different psychological approach

Course Content:	Weightage
Module 1. Foundations	25%
<ul style="list-style-type: none">• Historical background: Early & recent history.• Nature of discipline: Theory and research.• Developing a professional identity: Education & training, professional activities and employment settings, sub-specializations.	
Module 2. Psychodynamic approach	25%
<ul style="list-style-type: none">• Brief orientation to four psychoanalytic psychologies – Drive, ego, object relations & self psychology• Understanding psychological defenses, regression, and the true and false self-systems.	
Module 3. Other major approaches	25%
<ul style="list-style-type: none">• Behavioural and cognitive-behavioural• Humanistic• Existential• Family systems• Biological• Attempt at integration: Bio-psycho-social	
Module 4. Clinical assessment	25%
<ul style="list-style-type: none">• Rationale and planning• Clinical interviewing• Areas of applications: Intellectual and educational; personality and interpersonal; behavioural and psycho-diagnostic	

Student Learning Outcomes:

- Describe the developmental stages from birth to old age
- Recognize the various issues faced and adjustments required at different developmental stages.
- Develop an awareness regarding the stages the development and review the various theoretical paradigms associated with the same.

Pedagogy for Course Delivery:

- Theory classes using lecture & discussion mode
- PowerPoint presentations including videos

Assigning students task of collecting researches/case studies relevant to each topic in current times & then having an interaction based discussion in the class

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Readings:

Hecker, J. E., & Thorpe, G. L. (2005). *Introduction to clinical psychology: Science, practice, and ethics*. Delhi, India: Pearson Education.

Hersen, M., Kazdin, A. E., & Bellack, A. S. (Eds.) (1991). *The clinical psychology handbook* (2nd ed.). New York: Pergamon Press.

Marks, D. F., & Yardley, L. (Eds.) (2004). *Research methods for clinical and health psychology*. New Delhi, India: Sage.

Osborne, R. E., Lafuze, J., & Perkins, D. C. (2000). *Case analysis for abnormal psychology: Learning to look beyond the symptoms*. Philadelphia, USA: Psychology Press.

Pomerantz, A. M. (2008). *Clinical psychology: Science, practice, and culture*. New Delhi, India: Sage Publications.

Trull, T. J., & Phares, E. J. (2001). *Clinical psychology: Concepts, methods, and profession* (6th ed.). Belmont, CA: Wadsworth/Thomson Learning.



Course structure: Gender Psychology - Course Code: PSY-502

Course Title: Gender Psychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY-502

Course Objectives:

- This course is designed to introduce students to psychological theories and research regarding the differences and similarities between men and women and the effects of gender in social situations.
- Students will learn to understand the complexity and diversity of gendered experiences in the social settings of their own and other cultures

Pre-requisites: The students must possess fair understanding of biological basis of gender

Course Content:	Weightage
Module I Introduction to Gender Psychology	20%
<ul style="list-style-type: none"> • Defining Sex and Gender within Psychology • Perspectives in Gender: Social, Economical, Political & Biological • Gender Identity: Biological basis of Gender 	
Module II Gender and Life Course	20%
<ul style="list-style-type: none"> • Physical , Social and Moral Development • Module III Gender Roles & Stereotypes • Masculinity and Femininity in Religious Context • Global/Cultural Context • Effects of stereotypes and roles • Media and Depiction of gender 	
Module III Gender Roles & Stereotypes	20%
<ul style="list-style-type: none"> • Masculinity and Femininity in Religious Context • Global/Cultural Context • Effects of stereotypes and roles • Media and Depiction of gender 	
Module IV Gender Difference	20%
<ul style="list-style-type: none"> • Emergence of Gender Differences: Cognitive abilities • Determinants of gender differences: Social and affective behavior 	
Module V Gender and Mental Health	20%
<ul style="list-style-type: none"> • Health & Fitness • Stress & Coping • Treatment for Mental Disorders 	

Student Learning Outcomes:

- Review biological, social, psychological aspect of gender identity with the help of theories and research
 - Interpret the complexity and diversity of gender experiences in social setting
- Pedagogy for Course Delivery:
- Power Point Presentations
 - Lectures

- Case Studies

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

Text:

- Brannon, L. (2001), Gender: Psychological Perspectives (3rd edition); Needam Heights, MA: Allyn and Bacon.
- Kimmel, M. S. and Aronson, A. (2000), The Gendered Society Reader; New York: Oxford University Press.

References:

- Mustin R.T. & Marecek J., (1990) ,Making a Difference: Psychology and the Construction of Gender; New Haven, CT: Yale UP
- Golombok S. & Fivush R., (1994), Gender Development ;Cambridge, UK: Cambridge UP



Course structure: Psychology of Motivation and Leadership - Course Code: PSY-503

Course Title: Psychology of Motivation and Leadership

Credit Units: 3

Course Level: UG Level

Course Code: PSY-503

Course Objectives:

- To understand the concept of motivation and leadership in the work place and application of these psychological concepts in various organizational settings

Pre-requisites: The students must possess fair understanding of different theories of motivation and leadership

Course Content:	Weightage
Module I Introduction	
<ul style="list-style-type: none">Introduction to the study of motivation and leadershipBasic concepts and theoretical focuses in biological area	20%
Module II Understanding of Motivation	
<ul style="list-style-type: none">Biological Motivation: Hunger & ThirstCerebral basis of reinforcement, motivation and addictive behaviorCognitive approach to motivationCognitive theories of Motivation: Intrinsic Motivation and Extrinsic Motivation	20%
Module III Workplace Motivation	
<ul style="list-style-type: none">Theories: Content theories: Maslow's need hierarchy, Herzberg two factor theory, Alderfer's ERG theory, McClelland's achievement theory. Process theories: Vroom's expectancy theory, Adam's equity theory, Porter & Lawler's model.Applications in day-to-day lifeMotivation and Job Satisfaction identifying the linksAssessment and prediction of Motivation at work	20%
Module IV Introduction to leadership	
<ul style="list-style-type: none">Selection MethodsSelection TestsInterview (elimination process)	20%
Module V Psychology of Leaders	20%
<ul style="list-style-type: none">Psychological assumptions and implications of various theories of management and leadershipInfluence processes; Change of managerial behavior; Impact of the larger environment.	

Student Learning Outcomes:

- Synthesize the knowledge of biological bases of motivation with leadership
- Explore basic motivational psychology applied to working places
- Illustrate the relevance of motivation theories to optimize employees' satisfaction
- Apply leadership skills in various organizational settings.

Pedagogy for Course Delivery: Case studies, Interactive lectures, Role play, Group discussion, Research articles.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Luthan, F (2013). Organizational Behavior evidence based approach 12th edition. McGraw Hill
- Yulk, G (2006). Leadership in organization. Sixth edition. Pearson Edu., Inc.
- Miner J, (2007). Organizational Behavior. Prentice Hall
- Greenberg, J & Baron, R.A. (2003). Behaviour in organizations Understanding and managing the human side of work Pearson Edu., Inc.
- Robbins, Stephen P, (2005). Organizational Behavior. Prentice Hall
- Singh, K(2013). Organizational Behavior Text and cases. Dorling Kindersley. Pearson education.



Course structure: Psychological Practices in Organizations - Course Code: PSY-504

Course Title: Psychological Practices in Organizations

Credit Units: 3

Course Level: UG Level

Course Code: PSY-504

Course Objectives:

- To enable students to understand various concepts and phenomenon in organizational psychology

Pre-requisites: The students must possess fair understanding of organizations from psychological perspective

Course Content:	Weightage
Module I Introduction	20%
<ul style="list-style-type: none"> Introduction to I/O psychology Understanding organizations from psychological perspective 	
Module II Psychological processes in organization	20%
<ul style="list-style-type: none"> Motivation Emotion 	
Module III Social Processes in Organizations	20%
<ul style="list-style-type: none"> Leadership Cooperation & Competition Group processes 	
Module IV Working Organizations	
<ul style="list-style-type: none"> Problem solving in organizations Decision making in organization 	20%
Module V Communication in organization	20%
<ul style="list-style-type: none"> Process of communication Barriers to communication Models of communication 	

Student Learning Outcomes:

- Develop an understanding of the field of organizational psychology
- Analyze various psychological processes in organizations
- Appreciate the working of organizations through various psychological processes

Pedagogy for Course Delivery:

- Lectures, presentations, group discussions, project and practicals

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Muchinsky, P.M. (2006). Psychology Applied to Work. (8th Edition). Wadsworth Publishers.
- Anderson, N. (2001). Handbook of Industrial, Work & Organizational Psychology. Sage Publications Ltd.



Course structure: School Counseling - Course Code: PSY 505

Course Title: School Counseling

Credit Units: 3

Course Level: UG Level

Course Code: PSY 505

Course Objectives:

- This is to enable the students to develop an understanding of counseling within school setup, which is collaborative work of counselor and other school staff.
- It would also focus on prevention and intervention of mental health and disorders of children and adolescents.

Pre-requisites: The students must possess fair understanding of basic concept and nature of counselling

Course Content:	Weightage
Module I - Introduction to School Counselling <ul style="list-style-type: none"> • Historical and Current Issues • Need, Scope of School Counselling • Difference between Educational Psychologist and School Counsellor • Transformations of the Roles, Responsibilities & skills of School Counselors • Professional and Ethical Codes of conduct in school counseling • Guidance & Counseling Need and importance of guidance and counseling at school settings 	10%
Module II- Counselor in Educational Setting <ul style="list-style-type: none"> • The Profession of School Counseling: School Counselor as Program Coordinator, Educational Leader, The Guidance Curriculum / Demonstrating Accountability, Becoming a Systematic Change Agent- Advocacy • Need for Counselling at various levels: Elementary School, Middle School, Secondary School & Higher Secondary School • Counseling & Curriculum Development • Counseling & Family Intervention for Children Counselling & School Management 	20%
Module III Role of Personal Guidance <ul style="list-style-type: none"> • Principal, Teacher, Counselor, Career Counselor, Parents & other Specialists • Holistic Model- 5 aspects: Personal, Temperamental, Professional, Social, Environmental • Importance of Holistic Approach in School Counselling Overview of the other approaches to counseling children 	20%
Module IV - Mental Health of Students <ul style="list-style-type: none"> • Working with various types of students: mental and emotional disorders; • chemically dependent adolescents, ODD; Anger control issues, ADHD, Depression in youth suicide, Self-esteem/ social anxiety disorder, Eating disorders, Sexual Abuse • Supportive Services including programmes of Intervention and Prevention & Self Help Material • Role of Faith & Spirituality in Students mental HealthStudents' perspective of Mental Health 	20%
Module V- Experience of Transition	20%

<ul style="list-style-type: none"> • Concept of change, Adjustment & Transition • Transition & Students' experiences • Adjustment Difficulty for students, family & teachers • Resilience • Physical, Psychosocial Changes in Adolescence 	
Module VI: Indian Education System: The Changing Perspective	10%
<ul style="list-style-type: none"> • Growth & policies • New Measures Psychology of deprived 	

Student Learning Outcomes: Student will be able to:

- Apply guidance & counseling skills in schools at various level.
- Analyze career counseling as an important aspect of assessment
- Design and develop holistic plan for various types of students and their needs
- Comprehend the challenges and risk involved in the management of a classroom with individual differences

Pedagogy for Course Delivery: The class will be taught using theoretical and case based method. An applied knowledge and information for effective counseling support within school settings will be given.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Belkin, G.S. (1998), Introduction to Counselling; W.C.: Brown Publishers
- Nelson, J. (1982), The Theory and Practice of Counselling Psychology; New York: Holt Rinehart & Winston.

References:

- Ben, N. Ard, Jr. (Ed.) (1997), Counselling and Psychotherapy: Classics on Theories and Issues; Science and Behaviour Books Co.
- Brammer, L.M. & Shostrom, E.L. (1977), Therapeutic psychology: Fundamentals of Counselling Psychotherapy; (3rd Ed.) , Englewood Cliffs: Prentice Hall
- Udupa, K.N. (1985). Stress and its Management by Yoga; Delhi: Moti Lal Bansari Das.
- Windy, D. (1988) (ed.), Counselling in Action; New York: Sage Publication.



Course structure: Forensic Mental Health - Course Code: PSY-506

Course Title: Forensic Mental Health

Credit Units: 3

Course Level: UG Level

Course Code: PSY-506

Course Objectives:

- The students will be able to demonstrate an awareness of legal aspects related to crimes committed by those who suffer from mental disorders. Discuss the differences between forensic psychology, forensic psychiatry and forensic medicine.
- Understand the allied fields and differential role responsibilities of the professional in each field.

Pre-requisites: The students must possess fair understanding of different personality disorders

Course Content:	Weightage
Module I Introduction	10%
<ul style="list-style-type: none"> • Definition • Domains of field • Applications 	
Module II Current Mental Health Legislation	20%
<ul style="list-style-type: none"> • Laws related to mental health in India • For victim • For perpetrator 	
Module III Mental Disorders & Crime	30%
<ul style="list-style-type: none"> • Crime and its causes; • crime committed under the effect of a disorder; • relationship between crime and mental disorders: specific disorders which have been empirically linked with crime like psychopathy, impulse control, schizophrenia 	
Module IV Mental Health aspects of specific crimes	30%
<ul style="list-style-type: none"> • For both victim & perpetrator • Homicide • Suicide • Infanticide • Sexual offences • Stalking • Rape • Child abuse & abduction 	
Module V Ethical issues related to law enforcement	10%
<ul style="list-style-type: none"> • Code of ethics in Indian legal system 	

Student Learning Outcomes:

- Recognize the legal associations to mental disorders and role of mental health professionals.
- Judge psyche of victims of crime.
- Analyze and judge psyche of perpetrators of crime.
- Appraise ethical issues for forensic mental health professionals during assessment and therapies.

Pedagogy for Course Delivery:

- Theory classes using lecture & discussion mode
- Power point presentations including videos
- Assigning students task of collecting researches/case studies relevant to each topic in current times & then having an interaction based discussion in the class

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T)

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Blau, T.H., (1988). The Psychologist as Expert Witness, (2nd Edn.) John Wiley & Sons, New York
- Gelder, M. et al, (2001), Short Oxford Text Book of Psychiatry, Oxford University Press, New York
- Hess, A.K., & Winer, I.V., (1999). Handbook of forensic Psychology (2nd Edn.) John Wiley & Sons, New York
- James, S.H., and Nordby, J.J., (Eds) (2003). Forensic Science; An Introduction to Scientific and Investigative Techniques, CRC Press, London
- Shapiro, D.L., (1991). Forensic Psychological Assessment – An Integrative Approach Allyn & Bacon, Boston



Course structure: Psychology of Caregivers - Course Code: PSY- 507

Course Title: Psychology of Caregivers

Credit Units: 3

Course Level: UG Level

Course Objectives:

Course Code: PSY- 507

- The students will understand the importance of caregivers Informal caregivers play a central role in patient care, and care giving can provide positive and negative experiences.
- It will enhance awareness of those factors that underlie the motivation to care for others.
- The students will appreciate caregivers' understanding as to the dynamics that support and undermine self-caring activity.
- The Students will be able to help and encourage caregivers' to experiment with changing existing self-defeating patterns and acquiring or strengthening more constructive ways of being.

Pre-requisites: The students must possess fair understanding of concept and nature of caregivers

Course Content:	Weightage
Module I Introduction	20%
<ul style="list-style-type: none"> • Concept of care-giving • Nature & Scope • Historical Foundations 	
Module II: Classification	20%
<ul style="list-style-type: none"> • Primary Care-givers • Secondary Care-givers • Tertiary Care-givers 	
Module III: Care-giving in different settings	20%
<ul style="list-style-type: none"> • Rehabilitation & Palliative Care • Orphanages • De-addiction centers • Old Age Home • Hospitals • Schools 	
Module IV Psychological Perspective	20%
<ul style="list-style-type: none"> • Quality of Life • Hope, Optimism, Love, Happiness • Social Support • Religion & Spirituality 	
Module V: Burn Out in Caregivers	20%
<ul style="list-style-type: none"> • Identification of Burn Out • Types of Burn Outs: Physical, Social, Emotional, Cognitive • Dealing with Burn out: Remedial Measure 	

Student Learning Outcomes:

- Recognize the importance of caregivers and their psychological perspective
- Analyze physical, social, emotional and cognitive issues of the caregivers
- Apply their understanding for betterment of caregivers.

Pedagogy for Course Delivery:

The class will be taught using theory and case based method. In addition to assigning the application based teaching, the course instructor will create learning environments that encourage caregivers' to experiment with changing existing self-defeating patterns and acquiring or strengthening more constructive ways of being. Class content and structure are presented, along with preliminary data on class efficacy that is based on psycho educational & positive intervention.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

- Hilary Schofield, Sidney Bloch, Victorian Health Promotion Foundation, Helen Herrman, Barbara Murphy, Julie Nankervis, Bruce Singh, Family caregivers: disability, illness and ageing. Published by Allen & Unwin, 1998

References:

- Ilene Morof Lubkin, Pamala D. Larsen, Chronic illness: impact and interventions. Published by Jones & Bartlett Publishers, 2005
- Karen Dahlberg Vander Ven, Ethel Tittnich , Competent caregivers--competent children: training and education for child care practice, Haworth Press, 1986.



Course structure: Introduction to Community Psychology - Course Code: PSY-508

Course Title: Introduction to Community Psychology

Credit Units: 3

Course Level: UG Level

Course Code: PSY-508

Course Objectives:

- To help students understand community-based research and to encourage them to think about how research findings can be used to address social problems.
- This course will provide students with an introduction to the field of community psychology.
- This area of psychology is concerned with the scientific study of social problems and their solutions.

Pre-requisites: The students must possess fair understanding of basic concept of community

Course Content:	Weightage
Module I: Community Psychology: Basic concept of community work	10%
<ul style="list-style-type: none">• Introduction and Orientation to Community Psychology• Aims of Community Psychology• History of CMH movement; Socio-Environmental Context; Structure, Design, & Organization	
Module II: Key Issues in Community Psychology	30%
<ul style="list-style-type: none">• Urbanization; urban and/or rural physical environment, pollution• Poverty & homelessness• community-integration and mental health• immigration and adjustment• discrimination & prejudice• unemployment• intergroup conflict• issues in childhood and adolescence (e.g. child abuse, youth violence)• aging and health• Drug Addiction, Alcoholism and their Rehabilitation• HIV/AIDS Awareness	
Module III: Research and Program Evaluation in Community Psychology	20%
<ul style="list-style-type: none">• Aims of Community Research• Methods of Community Psychology Research• Models and Interventions	
Module IV: The School System	20%

<ul style="list-style-type: none"> • Role of Psychologist in school • Gifted Children, Scholastic backwardness • Truancy and discipline related issues • Behavioral Problems in Children • Puberty Related Problems • Classroom management. 	
Module V: The Family System	
<ul style="list-style-type: none"> • Family Disorganization, Separated and/Divorced Couples, single parenting. • Family Environment and maladaptive Behaviour • Introduction to Family Life Cycle • Psychological Interventions with the family 	20%

Student Learning Outcomes:

- Implement community based intervention for various psychosocial issues.
- Analyze key contemporary issues in the area of community psychology
- Develop insight and analyze the important concerns in community psychology.

Pedagogy for Course Delivery:

The class will be taught using theory and case based method. through lectures, , tutorial and field assignment activities in particular.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Mann, A.P. Community Psychology and Applications
- Sheldon J Korchin, Modern Clinical Psychology
- Rappaport, J: Community Psychology: Values, Research and Action

References:

- Bates, A. P. and Julian, J. :Sociology— Understanding Social Behaviour
- Browning, C. J.: differential Impact of Family Disorganization on Male Adolescents
- Burgers, E.W., and Lock, H.J.: The Family
- Nimkoff, M.E. :The Family
- Cohen Albert K.: Deviance and Control
- Gobbons, D. C.: Deviant Behaviour (2nd ed.)
- Vijoy K Verma, Param Kulhara, Christine, Social psychiatry: A Global Perspective
- R Srinivasa Murthy, Barbara J Burns, Community Mental Health – Proceedings of the Indo US Symposium.



Course structure: Science of Well-being - Course Code: PSY-509

Course Title: Science of Well-being

Credit Units: 3

Course Level: UG Level

Course Code: PSY-509

Course Objectives:

- To understand the concepts related to theory and science of well-being and their applications to the betterment of self and others.

Pre-requisites: The students must possess fair understanding of the developmental origin well-being

Course Content:	Weightage
Module I Evolution & Development	20%
<ul style="list-style-type: none"> Natural selection & the elusiveness of happiness- Evolutionary Psychology Understanding well-being in the evolutionary context of brain development The developmental origins of well-being 	
Module II Physiology & Neuroscience	
<ul style="list-style-type: none"> Well-being and Affective style: neural substrates and bio behavioural correlates Physically active lifestyle and well-being Potential of Nutrition to promote physical and behavioural well being 	20%
Module III A Brief Philosophy of Well-being	20%
<ul style="list-style-type: none"> The Basic Triad of Human Needs The way of Positive Philosophers, Negative Philosophers and Humanists What Makes Life Stressful? 	
Module IV Cultural Perspective	
<ul style="list-style-type: none"> Subjective Well-Being : Introduction Process underlying SWB ; Adaption, Goals and Temperament Cultural Differences in the Definition and Causes of Well- Being Role of Natural Environment & Well-being 	20%
Module V Social & Economic Consideration	20%
<ul style="list-style-type: none"> Social Context of Well-being Peace & Development Income & SWB: Can money buy happiness? 	

Student Learning Outcomes:

- Enable students to relate theory and science of well-being to make the life stress free
- Application of social and economic contexts of well-being for the peace and development of world
- Design and develop models for physical and Behavioural wellbeing

Pedagogy for Course Delivery: The class will be taught using theory and case based method.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text

- Miley, William M: The Psychology of Well Being
- Daniel Kahneman, Ed Diener, Norbert Schwarz, Russell: Well Being: The Foundations of Hedonic Psychology, Sage Foundation

References

- Sirgy, M. Joseph: The Psychology of Quality of Life
- Stanley L. Brodsky: Psychology of Adjustment & Well Being



Course structure: Psychology Basic Practical III - Course Code: PSY-500

Course Title: Psychology Basic Practical

Credit Units: 2

Course Level: UG Level

Course Code: PSY-500

Course Objectives:

- To apply the general concepts of psychology through the medium of experiments

Pre-requisites: The students must possess fair understanding of different types of psychological tests

Course Content:														
1. DEO Mohan's Achievement Motivation Scale 2. PGI Memory Scale 3. State-Trait Anxiety Scale 4. Global Adjustment Scale (Form-A) 5. Standard Progressive Matrices (SPM)														
Student Learning Outcomes: <ul style="list-style-type: none"> Understand the concepts of psychology through the mediums of the experiments Develop With the skills of conducting & documenting experiments in the field of psychology. 														
Pedagogy for Course Delivery: The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically. Insights would be given on conducting test on individuals with an objective to understand criminal behavior														
Assessment/ Examination Scheme: <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Theory L/T (%)</th> <th>Lab/Practical/(%)</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>30%</td> <td>70%</td> <td>100%</td> </tr> </tbody> </table>				Theory L/T (%)	Lab/Practical/(%)	End Term Examination	30%	70%	100%					
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Components (Drop down)	Practical File	Attendance												
Weightage (%)	25%	5%	70%											



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Term Paper – III - Course Code: NTP-503

Course Title: Term Paper – III

Credit Units: 2

Course Level: UG Level

Course Code: NTP-503

Course Objectives:

The rationale behind introducing the term paper for BA Students (II Year) is to enhance the reading and writing habits of the students and to make them aware about the process of carrying out a research work. This helps them to develop insight into the course they are studying which creates an academic interest among the students. Presentation of the term paper plays an important role as it facilitates knowledge sharing and improvement in presentation skills which will further enhance the confidence of the students. The overall objective of this term paper is to develop research orientations in students and to make them understand and enhance skills in Research Methodology

Guidelines for Term Paper:

- 1) Topic
- 2) Introduction
- 3) Review Research
- 4) Discussion
- 5) Conclusion
- 6) References

Examination Scheme:

Compilation of Term Paper:	50 Marks
Viva Voce:	25 Marks
Presentation of Term Paper:	25 Marks
Total	100 Marks



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Summer Internship Project (Evaluation) - Course Code: NSP-506

Course Title: Summer Internship Project (Evaluation)

Credit Units: 2

Course Level: UG Level

Course Code: NSP-506

Course Objective:

- To enable the students with the practical exposure in their core area of interest (Corporate Sector, NGOs, Hospitals etc.), which in turn will be the pathway to their personal and professional training.
- It will also help students to develop report writing skills.

Duration: Four Weeks (June-

July) Methodology:

Students get opportunity in diversified Institutes e.g. Corporate Sector, Schools, NGOs and Hospitals. They will be guided by an internal and external supervisor from their respective Institute. Students will submit their summer project reports with their supervised daily reporting. Immediately after returning from their summer vacations. This would require primary data collection.

Examination Scheme:

Internal Faculty Interaction:	20 Marks
Feedback from External Supervisor:	20 Marks
Viva Voce:	30 Marks
Report Writing:	30 Marks
Total	100 Marks



Course structure: Psychology of Differentially-abled Children (Special Education) Course Code: PSY-601

Course Title: Psychology of Differentially-abled Children (Special Education). Credit Units: 4

Course Level: UG Level

Course Code: PSY-601

Course Objectives:

- Students will understand and apply concepts of psychology in differentially-abled children
- To the development of education of challenged and gifted children.

Pre-requisites: An introduction to the basic concepts and practices of the field of Clinical Psychology.

Course Content:	Weightage
Module I Children with mild differences in behavior & learning	20%
<ul style="list-style-type: none">• Children with Speech & Learning Disabilities• Children with Learning Disabilities• Children with Intellectual Disabilities• Children and youth with behavior disorders Children who are Gifted, Creative and Talented	
Module II Children with Sensory Impairments	10%
<ul style="list-style-type: none">• Children and youth with Hearing Impairments• Children with Visual Impairments	
Module III Children with Low Incidence Disabilities	10%
<ul style="list-style-type: none">• Children with Special Health Care Needs• Children with Neurological Disabilities• Children with Pervasive Developmental Disorders• Children with Severe & Multiple Disabilities	
Module IV Interventions with Infants, Preschoolers, young adults and families	20%
<ul style="list-style-type: none">• Teaching Strategies• Educational Provisions• Transition from School to Work• Vocational Training & Rehabilitation• Social benefits and Schemes - State and Central governments, NGOs.	
Module V Special Education across the Life Span	20%
<ul style="list-style-type: none">• Early Childhood Special Education• Transitioning to Adulthood• Develop competence for assessment of adaptive behavior among children with special needs	
Module VI Special Education- Curriculum for the Handicapped	

<ul style="list-style-type: none"> • Special Education • Individualized Education Program (IEP) • Integrated Education- Models of Integration • Inclusive Education • Community based instruction (Ecological) • Action Research- Meaning and Nature 	20%
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Student Learning Outcomes:

- Enable students develop insight to understand the concepts of psychology to the development of education of challenged & gifted students
- Identify and Enumerate the characteristics of exceptional children
- Enable students to apply the concepts in helping challenged and gifted children through interventions and community based programs

Pedagogy for Course Delivery: The class will be taught using theory and case based method. In addition to assigning the case studies, the course instructor will spend considerable time in applying the concepts of psychology to special education. The instructor will cover the ways to think innovatively liberally using thinking techniques.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Panda K.C, Education of Exceptional Children
- Pillai M.G, Exceptional Children- Causes & Assessment
- Prasad S.B, Special Education
- Horn, John Louis: The Education of Exceptional Children
- Robert T. Brown, Cecil R. Reynolds, Psychological perspectives on childhood exceptionality: a handbook (Edition: 99)



Course structure: Planning, Recruitment and Selection - Course Code: PSY-602

Course Title: Planning, Recruitment and Selection

Credit Units: 3

Course Level: UG Level

Course Code: PSY-602

Course Objectives:

- Student will be able to understand the aspects and concept of Planning, Recruitment & Selection as HR personnel. From the initial phase of understanding the basic HR policies and practices,
- Students will be introduced to planning process for the hiring personnel in an organization. Useful models and frameworks, complemented by practical advice and guidelines, shall provide students with a solid foundation to apply Planning, Recruitment & Selection.

Pre-requisites: The students must possess fair understanding of recruitment and selection policies

Course Content:	Weightage
Module I : Introduction	
<ul style="list-style-type: none"> • Application of HR policies & practices Impact of Power on Belief, feeling, Behaviour Pattern of Self & others 	20%
Module II: Planning	
<ul style="list-style-type: none"> • Organisational Structure& Planning • Job Analysis • Job Design • Legal issues in Recruitment & Selection, • OD, Intervention 	20%
Module III: Process of Recruitment and Selection	
<ul style="list-style-type: none"> • Advertisement for Positions • Reference Scanning • Resume writing • Matching and Evaluation 	20%
Module IV: Techniques of Recruitment and Selection	
<ul style="list-style-type: none"> • Selection Methods • Selection Tests • Interview (elimination process) 	20%
Module V: Post Recruitment & Selection Issues	
<ul style="list-style-type: none"> • Training and Development • Managing Diversity • Developing global mind set Promotion and succession planning. 	20%

Student Learning Outcomes:

- Design and develop viable innovative techniques for recruitment and selection.
- Analyze and attract the vital resources required to turn a planning of the selection procedure into reality.
- Identify the need for strategic planning for recruitment and selection.
- Apply the concept of recruitment and selection process at workplace.

Pedagogy for Course Delivery: The class will be taught using theory and case based method. In addition to assigning the case studies, the course instructor will understand the current trends in recruitment and selection. The instructor will cover the innovative ways of recruitment and selection.

Lab/ Practicals details, if applicable:

NA Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Blum & Naylor, Industrial Psychology, CBS Publishers & Distributors
- B.D.Singh (2007). Compensation and Reward Management, Excel Books, New Delhi.
- Luthans, F. Organizational Behavior, McGraw – Hill International, 1998.
- Kaji H. Hona, Syndrome in workers occupationally exposed, Journal of Hard Surgery.
- Halder, Uday K, Human Resource Development (2009) Oxford University Press
- Bhattacharya, Dipak Kumar, Human Resource Management (2002) Excel Books
- Rao, VSP, Human Resource Management (2004) Excel Books
- Kadefore. R., Ergonomic model for workplace assessment, Human Factors Association of Canada.
- Malik P.L., Industrial Law Eastern, Lucknow, 1991.
- Muchinshy. M. Paul, Psychology Applied to Work - Wadsworth



Course structure: Introduction to Industrial Relations - Course Code: PSY-603

Course Title: Introduction to Industrial Relations

Credit Units: 3

Course Level: UG Level

Course Code: PSY-603

Course Objectives:

- To enable students to get a basic understanding of the role of industrial relationships, legal and social aspects and their applications related to the organizational settings.
- Students will also know about the trade union acts and legal framework Union Recognition.
- Students will understand about the settlement of industrial disputes.

Pre-requisites: The students must possess fair understanding of organizational relationship

Course Content:	Weightage
Module I	
<ul style="list-style-type: none">• Industrial Relations Management• Concept- Evaluation- Background of Industrial Relations in India, Influencing factors of IR in enterprise and the consequences	10%
Module II Economic, Social and Political Environments	
<ul style="list-style-type: none">• Employment Structure- Social Partnership, Wider Approaches to Industrial Relations Labor Market	10%
Module III Trade Unions	
<ul style="list-style-type: none">• Introduction- Definition and Objectives, Growth of Trade Unions in India, Trade area analysis, development and mapping, Trade Unions Act (1926) and Legal framework Union Recognition, Union Problems• Employees Association- Introduction, Objectives, Membership, Financial Status• Management related case study	20%
Module IV Quality of Work Life	
<ul style="list-style-type: none">• Workers Participation in Management- Workers Participation in India, Shop Floor, Plant Level, Board Level- Workers' Welfare in Indian Scenario- Collective Bargaining concepts & characteristics- Promoting Peace	20%
Module V: Wage & Salary Administration	
<ul style="list-style-type: none">• Nature & Significance of Wage, Salary Administration, Essentials, Minimum Wage, Fair Wage, Real Wage, Incentives & Fringe Benefits, Issues and constraints in Wage Determination in India	10%
Module VI: Social Security	
<ul style="list-style-type: none">• Introduction and types of Social Security in India, Health and Occupational Safety Programs- Salient features of Workmen Compensation Act and Employees' State Insurance Act relating to Social Security, Workers' Education objectives rewarding	10%
Module VII: Employee Grievances	

<ul style="list-style-type: none"> Causes of Grievances- Conciliation, Arbitration and Adjudication, Procedural aspects for Settlement of Grievances, Standing Orders, Code Discipline 	10%
Module VIII: Industrial Disputes	
<ul style="list-style-type: none"> Meaning, Nature and Scope of Industrial Disputes Cases & Consequences of Industrial Disputes Prevention and Settlement of Industrial Disputes in India 	10%

Student Learning Outcomes: On completion of the course the student will be able to-

- Recognize the issues related to industrial relations.
- Identify and review latest issues of management

Identify employee grievances and assess industrial disputes

Pedagogy for Course Delivery: Lecture, group discussion and case study

Assessment/ Examination Scheme:

Continuous Assessment/Internal Assessment	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Assessment Plan:

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Arora M, Industrial Relations (2000), Excel Books

References:

- Dynamics of Industrial Relations (2004) Himalaya Publishing House
- Manappa A, Industrial Relations (2004), Tata McGraw Hill



Course structure: Psychology of Exceptional and Gifted children - Course Code: PSY-604

Course Title: Psychology of Exceptional and Gifted children.

Credit Units: 3

Course Level: UG Level

Course Code: PSY-604

Course Objectives:

- Students will aware about the knowledge and understanding of the complexity of the exceptional child.
- Students will help the exceptional child.

Pre-requisites: The students must possess fair understanding of basic concept of child behavior

Course Content:	Weightage
Module I Foundations of Special Education	
<ul style="list-style-type: none">• Introduction to children who are exceptional• Issues and trends in special education• Risk factors & children at risk• Collaborating with parents & families	20%
Module II Special Education- Curriculum for the Gifted	
<ul style="list-style-type: none">• Approaches to curriculum• Differentiated curriculum• Enrichment approaches• Interdisciplinary instruction• Independent Study• Mentorship Programs• Internship• Enrichment triad/revolving door model• Curriculum compacting programs• Acceleration approach• Advanced placement• Ability grouping• Individualized instruction	20%
Module III Identify and discuss Individualized Educational Plans	
<ul style="list-style-type: none">• Developing, Implementation & Assessment, Implications for curriculum development	10%
Module IV Critical Attitudes towards Special Children & Youth	
<ul style="list-style-type: none">• Legislation & litigation concerning the Education of Special Children• RPWD Act, 2016	10%
Module V Attitudes, Expectations and Alternative Approaches in teaching Special Children	
<ul style="list-style-type: none">• Mainstreaming, Integration, Inclusion, Special Services• Dealing with teachers, parents, Special students & Non-handicapped Students	20%

Module VI Instructional Planning for each of the Exceptionality	20%
<ul style="list-style-type: none"> • Developing appropriate instructional strategies for use with each of the Exceptionalities • Modification of given instructional units to meet the needs of students with each of the Exceptionalities • Development of a management plan for working with Special students within the regular classroom 	

Student Learning Outcomes:

- Gain knowledge of Exceptional and Gifted Children
- Appraise various interventions for children with exceptional needs
- Reflect on the legislations for Exceptional children

Pedagogy for Course Delivery: The class will be taught utilizing case studies and practical experience in the field. They would be provided with an opportunity to reflect on the legislations provided for Exceptional children

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Panda K.C, Education of Exceptional Children
- Pillai M.G, Exceptional Children- Causes & Assessment

References:

- Prasad S.B, Special Education
- Horn, John Louis: The Education of Exceptional Children
- Robert T. Brown, Cecil R. Reynolds, Psychological perspectives on childhood exceptionalities: a handbook (Edition: 99)



Course structure: Teaching & Learning Techniques - Course Code: PSY-605

Course Title: Teaching & Learning Techniques

Credit Units: 3

Course Level: UG Level

Course Code: PSY-605

Course Objectives:

- To enables the students to gather knowledge about the need and scope of Educational counseling with focus on various teaching & learning styles, cognitive issues, and various sources of measurement of learning.
- Students will able to know the assessments in teaching & learning methodologies.

Pre-requisites: The students must possess fair understanding of basic counselling style.

Course Content:	Weightage
Module I: Introduction	20%
<ul style="list-style-type: none"> • Need and scope of Educational Counseling • Specific issues in education 	
Module II: Learning & Studying Styles	20%
<ul style="list-style-type: none"> • Kolb’s Experiential Learning Style • Honey & Mumford Learning Style • Gregore Learning Styles • Howard Gardener Multiple Intelligences • Note Taking Skills: Cornell Method, The Outline Method, The Mapping method, The charting Method & The Sentence Method • Types of Study Skills: Role of Self Awareness & Time Management • Study Methods: PQRST Method, PRWR Method, Acronyms & Acrostics, Location, Verbal repetition 	
Module III: Teaching Styles	20%
<ul style="list-style-type: none"> • Command Style • Task style • Reciprocal Style • Small Group Style • Guided Discovery Style • Problem Solving style 	
Module IV: Assessments in Teaching & Learning Methodologies	20%
<ul style="list-style-type: none"> • Observations, interviews, rating scales • Cumulative record & anecdotal record • Case study, sociometry, questionnaire & projective tests • Psycho educational assessments: Intelligence, memory, creativity, personality, motivation, aptitude, interest 	
Module V: Consultation Model & Skills	

<ul style="list-style-type: none"> • Counselor as Educational consultant • Career Guidance & counseling: theories & influences • Behavioral Model • Play therapy • Individualized Educational Programs 	20%
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Student Learning Outcomes:

- Apply Learning Styles & Teaching Strategies in various educational settings
- Evaluate different methods of enhancing learning & Psycho educational assessment
- Analyze consultation model & skills

Pedagogy for Course Delivery:

The class will be taught using theory, case studies & extensive discussion methods & practical work.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Mangal, S. K., (2004), Advance Educational Psychology; New Delhi : Prentice Hall

References:

- M Dash, Neena Dash; Fundamentals of Educational Psychology: Atlantic Publishers & Distributors, New Delhi.
- L S Vygotsky, (1999) Educational Psychology ; Vanit Books, New Delhi
- R K Prithi (Ed.2004) Educational Psychology: Discovery Publishing House, New Delhi



Course structure: Human Skill Development - Course Code: PSY-606

Course Title: Human Skill Development

Credit Units: 3

Course Level: UG Level

Course Code: PSY-606

Course Objectives:

- To equip the students to develop skills enabling them to handle issues and challenges of health & wellness.
- Students also Identifying important skills needed to maintain healthy Living
- Students will also know about the lifestyle management

Pre-requisites: The students must possess fair understanding of concept of the health and wellness

Course Content:	Weightage
Module I: Introduction	25%
<ul style="list-style-type: none"> • Introduction to the main issues & challenges of healthy living. • Identifying important skills needed to maintain healthy Living 	
Module II: Developing Soft Skills	25%
<ul style="list-style-type: none"> • The power of creative thinking • Handling Emotions Effectively • Developing positive attitude • Problem Solving & Critical Thinking 	
Module III: Health & Nutrition	25%
<ul style="list-style-type: none"> • Balanced Diet: Definition, Concept, Need & Importance • BMR: Definition, Concept, Need & Importance • Nutritional requirements at different life stages • Fighting Illness • Lifestyle Management: Dealing with Obesity, CHD, Hypertension, HIV/AIDS etc. 	
Module IV: Health Management	25%
<ul style="list-style-type: none"> • Yoga & Meditation • Science of Spirituality • Stress Management • Community Health 	

Student Learning Outcomes:

- Define issues of health and wellness
- Develop soft skills and creative thinking and positive attitude required for human skills development.
- Design techniques of health management

Pedagogy for Course Delivery: The class will be taught using theory and case based method. In addition to assigning the case studies, the course instructor will spend considerable time in understanding the concept of human skills development.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Michael Feuerstein, Elise E. Labbé, Andrzej R. Kuczmierczyk, Health psychology: a psychobiological perspective, Published by Springer, 1986

References:

- David Marks, Brian Evans, Michael Murray, Carla Willig, Cailine Woodall, Catherine Marie Sykes, Health psychology: theory, research and practice, Published by SAGE, 2005
- Douglas Carroll, Health psychology: stress, behaviour and disease. Published by Routledge, 1992



Course structure: Psychology of Aging - Course Code: PSY-607

Course Title: Psychology of Aging

Credit Units: 3

Course Level: UG Level

Course Code: PSY-607

Course Objectives:

- This paper will enable the students to have a better understanding of the needs, theories and processes of ageing. Also,
- To empower the students with the wider knowledge on how to deal with the issues and problems related to old age.

Pre-requisites: The students must possess fair understanding of historical perspective of Ageing

Course Content:	Weightage
Module I : Introduction	
<ul style="list-style-type: none">• Gerontology- Meaning, Nature & Scope• Historical perspective of Ageing• Global Picture- Researches & Studies in Indian and Western Context• Morbidity & Mortality• Ageing- Myths & Facts• Major Needs of Older Adults	20%
Module II : The Process of Ageing	
<ul style="list-style-type: none">• Developmental Aspects of Ageing• Biological & Physiological Aspects of Ageing• Psychological Aspects of Ageing• Social Aspects of Ageing	20%
Module III : Health Needs & Care for Older Adults	
<ul style="list-style-type: none">• Assessment, Diagnosis & Planning• Major Illnesses- Physical & Psychological• Care giving- Mild & Chronic Illnesses• Mental Health• Palliative Care	20%
Module IV : Individual & Social Issues	
<ul style="list-style-type: none">• Adaptation to Old Age, Attitudes towards Old People• Adjustment to Changes:• Family Patterns• Loss of Spouse• Living Alone• Remarriage in Old Age• Physical, Motor & Mental Abilities	20%
Module V : Ethical, Legal & Financial Issues	
<ul style="list-style-type: none">• Role of Ethics• Welfare Policy for Elderly• Old Age/Shelter Homes for Elderly, Retirement• Identifying Excellence in Care of Elderly• Ethical Theories & Principles• Constitutional Rights, Policy & Services• Legislation & Public Policy	20%

Student Learning Outcomes:

- Enables the students to have a better perceptive of the needs, theories and processes of ageing
- Applying the knowledge to deal with the issues and problems related to old age.
- Creating a better and conducive environment for the elderly population to make ageing a pleasurable experience.

Pedagogy for Course Delivery:

Students will be given a new perspective to the needs and desires of the elderly. They were trained through case study method about their issues and challenges and how are they supposed to be worked out.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Kenneth F. Ferraro: Gerontology: perspectives and issues, Published by Springer Pub. Co., 1990
- Nicholas Coni, William Davison, Stephen Webster: Ageing: the facts
- Ian Stuart-Hamilton: The Psychology of Ageing: An Introduction, 4th Edition



Course structure: Science of Happiness - Course Code: PSY-608

Course Title: Science of Happiness

Credit Units: 3

Course Level: UG Level

Course Code: PSY-608

Course Objectives:

- Student to acquire meaningful knowledge of various aspects of happiness.
- Students will also to apply the concepts with a holistic view to deal with the barriers in day-to-day life.
- Course will provide an overview of positive psychology and introduces the theoretical models of adolescence and early adulthood.

Pre-requisites: The students must possess fair understanding of positive and negative emotions and its effects

Course Content:	Weightage
Module I Happiness	20%
<ul style="list-style-type: none">• Positive and Negative Affectivity• The Effects & Causes of Happiness• Culture and Happiness• Relationships and Happiness• Geography of Bliss	
Module II Happiness and its Physical Aspects	
<ul style="list-style-type: none">• Physical aspects of happiness• Living quality life through positive psychology• Satisfaction with life	
Module III : Happiness and its Mental Aspects	
<ul style="list-style-type: none">• Psychological effects of happiness• Flow experiences• Preventing mental distress	20%
Module IV Happiness and its Social Aspects	20%
<ul style="list-style-type: none">• Social correlates of Happiness• social cohesion, particularly in the light of the aging population• Sense of belongingness for happiness	
Module V Happiness and Morality	20%
<ul style="list-style-type: none">• The Religious and Spiritual Concepts of Happiness• Relationship between Happiness and corruption• Reciprocal Altruism	

Student Learning Outcomes:

- Acquire meaningful knowledge of various aspects of happiness
- Apply a holistic and spiritual view of psychology to deal with stressors of day to day life
- Develop and design the social model to promote happiness

Pedagogy for Course Delivery: The class will be taught using theory and case based method. In addition to assigning the case studies, the course instructor will spend considerable time in understanding the concept

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Williams, H.S., The Science of Happiness, Oxford University
- C. R. Snyder, Shane J. Lopez, Positive Psychology: The Scientific and Practical Explorations of Human Strengths
- C. R. Snyder, Shane J. Lopez, The Handbook of Positive Psychology.

References:

- Rich Gilman, Michael Furlong, E. Scott Huebner, A Handbook of Positive Psychology in Schools
- Ilona Boniwell, Positive Psychology in a Nutshell
- Goleman, Daniel: Emotional Intelligence



Course structure: Psychology Basic Practical– IV - Course Code: PSY-600

Course Title: Psychology Basic Practical– IV.

Credit Units: 2

Course Level: UG Level

Course Code: PSY 600

Course Objectives:

- To apply the general concepts of psychology through the medium of experiments. Every student is expected to perform and write all experiments out of the following.

Pre-requisites: The students must possess fair understanding of different psychometric assessment

Course Content:			
<ul style="list-style-type: none"> Heartland’s Forgiveness Scale Colored Progressive Matrices (CPM) 16 PF Family Environment Scale Parent Child Relationship Scale 			
<p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> Understand the concepts of psychology through the mediums of the experiments Develop With the skills of conducting & documenting experiments in the field of psychology. <p>Pedagogy for Course Delivery: The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically. Insights would be given on conducting test on individuals with an objective to understand criminal behavior</p>			
Assessment/ Examination Scheme:			
Theory L/T (%)	Lab/Practical/(%)	End Term Examination	
30%	70%	100%	
Theory Assessment (L&T):			
Continuous Assessment/Internal Assessment			End Term Examination
Components (Drop down)	Practical File	Attendance	
Weightage (%)	25%	5%	



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Major Project - Course Code: NMP-601

Course Title: Major Project

Credit Units: 6

Course Level: UG Level

Course Code: NMP-601

Course Objectives:

- To enable the students with the practical exposure in their core area of interest (Corporate Sector, NGOs, Hospitals etc.), which in turn will be the pathway to their personal and professional training.
- It will also help students to develop report writing skills.

Duration: Four Months (Jan. - April) Methodology:

Students get opportunity in diversified Institutes e.g. Corporate Sector, Schools, NGOs and Hospitals. They will be guided by an internal and external supervisor. Students will submit their reports after **90 Hrs of Fieldwork (15 days* 6hrs per day)**, with their supervised daily reporting, at the end of the academic year. **The days for fieldwork are Fridays & Saturdays.** The student will submit the Log Sheet to their internal supervisor on every Monday.

Examination Scheme:

Internal Faculty Interaction	20 Marks
Feedback from External Supervisor	20 Marks
Viva Voce	30 Marks
Report Writing	30 Marks
Total	100 Marks

AMITY INSTITUTE OF BEHAVIOURAL & ALLIED SCIENCES

Behavioural Science Course

(PG Programme)

**ONE & TWO YEAR POST-GRADUATE
2019-2021**

FIRST SEMESTER

Self-Development for Interpersonal Skills

(Total Credits: 1)

Course Code: BSP-143

S. NO.	COURSE	DURATION (IN HOURS)
1	Understanding Self	2
2	Self-Esteem: Sense of Worth	2
3	Emotional Intelligence: Brain Power	2
4	Managing Emotions and Building Interpersonal Competence	2
5	Leading Through Positive Attitude	2
TOTAL HOURS		10

SECOND SEMESTER

CONFLICT RESOLUTION & MANAGEMENT

(Total Credits: 1)

Course Code: BSP-243

S. NO.	COURSE	DURATION (IN HOURS)
1	Conflict Management	2
2	Behavioural & Interpersonal Communication	2
3	Relationship Management for Personal & Professional Development	2
4	Stress Management	2
5	Conflict Resolution & Management	2
TOTAL HOURS		10

THIRD SEMESTER
Professional Competencies & Career Development
(Total Credits: 1)
Course Code: BSP-343

S. NO.	COURSE	DURATION (IN HOURS)
1	Professional Competence	2
2	Managing Personal Effectiveness	2
3	Components of Excellence	2
4	Career Development	2
5	Personal & Professional Success	2
TOTAL HOURS		10

FOURTH SEMESTER

LEADERSHIP & MANAGING SKILLS
(Total Credits: 1)
Course Code: BSP-443

S. NO.	COURSE	DURATION (IN HOURS)
1	Leadership Excellence	2
2	Team: An Overview	2
3	Team Building for Leadership Excellence	2
4	Team & Sociometry	2
5	Team Leadership for Managing Excellence	2
TOTAL HOURS		10



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Self-Development And Interpersonal Skills - Course Code: BSP-143

Course Title: Self-Development And Interpersonal Skills

Credit Units: 1

Course Level: PG Level

Course Code: BSP-143

Course Objectives:

This course aims at imparting an understanding of:

- Self and the process of self exploration
- Learning strategies for development of a healthy self esteem
- Importance of attitudes and their effect on work behavior
- Effective management of emotions and building interpersonal competence.

Course Contents:

Module I: Understanding Self

(2 Hours)

- Formation of self concept
- Dimension of Self
- Components of self
- Self Competency

Module II: Self-Esteem: Sense of Worth

(2 Hours)

- Meaning and Nature of Self Esteem
- Characteristics of High and Low Self Esteem
- Importance & need of Self Esteem
- Self Esteem at work
- Steps to enhance Self Esteem

Module III: Emotional Intelligence: Brain Power

(2 Hours)

- Introduction to EI
- Difference between IQ, EQ and SQ
- Relevance of EI at workplace
- Self assessment, analysis and action plan

Module IV: Managing Emotions and Building Interpersonal Competence

(2 Hours)

- Need and importance of Emotions
- Healthy and Unhealthy expression of emotions
- Anger: Conceptualization and Cycle
- Developing emotional and interpersonal competence
- Self assessment, analysis and action plan

Module V: Leading Through Positive Attitude

(2 Hours)

- Understanding Attitudes

- Formation of Attitudes
- Types of Attitudes
- Effects of Attitude on
 - Behavior
 - Perception
 - Motivation
 - Stress
 - Adjustment
 - Time Management
 - Effective Performance
- Building Positive Attitude

Student learning outcomes:

- Student will Develop accurate sense of self
- Student will nurture a deep understanding of personal motivation
- Student will develop thorough understanding of personal and professional responsibility
- Student will able to analyse the emotions of others for better adjustment.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

- The above evaluation scheme shall not be applicable for LLM Course.

Suggested Readings:

- Towers, Marc: Self Esteem, 1st Edition 1997, American Media
- Pedler Mike, Burgoyne John, Boydell Tom, A Manager’s Guide to Self-Development: Second edition, McGraw-Hill Book company.
- Covey, R. Stephen: Seven habits of Highly Effective People, 1992 Edition, Simon & Schuster Ltd.,
- Khera Shiv: You Can Win, 1st Edition, 1999, Macmillan
- Gegax Tom, Winning in the Game of Life: 1st Edition, Harmony Books
- Chatterjee Debashish, Leading Consciously: 1998 1st Edition, Viva Books Pvt.Ltd.,
- Dr. Dinkmeyer Don, Dr. Losoncy Lewis, The Skills of Encouragement: St. Lucie Press.
- Singh, Dalip, 2002, Emotional Intelligence at work; First Edition, Sage Publications.
- Goleman, Daniel: Emotional Intelligence, 1995 Edition, Bantam Books
- Goleman, Daniel: Working with E.I., 1998 Edition, Bantam Books.



Course structure: Conflict Resolution & Management - Course Code: BSP-243

Course Title: Conflict Resolution & Management

Credit Units: 1

Course Level: PG Level

Course Code: BSP-243

Course Objectives:

This course aims at imparting an understanding of:

- To develop an understanding the concept of stress its causes, symptoms and consequences.
- To develop an understanding the consequences of the stress on one's wellness, health, and work performance.
- Enhancing personal effectiveness and performance through effective interpersonal communication
- Enhancing their conflict management and negotiation skills

Course Contents:

Module I: Conflict Management

(2 Hour)

- Meaning and nature of conflicts
- Types of Conflict
- Styles and Techniques of conflict management
- Conflict management and interpersonal communication

Module II: Behavioural & Interpersonal Communication

(2 Hours)

- Importance of Interpersonal Communication
- Rapport Building – NLP, Communication mode
- Steps to improve interpersonal communication
- Meaning and Nature of Behavioural Communication
- Relevance of Behavioural Communication

Module III: Relationship Management for Personal and professional Development

(2 Hours)

- Importance of relationships
- Maintaining healthy relationships
- Communication Styles
- Types of Interpersonal Relationships

Module IV: Stress Management

(2 Hours)

- Understanding of Stress & GAS Model
- Symptoms of Stress
- Individual and Organizational consequences with special focus on health
- Healthy and Unhealthy strategies for stress management
- Social support for stress management and well being
- Stress free, Successful and Happy Life

Module V: Conflict Resolution & Management

(2 Hours)

- Conflict Resolution Strategies
- Ways of Managing Conflict (Healthy & Unhealthy)
- Impact of Conflict Resolution & Management

Student learning outcomes

- Students develop the ability to identify their strengths and weaknesses.
- Students will know how to develop positive healthy relationship .
- Students will know how to manage their daily life conflicts.
- Students will know how to be resilient during stressful situations.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

- **The above evaluation scheme shall not be applicable for LLM Course.**

Suggested Readings:

- Vangelist L. Anita, Mark N. Knapp, Inter Personal Communication and Human Relationships: Third Edition, Allyn and Bacon
- Julia T. Wood. Interpersonal Communication everyday encounter
- Simons, Christine, Naylor, Belinda: Effective Communication for Managers, 1997 1st Edition Cassel
- Goddard, Ken: Informative Writing, 1995 1st Edition, Cassell
- Harvard Business School, Effective Communication: United States of America
- Foster John, Effective Writing Skills: Volume-7, First Edition 2000, Institute of Public Relations (IPR)
- Beebe, Beebe and Redmond; Interpersonal Communication, 1996; Allyn and Bacon Publishers.



Course structure: Professional Competencies & Career Development - Course Code: BSP-343

Course Title: Professional Competencies & Career Development Credit Units: 1

Course Level: PG Level

Course Code: BSP-343

Course Objectives:

This course will help the students to:

- Importance of Personal and Professional excellence
- Inculcating the components of excellence
- Explore interest, attitude and Explore career opportunities
- Set career goals

Course Contents:

Module I: Professional Competence

(2 Hours)

- Understanding Professional Competence
- Component of Competence:
 - Knowledge
 - Skills
 - Attitude
 - Self awareness
 - Self Promotion & Presentation,
 - Self confidence
 - Skills
 - Performance
- Political awareness, Coping with uncertainty
- Developing positive attributes at work place (personal and professional)
- Time management
- Handling criticism and interruptions
- Managing difficult people

Module II: Managing Personal Effectiveness

(2 Hours)

- Dimensions of personal effectiveness (self disclosure, openness to feedback and perceptiveness)
- Integration of personal and organizational vision for effectiveness
- A healthy balance of work and play

Module III: Components of Excellence

(2 Hours)

- Positive Imagination & Focused
- SMART Goal
- Controlling Distraction
- Commitment
- Constructive Evaluation
- Creativity & Success

Module IV: Career Development**(2 Hours)**

- Understanding Development Process
- Knowing and assessing one's Interest
- Knowing and assessing one's Aptitude
- Selecting from available resources
- Career planning and development

Module V: Personal & Professional Success**(2 Hours)**

- Career Selection & Motivation
- Action planning, Networking, Negotiation
- Accept Change & Challenge for Successful Career

Student learning outcomes

- Students develop the ability to identify their strengths and weaknesses.
- Students will know how to develop positive healthy relationship.
- Students will know how to manage their daily life conflicts.
- Students will know how to be resilient during stressful situations.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company
- Smither Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers
- Raman, A.T. (2003) Knowledge Management: A Resource Book. Excel Books, Delhi.
- Kamalavijayan, D. (2005). Information and Knowledge Management, Macmillan India Ltd. Delhi



Course structure: Leadership & Managing Excellence - Course Code: BSP-443

Course Title: Leadership & Managing Excellence

Credit Units: 1

Course Level: PG Level

Course Code: BSP-443

Course Objectives:

This course aims to enable students to:

- Understand the concept and building of teams
- Understand the concept of Self Leadership and Leadership Excellence
- Understand the leadership Styles in organizations
- Facilitate better team management and organizational effectiveness through universal human values.

Course Contents:

Module I: Leadership Excellence

(2Hours)

- Leadership
- Self- Leadership
- Self- Leadership Competencies

Module II: Teams: An Overview

(2Hours)

- Team Design Features: Team vs. Group
- Effective Team Mission and Vision
- Life Cycle of a Project Team
- Rationale of a Team, Goal Analysis and Team Roles

Module III: Team Building for Leadership Excellence

(2Hours)

- Types and Development of Team Building
- Stages of Team
- Profiling your Team: Internal & External Dynamics
- Team Strategies for organizational vision

Module IV: Team & Sociometry

(2Hours)

- Patterns of Interaction in a Team
- Sociometry: Method of studying attractions and repulsions in groups
- Construction of sociogram for studying interpersonal relations in a Team
- Team communication

Module V: Team Leadership for Managing Excellence

(2Hours)

- Leadership styles in organizations
- Situational Leadership Style
- Power to Empower : Team & Individual

Student learning outcomes

- Students develop the ability to identify their leadership skills.
- Students will know how to manage their personal and professional conflicts..
- Students will know how to maintain their healthy interpersonal relationships.
- Students will know how to be develop self-leadership.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Organizational Behaviour, Davis, K.
- Hoover, Judhith D. Effective Small Group and Team Communication, 2002,Harcourt College Publishers
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company

- Group Discussion
 - Role Plays
 - Situation Analysis
 - Movie Analysis
 - Quiz
 - Story telling
 - Case Studies
 - Presentation
 - Behavioural Observation Etc.
-
- ❖ **Psychometric Testing** will be used for self assessment of the students which would give them an insight for required improvements and changes in their behavior and personality.
 - ❖ Journal for Success would be maintained every semester, where the learning from various activities would be compiled for Self analysis and assessment by the students to decide their own action plan for self improvement with the help of a mentor.
 - ❖ Project on Scripture and Current issues would be made to imbibe tolerance and universal human values to become effective as an individual and a team player.

NEW BEHAVIOURAL SCIENCE COURSE

THREE, FOUR & FIVE YEARS UNDER-GRADUATE PROGRAMME

2019 – 2024

AMITY UNIVERSITY MADHYA PRADESH

THREE, FOUR & FIVE YEARS UNDER-GRADUATE PROGRAMME PROGRAMME STRUCTURE AND CURRICULUM

FIRST SEMESTER UNDERSTANDING SELF FOR EFFECTIVENESS (Total Credits: 1) Course Code: BSU-143

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Self: Core Competency	2
2	Techniques of Self Awareness	2
3	Self Esteem & Effectiveness	2
4	Building Positive Attitude	2
5	Building Emotional Competence	2
TOTAL HOURS		10

SECOND SEMESTER INDIVIDUAL, SOCIETY AND NATION (Total Credits: 1) Course Code: BSU-243

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Individual Differences and Personality	2
2	Managing Diversity	2
3	Socialization	2
4	Patriotism and National Pride	2
5	Human Rights, Values and Ethics	2
TOTAL HOURS		10

THIRD SEMESTER

PROBLEM SOLVING & CREATIVE THINKING

(Total Credits: 1)

Course Code: BSU-343

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Thinking as a tool of Problem Solving	2
2	Hindrances to Problem Solving process	2
3	Problem Solving	2
4	Plan of Action	2
5	Creative Thinking	2
TOTAL HOURS		10

FOURTH SEMESTER

VALUES & ETHICS FOR PERSONAL & PROFESSIONAL DEVELOPMENT

(Total Credits: 1)

Course Code: BSU-443

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Introduction to Values & Ethics	2
2	Values Clarification & Acceptance	2
3	Morality	2
4	Ethical Practice	2
5	Personal & Professional Values	2
TOTAL HOURS		10

FIFTH SEMESTER

GROUP DYNAMICS AND TEAM BUILDING

(Total Credits: 1)

Course Code: BSU-543

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Groups Formation	2
2	Group Functions	2
3	Teams	2
4	Leadership	2
5	Power to Empower	2
TOTAL HOURS		10

SIXTH SEMESTER

STRESS AND COPING STRATEGIES

(Total Credits: 1)

Course Code: BSU-643

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Stress	2
2	Stages and Models of Stress	2
3	Causes and Symptoms of Stress	2
4	Consequences of Stress	2
5	Strategies for Stress management	2
TOTAL HOURS		10

SEVENTH SEMESTER

CAREER PLANNING & DEVELOPMENT

(Total Credits: 1)

Course Code: BSU-743

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Career Planning	2
2	Career Success: Interest, Aptitude & Attitude	2
3	Explore Career for Growth	2
4	Self-Reliance and Employability Skills	2
5	Impression Management for Career Enhancement	2
TOTAL HOURS		10

EIGHTH SEMESTER

POSITIVE PERSONAL GROWTH

(Total Credits: 1)

Course Code: BSU-843

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Positive Personality	2
2	Positive Emotions	2
3	Hope, Optimism and Resilience	2
4	Application of Positive Emotions	2
5	Happiness and Well Being	2
TOTAL HOURS		10

NINETH SEMESTER

PERSONAL AND PROFESSIONAL EXCELLENCE

(Total Credits: 1)

Course Code: BSU-943

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Components of Excellence	2
2	Managing Personal Effectiveness	2
3	Personal success strategy	2
4	Positive Personal Growth	2
5	Professional Success	2
TOTAL HOURS		10

TENTH SEMESTER LEADERSHIP EXCELLENCE

(Total Credits: 1)

Course Code: BSU-1043

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Self Leadership	2
2	Behavioural Communication & Effective Leadership	2
3	Conflict Management for Effective Leadership	2
4	Interpersonal Relationship & Leading Teams	2
5	Leadership Excellence	2
TOTAL HOURS		10



Course structure: Understanding Self for Effectiveness - Course Code: BSU-143

Course Title: Understanding Self for Effectiveness

Credit Units: 1

Course Level: UG Level

Course Code: BSU-143

Course Objectives:

This course aims at imparting an understanding of:

- Understanding self & process of self-exploration
- Learning strategies for development of a healthy self esteem
- Importance of attitudes and its effective on personality
- Building Emotional Competency

Course Contents:

Module I: Self: Core Competency

(2 Hours)

- Understanding of Self
- Components of Self – Self identity
- Self-concept
- Self confidence
- Self-image

Module II: Techniques of Self Awareness

(2 Hours)

- Exploration through Johari Window
- Mapping the key characteristics of self
- Framing a charter for self
- Stages – self-awareness, self-acceptance and self-realization

Module III: Self Esteem & Effectiveness

(2 Hours)

- Meaning
- Importance
- Components of self esteem
- High and low self esteem
- Measuring your self esteem

Module IV: Building Positive Attitude

(2 Hours)

- Meaning and nature of attitude
- Components and Types of attitude
- Importance and relevance of attitude

Module V: Building Emotional Competence

(2 Hours)

- Emotional Intelligence – Meaning, components, Importance and Relevance
- Positive and negative emotions
- Healthy and Unhealthy expression of emotions

Student learning outcomes

- Student will Develop accurate sense of self
- Student will nurture a deep understanding of personal motivation
- Student will develop thorough understanding of personal and professional responsibility
- Student will able to analyse the emotions of others for better adjustment.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Organizational Behaviour, Davis, K.
- Hoover, Judhith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
- Dressler, David and Cans, Donald: The Study of Human Interaction
- Lapiere, Richard. T – Social Change
- Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.
- Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company
- Smither Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers



Course structure: Individual, Society and Nation - Course Code: BSU-243

Course Title: Individual, Society and Nation

Credit Units: 1

Course Level: UG Level

Course Code: BSU-243

Course Objectives:

This course aims at enabling students towards:

- Understand the importance of individual differences
- Better understanding of self in relation to society and nation
- Facilitation for a meaningful existence and adjustment in society
- Inculcating patriotism and national pride

Course Contents:

Module I: Individual differences & Personality (2 Hours)

- Personality: Definition & Relevance
- Importance of nature & nurture in Personality Development
- Importance and Recognition of Individual differences in Personality
- Accepting and Managing Individual differences
- Intuition, Judgment, Perception & Sensation (MBTI)
- BIG5 Factors

Module II: Managing Diversity (2 Hours)

- Defining Diversity
- Affirmation Action and Managing Diversity
- Increasing Diversity in Work Force
- Barriers and Challenges in Managing Diversity

Module III: Socialization (2 Hours)

- Nature of Socialization
- Social Interaction
- Interaction of Socialization Process
- Contributions to Society and Nation

Module IV: Patriotism and National Pride (2 Hours)

- Sense of pride and patriotism
- Importance of discipline and hard work
- Integrity and accountability

Module V: Human Rights, Values and Ethics (2 Hours)

- Meaning and Importance of human rights
- Human rights awareness
- Values and Ethics- Learning based on project work on Scriptures like- Ramayana, Mahabharata, Gita etc.

Student learning outcomes

- Student will be able to identify, understand, and apply contemporary theories of leadership to a wide range of situations and interactions
- Student will be able to understand and respect individual difference, so to enhance the relationship
- Learn social responsibility and develop a sense of citizenship
- Student will be able to identify and understand the impact of culture on one's leadership style

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Davis, K. Organizational Behaviour,
- Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
- Dressler, David and Cans, Donald: The Study of Human Interaction
- Lapiere, Richard. T – Social Change
- Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.
- Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.
- Robbins O.B.Stephen;. Organizational Behaviour



Course structure: Problem Solving and Creative Thinking- Course Code: BSU-343

Course Title: Problem Solving and Creative Thinking

Credit Units: 1

Course Level: UG Level

Course Code: BSU-343

Course Objectives:

To enable the students:

- Understand the process of problem solving and creative thinking.
- Facilitation and enhancement of skills required for decision-making.

Course Contents:

Module I: Thinking as a tool for Problem Solving

(2 Hours)

- What is thinking: The Mind/Brain/Behavior
- Critical Thinking and Learning:
 - Making Predictions and Reasoning
 - Memory and Critical Thinking
 - Emotions and Critical Thinking
- Thinking skills

Module II: Hindrances to Problem Solving Process

(2 Hours)

- Perception
- Expression
- Emotion
- Intellect
- Work environment

Module III: Problem Solving

(2 Hours)

- Recognizing and Defining a problem
- Analyzing the problem (potential causes)
- Developing possible alternatives
- Evaluating Solutions
- Resolution of problem
- Implementation
- Barriers to problem solving:
 - Perception
 - Expression
 - Emotion
 - Intellect
 - Work environment

Module IV: Plan of Action**(2 Hour)**

- Construction of POA
- Monitoring
- Reviewing and analyzing the outcome

Module V: Creative Thinking**(2 Hours)**

- Definition and meaning of creativity
- The nature of creative thinking
 - Convergent and Divergent thinking
 - Idea generation and evaluation (Brain Storming)
 - Image generation and evaluation
 - Debating
- The six-phase model of Creative Thinking: ICEDIP model

Student learning outcomes

- Student will be able to understand and solve the problems effectively in their personal and professional life.
- Students will outline multiple divergent solutions to a problem,
- Student will be able to create and explore risky or controversial ideas, and synthesize ideas/expertise to generate innovations.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Michael Steven: How to be a better problem solver, Kogan Page, New Delhi, 1999
- Geoff Petty: How to be better at creativity; Kogan Page, New Delhi, 1999
- Richard Y. Chang and P. Keith, Kelly: Wheeler Publishing, New Delhi, 1998.
- Phil Lowe Koge Page: Creativity and Problem Solving, New Delhi, 1996
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management (1996); Pfeiffer & Company
- Bensley, Alan D.: Critical Thinking in Psychology – A Unified Skills Approach, (1998), Brooks/Cole Publishing Company.



Course structure: Value & Ethics for Personal & Professional Development - Course Code: BSU-443

Course Title: Value & Ethics For Personal & Professional Development

Credit Units: 1

Course Level: UG Level

Course Code: BSU-443

Course Objectives:

This course aims at imparting an understanding of Values, Ethics & Morality among students for making a balanced choice between personal & professional development.

Course Contents:

Module I: Introduction to Values & Ethics

(2 Hours)

Meaning & its type

Relationship between Values and Ethics

Its implication in one's life

Module II: Values Clarification & Acceptance

(2Hours)

Core Values-Respect, Responsibility, Integrity, Resilience, Care, & Harmony

Its process-Self Exploration

Nurturing Good values

Module III: Morality

(2 Hours)

Difference between morality, ethics & values

Significance of moral values

Module IV: Ethical Practice

(2 Hours)

Ethical Decision making

Challenges in its implementation

Prevention of Corruption & Crime

Module V: Personal & Professional Values

(2 Hours)

Personal values-Empathy, honesty, courage, commitment

Professional Values-Work ethics, respect for others

Its role in personality development

Character building-"New Self awareness"

Student learning outcomes

- Able to answer the question: What do I stand for?
- Ability to apply a coherent set of moral principles within professional and specialized contexts
- Willing to make unpopular but right decision
- Committed to working for justice and peace locally and globally

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Text & References:

- Cassuto Rothman, J. (1998). *From the Front Lines, Student Cases in Social Work Ethics*. Needham Heights, MA: Allyn and Bacon.
- Gambrill, E. & Pruger, R. (Eds). (1996). *Controversial Issues in Social Work Ethics, Values, & Obligations*. Needham Heights, MA: Allyn and Bacon, Inc.



Course structure: Group Dynamics and Team Building - Course Code: BSU-543

Course Title: Group Dynamics and Team Building

Credit Units: 1

Course Level: UG Level

Course Code: BSU-543

Course Objectives:

- To inculcate in the students an elementary level of understanding of group/team functions
- To develop team spirit and to know the importance of working in teams

Course Contents:

Module I: Group formation

(2 Hours)

- Definition and Characteristics
- Importance of groups
- Classification of groups
- Stages of group formation
- Benefits of group formation

Module II: Group Functions

(2 Hours)

- External Conditions affecting group functioning: Authority, Structure, Org. Resources, Organizational policies etc.
- Internal conditions affecting group functioning: Roles, Norms, Conformity, Status, Cohesiveness, Size, Inter group conflict.
- Group Cohesiveness and Group Conflict
- Adjustment in Groups

Module III: Teams

(2 Hours)

- Meaning and nature of teams
- External and internal factors effecting team
- Building Effective Teams
- Consensus Building
- Collaboration

Module IV: Leadership

(2 Hours)

- Meaning, Nature and Functions
- Self leadership
- Leadership styles in organization
- Leadership in Teams

Module V: Power to empower: Individual and Teams

(2 Hours)

- Meaning and Nature
- Types of power
- Relevance in organization and Society

Student learning outcomes

- Students will Develop critical and reflective thinking abilities
- Students will Demonstrate an understanding of group dynamics and effective teamwork
- Student will develop a range of leadership skills and abilities such as effectively leading change, resolving conflict, and motivating others
- Student will Gain knowledge and understanding of organization resources, policies, and involvement opportunities.
- Student will Develop strategies to recruit, retain, and continually motivate contributing members to the organization

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Organizational Behaviour, Davis, K.
- Hoover, Judith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
- Dressers, David and Cans, Donald: The Study of Human Interaction
- Lapiere, Richard. T – Social Change
- Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.
- Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company
- Smither Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers



Course structure: Stress & Coping Strategies - Course Code: BSU-643

Course Title: Stress & Coping Strategies

Credit Units: 1

Course Level: UG Level

Course Code: BSU-643

Course Objectives:

- To develop an understanding the concept of stress its causes, symptoms and consequences.
- To develop an understanding the consequences of the stress on one's wellness, health, and work performance.

Course Contents:

Module I: Stress

(2 Hours)

- Meaning & Nature
- Characteristics
- Types of stress

Module II: Stages and Models of Stress

(2 Hours)

- Stages of stress
- The physiology of stress
- Stimulus-oriented approach.
- Response-oriented approach.
- The transactional and interact ional model.
- Pressure – environment fit model of stress.

Module III: Causes and symptoms of stress

(2Hours)

- Personal
- Organizational
- Environmental

Module IV: Consequences of stress

(2 Hours)

- Effect on behavior and personality
- Effect of stress on performance
- Individual and Organizational consequences with special focus on health

Module V: Strategies for stress management

(2 Hours)

- Importance of stress management
- Healthy and Unhealthy strategies
- Peer group and social support
- Happiness and well-being

Student learning outcomes

- Student will able demonstrate thorough understanding of stress and its effects
- Student will able to learn various coping strategies to deal stress effectively so to overcome the consequences and impact of stress on their health and wellbeing, ultimately it will enhance their performance.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Blonna, Richard; Coping with Stress in a Changing World: Second edition
- Pestonjee, D.M, Pareek, Udai, Agarwal Rita; Studies in Stress And its Management
- Pestonjee, D.M.; Stress and Coping: The Indian Experience



Course structure: Career Planning & Development - Course Code: BSU-743

Course Title: Career Planning & Development

Credit Units: 1

Course Level: UG Level

Course Code: BSU-743

Course Objectives:

This course will help the students to:

- Explore interest and attitude
- Explore career opportunities
- Set career goals
- Developing attributes that employers value

Course Contents:

Module I: Career Planning

(2 Hours)

- Importance of Career Planning & Development
- Career Development Plan
- Assessment of Career Development

Module II: Career Success: Interest, Aptitude & Attitude (Personality)

(2 Hours)

- Interest, Aptitude & Attitude
- Knowing and assessing one's Interest
- Knowing and assessing one's Aptitude

Module III: Explore Career for Growth

(2 Hours)

- Selecting from available resources
- Career selection (Jobs)
- Career planning and development

Module IV: Self Reliance and Employability skills

(2 Hours)

- Self awareness, Self promotion and Presentation, Self confidence
- Action planning, Networking, Negotiation
- Political awareness, Coping with uncertainty,
- Developing positive attributes at work place (personal and professional)
- Time Management as Self Management

Module V: Impression Management for Career Enhancement

(2 Hours)

- Meaning & Components of Impression Management
- Impression Management Techniques(Influencing Tactics)
- Impact of Impression Management on Career Planning and Development

Student learning outcomes

- Students develop the ability to identify suitable career options and to create a suitable career plan based on the utilization of the counseling process, assessment tools, and other resources.
- Students will know how to assess their skills, interests and values.
- Students will know how to make informed career choices based on their self- assessment.
- Students will know how to explore relevant career options and build skills pertinent to those of greatest interest.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Organizational Behaviour, Davis, K.
- Hoover, Judith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
- Dressers, David and Cans, Donald: The Study of Human Interaction
- Lapiere, Richard. T – Social Change
- Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.
- Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company
- Smither Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Positive Personal Growth - Course Code: BSU-843

Course Title: Positive Personal Growth

Credit Units: 1

Course Level: UG Level

Course Code: BSU-843

Course Objectives:

- To have a great deal of insight into one's character.
- Understanding of positive emotions
- To explore the dimensions of happiness, well-being, Optimism and hope
- Quick understanding of different situations and grasp new concepts.

Course Contents:

Module I: Positivity in personality

(2 Hours)

- Importance of Positivity in personality
- Positivity Vs. Negativity
- Introspection and personal growth

Module II: Positive Emotions

(2 Hours)

- Understanding positive emotions
- Importance of Positive emotion
- Types and identification of positive emotions (Love, happiness, Contentment, Resilience, etc.)

Module III: Hope, Optimism and Resilience

(2 Hours)

- Positive approach towards future
- Benefits of Positive approach
- Resilience during challenge and loss

Module IV: Application of Positive Emotions

(2 Hours)

- Application of positive emotions in relationships, and organizations
- Creating healthy organizational climate
- Positive emotions enhances performance

Module V: Happiness and Well Being

(2 Hours)

- Concept of Happiness & Well-Being
- Secret of happy mind and healthy life
- Work life balance

Student learning outcomes:

- Students develop the ability to identify and regulate positive emotions for personal and professional excellence .
- Students will know how to develop resilience.
- Students will know how to role of happiness to attain wellbeing.
- Students will know how to nurture personality by positivity.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Raman, A.T. (2003) Knowledge Management: A Resource Book. Excel Books, Delhi.
- Kamalavijayan D. (2005). Information and Knowledge Management Macmillan India Ltd. Delhi



Course structure: Personal and Professional Excellence - Course Code: BSU-943

Course Title: Personal and Professional Excellence

Credit Units: 1

Course Level: UG Level

Course Code: BSU-943

Course Objectives:

- Importance of Personal and Professional excellence
- Inculcating the components of excellence

Course Contents:

Module I: Components of Excellence

(2 Hours)

- Personal Excellence:
 - Identifying long-term choices and goals
 - Uncovering the talent, strength & style
- Analyzing choke points in your personal processes by analysis in area of placements, events, seminars, conference, extracurricular activities, projects etc.

Module II: Managing Personal Effectiveness

(2 Hours)

- Setting goals to maintain focus
- Dimensions of personal effectiveness (self disclosure, openness to feedback and perceptiveness)
- Integration of personal and organizational vision for effectiveness
- A healthy balance of work and play
- Managing Stress creatively and productively

Module III: Personal Success Strategy

(2 Hours)

- Time management
- Handling criticism and interruptions
- Managing difficult people
- Mapping and evaluating the situations
- Identifying long-term goals

Module IV: Personal Positive Growth

(2 Hours)

- Understanding & Developing positive emotions
- Positive approach towards future
- Resilience during loss and challenge

Module V: Professional Success

(2 Hours)

- Building independence & interdependence
- Reducing resistance to change
- Continued reflection (Placements, events, seminars, conferences, projects extracurricular Activities etc.)

Student learning outcomes

- Students develop the ability to identify their strengths and weaknesses.
- Students will know how to assess their skills, interests and values.
- Students will know how to excel in their career choices based on their self- assessment.
- Students will know how to be resilient during loss and challenge

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Organizational Behaviour, Davis, K.
- Hoover, Judith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company



Course structure: Leadership Excellence - Course Code: BSU-1043

Course Title: Leadership Excellence

Credit Units: 1

Course Level: UG Level

Course Code: BSU-1043

Course Objectives:

This course aims to enable students to:

- Understand the concept of Self Leadership and Leadership Excellence
- Understand the leadership Styles in organizations
- Managing conflict within team
- Importance of Healthy Relationship with teams for high performance

Course Contents:

Module: I Self Leadership

(2 Hours)

- Understanding Leadership
- Self-Leadership
- Techniques of Self Leadership
- Self-Leadership Competencies

Module: II Behavioural Communication & Effective Leadership

(2 Hours)

- Importance of Interpersonal Communication
- Rapport Building – NLP, Communication mode
- Steps to improve interpersonal communication
- Meaning and Nature of Behavioural Communication
- Relevance of Behavioural Comm. In Personal and professional Development

Module: III Conflict Management for Leadership Excellence

(2 Hours)

- Meaning and nature of conflicts
- Styles and techniques of conflict management
- Meaning and Negotiation approaches (Traditional and Contemporary)
- Process and strategies of negotiations

Module: IV Interpersonal Relationship Leading Teams

(2 Hours)

- Importance of relationships
- Maintaining healthy relationships
- Communication Styles
- Types of Interpersonal Relationships
- Interpersonal Styles (Personal & Professional)

Module: V Leadership Excellence

(2 Hours)

- Traits of Effective Leader
- SPARKLE Model effective leadership
- Leadership Styles
- Situational Leadership Style for Excellence

Student learning outcomes

- Students develop the ability to identify their leadership skills.
- Students will know how to manage their personal and professional conflicts..
- Students will know how to maintain their healthy interpersonal relationships.
- Students will know how to be develop self-leadership.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Organizational Behaviour, Davis, K.
- Hoover, Judhith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company



AMITY UNIVERSITY
— MADHYA PRADESH —

Model Framework for Programme Structure & Curriculum

Institution: AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

Programme Title: M.A. CLINICAL PSYCHOLOGY

Duration of the program (in yrs): 2 Years

Level – PG

Batch – 2019-2021

Semesters: 4

Programme Mission: To provide excellent education at par with international standards to professionally train students who will become adept at fundamentals of Clinical psychology making careers in clinical psychology and healthcare and rehabilitation. The emphasis of clinical psychology Programme is on the principles of scholarly excellence leading to analytical skills, interdisciplinary collaboration, and wide-ranging humanistic services to focus on preventive and curative approaches to promote Positive Mental Health in Society. Thus, creating Critical Work-Force groomed to provide services in various settings namely, educational institutions, corporate, primary and tertiary health care setting, policy-developing institutes etc.

Programme Description: The MA Clinical Psychology Program assists students to develop the knowledge, skills, and understanding necessary to work as professional psychologist in a wide variety of settings. It also aims at enhancing their understanding of human behaviour, psychopathology and the treatment options. It also aims to make students aware of the evidence based practices in the field of clinical psychology along with key ethical issues. Students get an opportunity to integrate core professional skill and develop a niche for their future clinical practice.

Programme Structure as per prescribed Programme model Framework

Semester I

S.No.	Course Code	Course Title	Course Type	L	T	P	Credit Units
1	PSY-111	Cognitive Psychology	Core Course	2	1	-	3.00
2	PSY-112	Research Methodology in Psychology	Core Course	3	1	-	4.00
3	PSY-113	Personality Theories	Core Course	2	1	-	3.00
4	PSY-114	Philosophical foundations in Psychology	Core Course	2	1	-	3.00
5	PSY-115	Psychopathology – I	Core Course	2	1	-	3.00
6	PSY-116	Clinical Psychology : Concepts, Methods and Issues	Core Course	2	1	-	3.00
7	NOS-117	Observational Study	Core Course	-	-	-	2.00
8	PSY-110	Psychology- Advanced Practical - I	Core Course	-	-	2	2.00
9	BCP 141	Advanced Communication I	Value Added Cours	1	-	-	1.00
10	BSP 143	Behavioural Science – I	Value Added Cours	1	-	-	1.00
11	FLP 144	French	Value Added Course	2	-	-	2.00

Semester II

S.No.	Course Code	Course Title	Course Type	L	T	P	Credit Units
1	PSY-211	Applied Positive Psychology	Core Course	2	1	-	3.00
2	PSY-212	Statistics and Qualitative Analysis	Core Course	3	1	-	4.00
3	PSY-213	Psychological Assessment and Diagnosis	Core Course	2	1	-	3.00
4	PSY-214	Community Mental Health and Rehabilitation	Core Course	2	1	-	3.00
5	PSY-215	Psychopathology – II	Core Course	2	1	-	3.00
6	PSY-210	Psychology- Advanced Practical - II	Core Course	-	-	2	2.00
7	NFW-216	Field work	Non Teaching Credit Course	-	-	-	2.00
9	BCP 241	Advanced Communication II	Value Added Course	1	-	-	1.00
10	BSP 243	Behavioural Science – II	Value Added Course	1	-	-	1.00
11	FLP 244	French	Value Added Course	2	-	-	2.00

Semester III

S.No.	Course Code	Course Title	Course Type	L	T	P	Credit Units
1	PSY-311	Counseling Skills and Techniques	Core Course	2	1	-	3.00
2	PSY-312	Psychopathology - III	Core Course	2	1	-	3.00
3	BCP 341	Advanced Communication III	Value Added Course	1	-	-	1.00
4	BSP 343	Behavioural Science – III	Value Added Course	1	-	-	1.00
5	FLP 344	French	Value Added Course	2	-	-	2.00
6	NTT-315	Treatise	Non Teaching Credit Course	-	-	-	3.00
7	NSP-310	Summer Internship	Non Teaching Credit Course	-	-	-	4.00
PICK ANY FIVE COURSES OF YOUR CHOICE OUT OF THE FOLLOWING COURSES							
8	PSY-313	Positive Interventions in Health	Specialisation Elective Course	2	1	-	3.00
9	PSY-314	New Age Psychological Disorders	Specialisation Elective Course	2	1	-	3.00
10	PSY-315	Developmental Psychopathology	Specialisation Elective Course	2	1	-	3.00
11	PSY-316	Positive Psychotherapy	Specialisation Elective Course	2	1	-	3.00
12	PSY-317	Assessment and Therapies with Children	Specialisation Elective Course	2	1	-	3.00
13	PSY-318	Developmental Psychology: Theory and Practice	Specialisation Elective Course	2	1	-	3.00
14	PSY-319	Understanding Forensic Psychology	Specialisation Elective Course	2	1	-	3.00

Semester IV

S.No.	Course Code	Course Title	Course Type	L	T	P	Credit Units
1	PSY-411	Basics of Neuropsychology	Core Course	2	1	-	3.00
2	PSY-412	Behaviour and Cognitive Therapies	Core Course	2	1	-	3.00
3	BCP 441	Advanced Communication IV	Value Added Course	1	-	-	1.00
4	BSP 443	Behavioural Science – IV	Value Added Course	1	-	-	1.00
5	FLP 444	French	Value Added Course	2	-	-	2.00
6	NMP-410	Dissertation	Non Teaching Credit Course	-	-	-	8.00
PICK ANY SEVEN COURSES OF YOUR CHOICE OUT OF THE FOLLOWING COURSES							
7	PSY-413	Family and Marital Therapy	Specialisation Elective Course	2	1	-	3.00
8	PSY-414	Psychology of Consciousness	Specialisation Elective Course	2	1	-	3.00
9	PSY-415	Emotions and Implications	Specialisation Elective Courses	2	1	-	3.00
10	PSY-416	Psycho-Oncology	Specialisation Elective Course	2	1	-	3.00
11	PSY-417	Neuropsychological Rehabilitation	Specialisation Elective Course	2	1	-	3.00
12	PSY-418	Neuropsychological Assessment	Specialisation Elective Course	2	1	-	3.00
13	PSY-419	Psychodynamic Therapies	Specialisation Elective Course	2	1	-	3.00
14	PSY-410	Spirituality and Positive Growth	Specialisation Elective Course	2	1	-	3.00



Course structure: Cognitive Psychology - Course Code: PSY-111

Course Title: Cognitive Psychology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-111

Course Objectives:

- The Students are able to understand the concept of cognition and its application in cognitive psychology.
- Students develop the cognitive skills in themselves and others.

Pre-requisites: The students must possess fair understanding of cognitive functions of brain

Course Contents/Syllabus:	Weightage
Module I: Historical Background	10%
<ul style="list-style-type: none"> • Psychophysical approach • Information processing approach • Ecological Approach • Contemporary Cognitive Psychology Consciousness Processes	
Module II Attention	15%
<ul style="list-style-type: none"> • Capacity and Attention • Theories of Attention • Neuropsychological architecture of attention 	
Module III Perception	15%
<ul style="list-style-type: none"> • Perceptual learning and development • Perception of shape, space and movement • Implicit perception and sensory integration theory • Weiner's theory of attribution. 	
Module IV Learning	15%
<ul style="list-style-type: none"> • Major types of learning: Classical conditioning, Instrumental conditioning, Verbal learning • Theoretical issues of learning 	
Module V : Memory & Forgetting	15%
<ul style="list-style-type: none"> • Sensory memory, STM, LTM, Working memory • Metamemory; Semantic & episodic Memory • Models of Semantic knowledge • Theories of forgetting • Mnemonics 	
Module VI: Thinking and Concept Formation	15%
<ul style="list-style-type: none"> • Concept formation and categorization • Judgment and Decision-making • Reasoning & Problem solving • Creativity 	

Module VII: Language Formation	15%
<ul style="list-style-type: none"> • Structure of language and its acquisition • Speech perception • Limitations • Chomsky's Language development theory 	

Student Learning Outcomes:

- Getting theoretically and practically oriented to concepts of attention, perception, memory, learning, thinking, concept formation, language formation.
- Analyze each situation rationally and take decisions better and faster than others.
- Comprehend the role of mental processing in day today life and solving problems.
- Identify the building blocks that enable a student to identify one 's strengths and weaknesses so that they can further help others in doing so.

Pedagogy for Course Delivery:

The teaching would include Lectures, presentations, group discussions, and case studies from relevant areas of study.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

Text:

- Solso, R.L.,(2004), Cognitive Psychology, 6th ed.; Delhi: Pearson Education

References:

- Ittyearh, M., & Broota, K.D. (1983). Inter and Intra Model Processing of Sensory-Specific Information. Perceptual and Motor Skills 56. 507-517
- Mark, L.E. (1978). Unity of the senses. London: Academic Press
- Newell, A., & Simon H. (1972). Human Problem solving; NJ: Prentice Hall.
- Posner, M. (Ed.) (1989). Foundations of cognitive science. London: MIT Press
- Rock, I. (1995). Perception; NY: Scientific American
- Sen, A. (1983). Attention and distraction; ND: Sterling
- Baddeley, A.D. (1997). Human memory; Washington: Psychology Press.
- Crowder, R.G. (1976). Principles of learning and memory; NY: Lawrence Erlbaum.
- Demjber, & Warm, J.S. (1979). Psychology of perception; NY: Holt
- Gardner, H. (1985). The mind's new science: A history of the cognitive resolution; Cambridge Mass: Bert Books
- Sen, A.K. & Pande, P. (Eds.) (1998). Current issues in cognitive psychology, Delhi Campus
- Wilhit, S.C., & Payne, D.E. (1992). Learning and Memory: The Basis of Behaviours; Needham Heights, Mass: Allyn and Bacon



Course structure: Research Methodology in Psychology - Course Code: PSY-112

Course Title: Research Methodology In Psychology

Credit Units: 4

Course Level: PG Level

Course Code: PSY-112

Course Objectives:

- Students will be able to understand the basic principles of Research Methodology.
- To equip students with skills of various methods and techniques for scientific conduct of social science research
- Students will learn and discuss in-detail the sampling, data collection, analysis of data and report writing

Pre-requisites: The students must possess fair understanding of basic concept of research methodology

Course Contents/Syllabus:	Weightage
Module I: Introduction to Research Methodology	15%
<ul style="list-style-type: none">• Introduction to research methodology in social sciences• Objectives of social scientific research• Steps in research(including synopsis and report writing)• Double blind procedures.• Research Design: experimental and Non – experimental, quasi-experimental design, cross- sectional .• Types of research: Experimental research; Survey research; Expost-facto research, Case study and research based on documentation•	
Module II: Problem, Hypotheses and Research Design	15%
<ul style="list-style-type: none">• What is a Research Problem? ,Selecting the Problem ,Necessity of Defining the Problem Technique Involved in• Defining a Problem Hypothesis: definition, concept and types• Research design in exploratory, descriptive and casual research	
Module III: Sampling	20%
<ul style="list-style-type: none">• Concept, definition, Steps in Sampling Design ,Criteria of Selecting a Sampling Procedure• Characteristics of a Good Sample Design ,• Different Types of Sample and Sample Designs	
Module IV: Tools in data collection	20%
<ul style="list-style-type: none">• Case study• Survey• Rating Scale• Observation• Interview• Standardized psychometric tools	
Module V: Reliability, Validity and Tool Construction	20%
<ul style="list-style-type: none">• Concept of reliability and types• Concept of validity and types• Steps in tool construction• Item difficulty, Item discrimination• Norm development	
Module VI: Qualitative Research	10%

- Difference between qualitative and quantitative Research
- In-depth interviewing, case study, Ethnography, grounded theory, focus group, conversation analysis.
- Content analysis and Thematic Analysis

Student Learning Outcomes:

- On completion of the course the student will be able to understand, participate and conduct various steps involved in research.
- Differential understanding of appropriate techniques to be used in various types of scientific research in social sciences.

Pedagogy for Course Delivery: Lecture, Case presentation, Audio-visual

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Texts:

- Kerlinger, F.,(1983), Foundations of Behavioural Research, Surjeet Publications, Delhi

References:

- Katz, and Kahn, (1979). Research in Behavioural Sciences, Methuen, USA
- Smith, Jonathan, A. (Ed.) (2003) – Qualitative Psychology: A Practical Guide to Research Methods, Sage Publications.



Course structure: Personality Theories - Course Code: PSY-113

Course Title: Personality Theories

Credit Units: 3

Course Level: PG Level

Course Code: PSY-113

Course Objectives:

- Students will be able to understand the major theories and traditions related to the study of personality and personal growth.
- Student will be able to clear the underlined themes, methodology and assumption of each theory to enhance understanding of personality and behaviour.

Pre-requisites: The students must possess fair understanding of basic concept of important personality theories

Course Contents	Weightage	
Module I: Introduction to Personality	10%	
<ul style="list-style-type: none"> • Nature of personality theory: Present status • Theory in Broader perspective • Grouping among theories: Different perspectives on personality 		
Module II: The Dispositional Perspective		20%
<ul style="list-style-type: none"> • Type and trait approaches to personality • Allport, Cattell & Eysenck. • Alternative Five factor Model. 		
Module III: Psychoanalytic Approach	20%	
<ul style="list-style-type: none"> • The Freudian Theory of personality • Topographic model, structural model. • Instincts, tension reduction; defense mechanism 		
Module IV: The Neo Analytic Theory	20%	
<ul style="list-style-type: none"> • Alfred Adler: Striving for superiority; parental influence on personality development, birth order • Carl Jung: Collective Unconscious • Erik Erikson: Concept of Ego, Stages of Personality Development • Harry Stock Sullivan: Personifications 		
Module V: Humanistic & Phenomenological Perspectives:		15%
<ul style="list-style-type: none"> • Maslow's Hierarchy of Motives • Existential Psychology 		
Module VI: Behavioural/ Cognitive approach	15%	
<ul style="list-style-type: none"> • Skinnners Radical Behaviours • Albert Bandura's Social-Cognitive theory 		

Student Learning Outcomes:

- Illustrate various theories of personality.
- Develop capability to apply knowledge of personality theories for self and societal growth

Pedagogy for Course Delivery: Lecture, Discussion, Audio Visual Aids, Case study, Psychological Training on personality assessment

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Adams, D.P., (1990), An Introduction to Personality Psychology; New York: Harcourt brace & Javan vich.
- Hall, C.S. & Lindzey, G. (1998), Theories of Personality; New Delhi: Wiley Eastern Ltd.
- Feist, J. (1985), Theories of personality; New York, Holt Rineharat & Winston

References:

- Paranjpe, A.C. (1984), Theoretical Psychology, Meeting of East and West; New York, Penguin Press
- Mairet, P. (1977), Existentialism & Humanism of J.P. Sartre; London, Methuen
- Kuppuswamy, B. (1990), Elements of Ancient Indian Psychology; Delhi: Konark publishers
- Allport, G.W. (1996), Pattern in Growth in Personality; New York: Holt Rinechart & Winton
- McClland, D.C. (1951), Personality; New York: Holt Rinechart & Winston.
- Cambridge, M.A. (1982) The Evolving Self Problem and Process in Human Development; New York: Harvard University Press
- Monte, F.E. (1977) Beneath the Mask-An Introduction to Theories of Personality; New York: Prager.
- Allport, G.W.(1961), Pattern & Growth in personality; New York; Halt
- Hall, G.S. & Lindzey, G.(1985), Theories of Personality (3rd ed.). New Delhi; Wiley Eastern,.
- Eysenck, H.J. (1981), Model of Personality. New York: Springer & Verlog.
- Cattell, R.B. & Klings, P.(1977),The scientific analysis of Personality & Motivation: London Academic Press



Course structure: Philosophical Foundations in Psychology - Course Code: PSY-114

Course Title: Philosophical Foundations in Psychology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-114

Course Objectives:

- Enable students to understand the philosophical background to psychology
- Students will develop discipline from the various schools of philosophy

Pre-requisites: The students must possess fair understanding of concept of Philosophy

Course Contents/Syllabus:	Weightage
Module I - Introduction to Philosophy of Psychology & Indian Philosophy <ul style="list-style-type: none">• Focus on Unus Mundus• Materia Prima, Psyche, Universal Indian Philosophy	20%
Module II- Greek Philosophy & Medieval Philosophy <ul style="list-style-type: none">• Pre-Socratic Philosophers Socrates, Plato and Aristotle• Patristic Philosophy – Focus on Augustine, Scholastic• Philosophy – Focus on Aquinas	20%
Module III Modern Philosophy Including Existential Philosophy & Logic <ul style="list-style-type: none">• Modern Philosophy Including Existential Philosophy Logic	20%
Module IV - Schools of psychology <ul style="list-style-type: none">• Structuralism• Functionalism• Gestalt• Psychoanalysis• Behaviourism	20%
Module V- Forces <ul style="list-style-type: none">• Humanistic• Transpersonal• Spiritual	20%

Student Learning Outcomes:

- Analyzing the history and development of psychology as a discipline through a discussion of various schools in psychology.
- Employing reasoning and logic that further leads to ability to contribute new perspectives to the field.
- Defining the different perspectives of Indian schools of Psychology

Pedagogy for Course Delivery:

The class will be taught using theory and case based method. In addition to assigning the application based teaching through lectures, , tutorial and field assignment .

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Radhakrishnan, S. (2003). Indian Philosophy, Vol. 1 & 2. New Delhi; Oxford University Press.
- Pojman, L. (2002). Philosophy, Quest for Truth. New York; Oxford University Press.

Any other Study Material:

- Sorley, W.R. (1999). A History of Philosophy. New Delhi; Omsons Publications.
- Cunningham, G.W. (1999). Problems of Philosophy. New Delhi; Omsons Publications.
- Angermeier, W.F. (1984). The Evolution Of Operant Learning and Memory, A Comparative Ethological Psychology
- Brennan, J.F., (1982) History of Modern Psychology.



Course structure: Psychopathology-I - Course Code: PSY-115

Course Title: Psychopathology-I

Credit Units: 3

Course Level: PG Level

Course Code: PSY-115

Course Objectives:

- The students will understand signs and symptoms of psychopathology.
- Students will be able to assess the symptoms, nature, causes and dysfunctions associated with these disorders and discuss the intervention programs with regard to the goals of therapy. It also discusses new age psychological disorders.

Pre-requisites: The students must possess fair understanding of classification of disorders

Course Contents / Syllabus:	Weightage
Module I Introduction to Psychopathology	20%
Concept and History of mental illness, Terms and concepts used in Psychopathology, Description of Symptoms and Signs, Organizing principles of classification (Organic and functional; Neurosis and Psychosis; Categories, dimensions, and multiple axes; Hierarchies of diagnosis; Comorbidity), Current Psychiatric Classifications, i.e., DSM-V & ICD-10.	
Module II Anxiety disorders	20%
Classification of anxiety disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment <ul style="list-style-type: none"> • Generalized Anxiety Disorder and Social Anxiety Disorder (Social Phobia) and specific phobias, Panic Disorder, Panic Attack and Agoraphobia 	
Module III Schizophrenia spectrum and other psychotic disorders	20%
Classification of psychotic disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment <ul style="list-style-type: none"> • Schizophrenia, Schizoaffective Disorder, Catatonia, Schizophreniform Disorder, Schizotypal (Personality) Disorder, Delusional Disorder, Brief Psychotic Disorder 	
Module IV Depressive disorders	20%
Classification of Depressive disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment <ul style="list-style-type: none"> • Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia), Premenstrual Dysphoric Disorder 	
Module V Bipolar and related disorders	10 %
Classification of Bipolar disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment <ul style="list-style-type: none"> • Bipolar I Disorder, Bipolar II Disorder, Cyclothymic Disorder 	
Module VI New Age Psychological Disorders	10%
Skin Picking, Temper tantrums, Hoarding disorder, Gambling disorders, Internet Gaming Disorder	

Student Learning Outcomes:

- Identify different types of anxiety and mood disorders, their clinical picture and management
- Analyse Impact of socio-occupational & personal functioning.
- Formulate the case with the help of psychological testing.
- Plan Therapeutic programs for management based on goals of therapy

Pedagogy for Course Delivery:

- Theory classes using lecture & discussion mode
- Power point presentations including videos
- Assigning students task of collecting researches/case studies relevant to each topic in current times & then

having an interaction based discussion in the class

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

- Carson, R.C., Butcher, J.N. & Coleman, J.C. (1988). Abnormal psychology and modern life (8th ed.). Glenview, Illinois: Scott, Foreman & Co.
- Carr, A. (2001). Abnormal Psychology. Psychology Press.
- Davison, G.C., & Neale, J.M. (1986). Abnormal psychology: An experimental clinical approach. New York: John Wiley & Sons.
- Eysenck, H.J. (2005). Handbook of Abnormal Psychology. Pitman Medical Publishing Co. Ltd., London.
- Griez, Eric J. L., Faravelli, Carlo, Nutt David & Zohar Joseph (2002) – Anxiety Disorders – An Introduction to Clinical Management and Research, John Willey & Sons Inc, USA.



Course structure: Clinical Psychology: Concepts, Methods & Issues - Course Code: PSY-116

Course Title: Clinical Psychology: Concepts, Methods & Issues

Credit Units: 3

Course Level: PG Level

Course Code: PSY-116

Course Objectives:

- The purpose of this course is to acclimatize students with the field of clinical psychology.
- Students will be able to understand the concepts, methods and issues that are pertinent to the clinical psychology.

Pre-requisites: The students must possess fair understanding of clinical psychology and assessments

Course Contents / Syllabus	Weightage
Module I Clinical Psychology: An Introduction	20%
<ul style="list-style-type: none">• Definition of clinical psychology• Relation to mental health professions• Clinical Psychology as a helping profession• Activities of clinical psychologists• Clinical psychology training programs• Women in clinical psychology	
Module II Historical overview of clinical psychology	20%
<ul style="list-style-type: none">• Historical roots• Diagnosis & assessment• Interventions: advent of the modern era, between the war, World War-II and beyond• Research: Beginning, modern era, between era, world war-II	
Module III Clinical Assessment	20%
<ul style="list-style-type: none">• Assessment in clinical psychology• Interview techniques• Varieties of interviews• Art and science of interviewing• Assessment of intelligence and personality	
Module IV Research methods in clinical psychology	10%
<ul style="list-style-type: none">• Introduction to research• Methods• Statistical vs practical significance• Research & ethics	
Module V Current issues in clinical psychology	20%
<ul style="list-style-type: none">• Models of training in clinical psychology• Professional regulation• Private practice• Cost of health care• Prescription privileges• Technological innovations• Status of clinical psychology in Indian context	
Module VI Ethical Standards in clinical psychology	10%
<ul style="list-style-type: none">• Ethics, Code of Conduct in the field of Clinical Psychology	

Student Learning Outcomes:

The students on completion of this course,

- Recognize concepts and historical events that have shaped the field of clinical psychology.
- Acquire basic understanding of assessment, research methods and issues in relation to clinical psychology.
- Appraise field of clinical psychology.
- Develop interest in the field of clinical psychology

Pedagogy for Course Delivery:

- The class will be taught using theory and case based method. In addition to assigning the case studies, the course instructor will spend considerable time in understanding the concept of innovation through the eyes of the consumer. The instructor will cover the ways to think innovatively liberally using thinking techniques.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

- Korchin, S.J. (1986). Modern Clinical Psychology; New York: Harper/ Delhi: C behavioural Science Publications
- Hecker, J.E., & Thorpe, G.L. (2005). Introduction to clinical psychology: Science, practice, and ethics (Low Price Edition). Delhi: Pearson Education.
- Pomerantz, A.M. (2008). Clinical Psychology: Science, practice, and culture. Sage Publications: New Delhi
- Trull, T.J., & Phares, E.J. (2001). Clinical psychology: Concepts, methods, and profession (6th Ed.). Belmont, CA: Wadsworth/Thomson Learning
- Gelder, M., Sath, D., Mayou, R., Oxford Text Book of Psychiatry. Oxford University Press, Oxford, 1983



Course structure: Psychology Advanced Practical – I - Course Code: PSY-110

Course Title: Psychology Advanced Practical – I

Credit Units: 2

Course Level: PG Level

Course Code: PSY-110

Course Objectives:

- This course will provide each student with an exposure to the general concepts of psychology through experimentation and testing.
- Every student is expected to perform and write any 6 practical's each out of the following options

Pre-requisites: The students must possess fair understanding of psychological assessment tools

Course Contents/Syllabus:

List of Experiment	Weightage
<ul style="list-style-type: none">• Personality Assessment NEO-PI• WAPIS• Employee Motivation Scale• Advanced Progressive Matrices (APM)• Personal Value Questionnaire• Job Satisfaction Scale• Practicing Wisdom Scale• Sentence Completion Test	100%

Student Learning Outcomes:

- Ability to administer, analyze and interpret results from various psychological tools.
- Expanded knowledge of various assessment procedures

Pedagogy for Course Delivery:

The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Lab/Practical Assessment:

Continuous Assessment/Internal Assessment			End Term Examination
Components	Practical File	Attendance	
Weightage (%)	25%	5%	70%



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Course structure: Observational Study - Course Code: NOS-117

Course Title: Observational Study

Credit Units: 2

Course Level: PG Level

Course Code: NOS-117

Course Objectives:

- To enable the students with the practical exposure in the area of mental health, this in turn will be the pathway to their personal and professional training.
- To develop skill to establish therapeutic communication with the psychiatric/ non psychiatric population.
- To be able to use psychological theoretical knowledge in to clinical settings.
- To be able to develop report writing skills.

Duration: Four Months (Aug. – Nov.)

Methodology:

Students get opportunity in clinical Institutes e.g. Mental Hospital, NGOs and clinics. They will be guided by an internal and external supervisor. Students will submit at least one case study at the end of semester.

Examination Scheme:

Internal Faculty Interaction	20 Marks
Feedback from External Supervisor	20 Marks
Viva Voce	30 Marks
Report Writing	30 Marks
Total	100 Marks



Course structure: Applied Positive Psychology - Course Code: PSY-211

Course Title: Applied Positive Psychology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-211

Course Objectives:

- To enable students to understand in depth, the theory and research related to Positive Psychology
- To equip students with skills to develop the use of different aspects of Positive Psychology in themselves and others in everyday life.

Pre-requisites: The students must possess fair understanding of historical background and perspective of positive psychology

Course Contents/Syllabus:	Weightage
Module I Introduction to Positive Psychology	20%
Historical back ground, Various Perspectives, Basic Concepts	
Module II Psychological Testing in Positive Psychology	20%
Importance of assessment in positive psychology Ethical Issues Areas of Assessment (Optimism, Life Satisfaction, Gratitude, Happiness, Strength, Motivation, Close relationships, Attachment	
Module III Research Methods and Evaluation	20%
Descriptors/Topics Assessment of positive emotions, character strengths, and meaning in life. Reliability and Validity	
Module IV Approaches in Individual and Positive Psychology	20%
Emotion-Focused Approaches Self- Based/Narrative Approaches Behavioural Approaches Cognitive Approaches Interpersonal Approach	
Module V Positive Interventions	20%
Theoretical, empirical, and experiential nature of positive interventions.	

Student Learning Outcomes:

- o Develop insight into the traits, virtues, motives to facilitate happiness.
- o Understanding basic principles and terminologies in positive psychology.
- o Apply experimental nature of positive interventions

Pedagogy for Course Delivery: The class will be taught using theory and case based method. In addition to assigning the case studies, the course instructor will create learning environments that encourage positive social interaction, active engagement in learning, interventions and self- motivation so that the students recognize, participate in, and contribute to positive psychology in professional domains.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Goleman & Daniel, Emotional Intelligence
- C. R. Snyder, Shane J. Lopez, The Handbook of Positive Psychology
- C. R. Snyder, Shane J. Lopez, Positive Psychology: The Scientific and Practical Explorations of Human Strengths
- Rich Gilman, Michael Furlong, E. Scott Huebner, A Handbook of Positive Psychology in Schools
- Ilona Boniwell, Positive Psychology in a Nutshell
- Seligman Martin : Authentic Happiness
- Frankl, Victor : Man’s search for meaning
- Positive Psychology: Baumgardner and Crothers



Course structure: Statistics & Qualitative Analysis - Course Code: PSY-212

Course Title: Statistics & Qualitative Analysis

Credit Units: 4

Course Level: PG Level

Course Code: PSY-212

Course Objectives:

- Students will understand basic concepts of statistics and qualitative techniques as applied to psychology.
- Students will be able to understand the basic principles of Research Methodology.
- To equip students with skills of various methods and techniques for scientific conduct of research in psychology

Pre-requisites: The students must possess fair understanding of concept of statistics and research

Course Contents/Syllabus:	Weightage	
Module I: Introduction	20%	
Data: definition, nature, characteristics and analysis of data Parametric and non-parametric statistics and tests (Chi square) Descriptive statistics and inferential statistics Quantitative and Qualitative data analysis		
Module II: Hypothesis testing		20%
t test, one way and two-way ANOVA		
Module III: Correlation	20%	
Meaning, types: parametric, non-parametric and special correlation (Phi Co-efficient)		
Module IV: Regression	20%	
Meaning, types: simple linear and hierarchical correlation		
Module V: Introduction to Qualitative analysis	20%	
Content analysis, narrative analysis, grounded theory		

Student Learning Outcomes:

- Analyze the basic concept of statistics in psychology
- Explore parametric and non parametric statistical analysis
- Illustrate hypothesis testing
- Apply qualitative data analysis

Pedagogy for Course Delivery: Lecture, Discussion, Audio Visual Aids

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

Garrett, H. E. Statistics in Psychology and Education. India: Cosmo Publication

Bear, G., King, & Minium, E. W. (1970). Statistical Reasoning In Psychology And Education. India

Strauss, A.L. (1987). Qualitative Analysis for Social Scientists. Cambridge University Press



Course structure: Psychological Assessment & Diagnosis - Course Code: PSY-213

Course Title: Psychological Assessment & Diagnosis

Credit Units: 3

Course Level: PG Level

Course Code: PSY-213

Course Objectives:

- The course teaches the students about the objectives, characteristics and wide ranging effects of psychological testing.
- Students will be able to understand the various testing methodologies and outlines capabilities and limitations of these testing methods.

Pre-requisites: The students must possess fair understanding of psychometric testing

Course Contents/Syllabus:	Weightage
Module I Introduction	25%
Purpose of testing, types of test used, Bias & Fairness Ethical Issues in Psychological Testing Overview of Tests Norms, Scoring Interpretation and Report Writings Issues in measurement Emerging trends of online testing	
Module II Cognitive functions and their assessment	20%
Concept of Attention, Knox Cube Test PGI Memory Scale Cognitive Style Inventory Intelligence Tests Bhatia Battery Wechsler's Adult Performance Intelligence Scale Raven's Progressive Matrices	
Module III Personality and Interpersonal Adjustment	20%
Cattell's 16 Personality Factor Inventory California Q-Sort Tests Myers Briggs Type Indicator (MBTI) Minnesota Multiphasic Personality Inventory EPQ (R)	
Module IV Aptitude Tests	10%
Introduction to Interest Inventories Differential Aptitude Test	
Module V Projective Tests	25%
Introduction to projective test Sentence Completion Test Thematic Apperception Test Rorschach Inkblot Test	

Student Learning Outcomes:

- Develop capabilities of assessment of tools, methodologies and testing procedures.
- Demonstrate ability to handle ethical concerns surrounding psychological testing
- Apply the learning of test conduction and report generation in real life setting

- Demonstrate the ability to handle psychological assessment

Pedagogy for Course Delivery: The course would be an eclectic mix of theory and administration of psychometric tools. The theory of tool development would be followed by applications of the tools in various testing scenarios.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

Freeman, F. S., (1965), Theory and Practice of Psychological Testing; New Delhi: Oxford & IBTT.

References:

- Jackson C., (1998), Understanding Psychological Testing; Jaico Publishing House.
- Anastasi A. & Urbina S. (2000), Psychological Testing, 7th Edition; Person Education (Singapore) Pte. Ltd.,
- Guilford J.P.: Psychometric Methods.



Course structure: Community Mental Health & Rehabilitation - Course Code: PSY-214

Course Title: Community Mental Health & Rehabilitation

Credit Units: 3

Course Level: PG Level

Course Code: PSY-214

Course Objectives:

- The course will deals with community mental health aspects related to preventive approach, therapeutic community and rehabilitation measures which deal in detail about how to get a mentally ill person gradually on the road to recovery step by step.
- Students will able to understand the Community-based Rehabilitation in detail

Pre-requisites: The students must possess fair understanding of basic concept of rehabilitation

Course Contents / Syllabus	Weightage
Module I Introduction	20%
<ul style="list-style-type: none"> • Concept, evolution and current issues in community mental health • Community mental health movement in India • Definition of rehabilitation • Overview of the profession • Professional role and functions in rehabilitation 	
Module II Community Mental Health and Related Field	15%
<ul style="list-style-type: none"> • Community mental health and its relation to psychiatry, clinical psychology, community psychiatry and community psychology. 	
Module III Models of Community Mental health	20%
<ul style="list-style-type: none"> • Community mental health: models, current concepts of positive mental health; community resources in mental health; new perspectives in mental patient care, DMHP, NPHP. 	
Module IV Psychological Assessment	15%
<ul style="list-style-type: none"> • Importance of assessment, Assessment in disability • Assessment of psychopathology • Assessment of work functioning • Assessment of daily functioning 	
Module V Community-based Rehabilitation	15%
<ul style="list-style-type: none"> • Definition, goals and objectives • Key principles of CBR • Primary, secondary and tertiary prevention • Community issues 	
Module V: Rehabilitation Facilities and Programmes	15%
<ul style="list-style-type: none"> • Rehabilitation programmes- institutional treatment; halfway homes, day care centers and sheltered workshop 	

Student Learning Outcomes:

- Explain various models of rehabilitation.
- Appraise working with communities and how to deal with mental disorders that arise in the community.
- Analyze rehabilitation measures that could be taken up to completely integrate a mentally sick person back into community.

Pedagogy for Course Delivery: Lectures, Presentations, & Group Discussions

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

- Koch, Hugh C.H. (Ed.) (1986). Community Clinical Psychology. Croon Helm, London.
- Leon George De' (2000) Therapeutic Community: Theory, Model and Methods. Springer Pub. Co.
- Mosher Loren R, Burti Lorenzo, (1994), Community Mental Health: A Practical Guide. W.W Norton & CO.



Course structure: Psychopathology-II - Course Code: PSY-215

Course Title: Psychopathology-II

Credit Units: 3

Course Level: PG Level

Course Code: PSY-215

Course Objectives:

- The students will learn about the psychological disorders and also make them clear about classification of these disorders, help them to arrive at a correct diagnosis based on two major classification systems, DSM-V and ICD-10 and learn about symptoms of specific disorders.
- Students will also understand the differential diagnosis of the disorders

Pre-requisites: The students must possess fair understanding of abnormal and clinical psychology

Course Contents / Syllabus:	Weightage
Module I Obsessive-compulsive and related disorders	20%
Classification of Obsessive- Compulsive disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Obsessive-Compulsive Disorder, Body Dysmorphic Disorder, and Trichotillomania	
Module II Dissociative disorders	20%
Classification of dissociative disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Dissociative Identity Disorder, Dissociative Amnesia, and Depersonalization/Derealization Disorder	
Module III Somatic symptom disorders	20%
Classification of somatic disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Illness Anxiety Disorder, Conversion Disorder (Functional Neurological Symptom Disorder), Psychological Factors Affecting Other Medical Conditions, Factitious Disorder	
Module IV Trauma- and stressor-related disorders	20%
Classification of the disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Posttraumatic Stress Disorder, Acute Stress Disorder, and Adjustment Disorders	
Module V Eating disorders	20%
Classification of Eating disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Anorexia Nervosa and Bulimia Nervosa	

Student Learning Outcomes:

- Classify the psychological disorders and arrive at a correct diagnosis based on two major classification systems.
- Identify symptoms of specific disorders.
- Formulate the cases
- Plan the therapeutic interventions.

Pedagogy for Course Delivery:

- The class will be taught using theory and case studies method. In addition, students will be trained to write case histories and mental status examination for the disorders. In Class discussions, they will be help to differentially diagnose the cases.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Ahuja, N. A Short Textbook of Psychiatry. Jaypee Brothers.; N. Delhi.
- Gelder, M. et al, (2001), Short Oxford Test Book of Psychiatry (Fifth edition), Oxford University Press, New York.
- Haddock, G. Cognitive behaioural interventions with psychotic disorders. Routledge.
- Sadock, B.J. Kaplan & Sadock's synopsis of psychiatry. Lippincott William
- Tasman, A. Psychiatry, Vol.1& 2. Jonh Wiley
- Vyas, J. N. Textbook of postgraduate psychiatry, Vol 1& 2. Jaypee Brothers



Course structure: Psychology-Advanced Practical II - Course Code: PSY-210

Course Title: Psychology-Advanced Practical II

Credit Units: 2

Course Level: PG Level

Course Code: PSY-210

Course Objectives:

- This course will provide each student with an exposure to the general concepts of psychology through experimentation and testing. Every student is expected to perform and write any 6 practical's each out of the following options

Pre-requisites: The students must possess fair understanding of psychometric testing and scoring

Course Contents/Syllabus:

List of Experiment	Weightage
<ul style="list-style-type: none"> • MBTI • Eysenck's Personality Questionnaire-R (EPQ-R) • TAT • Comprehensive Interest Inventory • Organization Climate Inventory • Rorschach Inkblot Test • Leadership Preference Scale • Bell's Adjustment Inventory 	100%

Student Learning Outcomes:

- Ability to administer, analyze and interpret results from various psychological tools.
- Expanded knowledge of various assessment procedures

Pedagogy for Course Delivery: The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
30%	70%	100%

Lab/Practical Assessment:

Continuous Assessment/Internal Assessment			End Term Examination
Components (Drop down)	Practical File	Attendance	
Weightage (%)	25%	5%	70%



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Field Work - Course Code: NFW-216

Course Title: Field Work

Credit Units: 2

Course Level: PG Level

Course Code: NFW-216

Course Objective:

- To enable the students with the practical exposure in their core area of interest (Corporate Sector, NGOs, Hospitals etc.), which in turn will be the pathway to their personal and professional training.
- It will also help students to develop report writing skills.

Duration: Four Months (Jan. - April)

Methodology:

Students get opportunity in diversified Institutes e.g. Corporate Sector, Schools, NGOs and Hospitals. They will be guided by an internal and external supervisor. Students will submit their reports after **90 Hrs of Fieldwork (15 days × 6hrs per day)** with their supervised daily reporting, at the end of the academic year. **The days for fieldwork are Friday & Saturday.** The student will submit the Log Sheet to their internal supervisor on every Monday.

Examination Scheme:

Internal Faculty Interaction	20 Marks
Feedback from External Supervisor	20 Marks
Viva Voce	30 Marks
Report Writing	30 Marks
Total	100 Marks



Course structure: Counselling Skills and Techniques - Course Code: PSY-311

Course Title: Counselling Skills and Techniques

Credit Units: 3

Course Level: PG Level

Course Code: PSY-311

Course Objectives:

- The student will be introduced to the various techniques and strategies to enable better socio occupational and personal adaptation of their clients and also the skills one needs to inculcate in the process.
- Students will familiarize the students to apply this learning in professional setting.
- This course is an examination of the theoretical perspectives as well as practical prerequisites to function in the field of psychology as a mental health professional.

Pre-requisites: The students must possess fair understanding of major psychotherapies

Course Contents/Syllabus:	Weightage
Module I : Introduction to Counselling & Counsellor as a Person	10%
<ul style="list-style-type: none"> • Concept of Counselling • History & Recent Trends in Counselling & Guidance • Skills of a counselor: listening, questioning & feedback • Five Stage Model of Counselling 	
Module II : Psychodynamic-Humanistic-Gestalt Approaches to Counseling.	20%
<ul style="list-style-type: none"> • Psychoanalysis & Adlerian Counselling • Humanistic & Existential Counselling • Gestalt Counselling • Practice & Applications 	
Module III : Cognitive Behavioral Approaches to Counselling	25%
<ul style="list-style-type: none"> • Behavioral Counselling • Cognitive Counselling • Reality oriented Counselling • Rational Emotive Behavioral Therapy • Practice & Applications 	
Module IV : Systemic Approaches to Counselling	20%
<ul style="list-style-type: none"> • Behavioral Family Counselling • Structural Family Counselling • Strategic Family Counselling • Experiential Family Counselling • Practice & Application 	
Module V : Brief Counselling Interventions	15%
<ul style="list-style-type: none"> • Solution Focused Counselling • Narrative Counselling • Crisis Counselling • Group Counselling • Practice & Application 	
Module VI: Professional Issues	10%

- Ethical Issues in Counselling
- Legal Issues in Counselling

Student Learning Outcomes:

- Acquire knowledge about strategies of counseling
- Develop skills and qualities to be an effective counselor
- Enhance their understanding of practical applications of the skills and techniques

Pedagogy: The class will be taught using theory and power point presentations. Class discussions will focus on students discussing their perspectives to current problems in the society.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

Feltham C. & Horton, I. (2000). Handbook of Counseling and Psychotherapy.
 Kohler, J. A. & Shepard, D. S. (2008). Counseling: Theories and Practice. US: Brooks/ Cole-Cengage Learning.

References:

McLeod, J. (2003). An Introduction to Counseling.
 Patterson, J. V. & Nisenholz, B. (1999). Orientation to counseling (4th edition). USA: Allyn and Bacon.
 Welfel, E.R & Patterson, L.E. (2005). The Counseling Process – A Multi-theoretical integrative approach. N.Delhi: Cengage Learning India Pvt. Ltd. (6th edition).
 Wolfe, R. and Dryden, W. (1998). Handbook of Counseling Psychology.



Course structure: Psychopathology-III - Course Code: PSY-312

Course Title: Psychopathology-III

Credit Units: 3

Course Level: PG Level

Course Code: PSY-312

Course Objectives:

- The students will understand of different types of sleeping, sexual and impulse control disorders and assess the symptoms, nature, causes and dysfunctions associated with these disorders.
- Students will also understand the intervention programs with regard to the goals of therapy and demonstrate an understanding of different substances and their differential impact on physical & psychological health.

Pre-requisites: The students must possess fair understanding of psychopathology –I & II

Course Contents / Syllabus:	Weightage
Module I Personality disorders	20 %
Classification of Personality disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Cluster A, B , and C	
Module II Sexual dysfunctions	20 %
Phases of Sexual cycle. Classification of Sexual Dysfunctions as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, and treatment. Delayed Ejaculation, Erectile Disorder, Female Orgasmic Disorder, Female Sexual Interest/Arousal Disorder, Genito-Pelvic Pain/Penetration Disorder, Male Hypoactive Sexual Desire Disorder, and Premature (Early) Ejaculation	
Module III Gender dysphoria & Paraphillias	10 %
Classification of gender related disorders and Paraphillias as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Gender dysphoria, Voyeuristic Disorder, Exhibitionistic Disorder, Frotteuristic Disorder, Sexual Masochism Disorder, Sexual Sadism Disorder, Pedophilic Disorder, Fetishistic Disorder, Transvestic Disorder	
Module IV Substance Related and Addictive Disorders	20 %
Classification of substance related and addictive disorders disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Intoxication, abuse, dependence, and withdrawal	
Module V Sleep-wake disorders	15 %
Stages of Sleep. Classification of sleeping disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, and treatment Dyssomnias and Parasomnias	
Module VI Disruptive, impulse control disorders	15 %
Classification of the disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Intermittent Explosive Disorder, Antisocial Personality Disorder, Pyromania, and Kleptomania	

Student Learning Outcomes:

- Identify different types of sleeping, sexual and impulse control disorders, their clinical picture and management
- Explain substances & associated terminology with substance use disorders
- Review impact of socio-occupational & personal functioning

- Plan therapeutic programs for management based on goals of therapy

Pedagogy for Course Delivery:

- Theory classes using lecture & discussion mode
- Power point presentations including videos
- Assigning students task of collecting researches/case studies relevant to each topic in current times & then having an interaction based discussion in the class

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Ahuja, N.A Short Textbook of Psychiatry. Jaypee Brothers.; N. Delhi.
- Freedman, A.M., Kaplan, H.I. and Sadock, B.J. (1989). Comprehensive Text Book of Psychiatry (IIIrd Edition) Vol. 1.2. William and Wilkins, Batrimore, London.
- Gelder, M. et al, (2001), Short Oxford Test Book of Psychiatry (Fifth edition), Oxford University Press, New York
- Poceta, J. & Mitler, M. (1998); Sleep Disorders, Humana Press, New Jersey.
- Sadock, B.J. Kaplan & Sadock's synopsis of psychiatry. Lippincott William
- Vyas, J. N. Textbook of postgraduate psychiatry. Vol 1& 2. Jaypee Brothers



Course structure: Positive Interventions in Health - Course Code: PSY-313

Course Title: Positive Interventions in Health

Credit Units: 3

Course Level: PG Level

Course Code: PSY-313

Course Objectives:

- Students will able to understand the applications of positive psychology in intervention designing and administration.
- To Develop an ability to perform need analysis for interventions
- Students will able to develop the skills to design content and deliver trainings/interventions based in positive psychology
- Help students establish the relationship between positive living and health

Pre-requisites: The students must possess fair understanding of positive psychology

Course Contents/Syllabus:	Weightage
Module I Module I: Positive Psychology and Health	20%
<ul style="list-style-type: none"> • Psychological Health and Well being • Character Strengths and Virtues in relation to health • Positive Psychology and Organizational Enhancement 	
Module II Designing Interventions	
<ul style="list-style-type: none"> • Need analysis • Content development • Skills of positive interventionist 	15%
Module III Gratitude Intervention	15%
<ul style="list-style-type: none"> • How to measure gratitude • Findings in gratitude research • Gratitude interventions for children and adults 	
Module IV Empathy Interventions	
<ul style="list-style-type: none"> • What is empathy • Measurement of empathy • Empathy interventions 	15%
Module V Enhancing flow and Engagement	15%
<ul style="list-style-type: none"> • Research on flow and productivity • Interventions to enhance flow • Introductory activities to mindfulness 	
Module VI: Issues in Positive Interventions	
<ul style="list-style-type: none"> • Role of culture ,race and ethnicity • Person-activity fit • Ethical Practices in promoting positive psychology 	20%

Student Learning Outcomes:

- Illustrate the use of various positive psychological constructs in everyday life.
- Skills to perform need analysis, design content and deliver trainings in positive psychology
- Developed the link between positive living and health.

Pedagogy for Course Delivery: Lecture, Discussion, Tool administration, Audio Visual Aids

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Aracia Parks (2014) Positive Psychological Interventions
- Stewart I. Donaldson, Mihaly Csikszentmihalyi, Jeanne Nakamura(2011) Applied Positive Psychology: Improving Everyday Life, Health, Schools, Work, and Society (Applied Psychology Seriesby
- Robert Biswas-Diener(2010)Practicing Positive Psychology Coaching: Assessment, Activities and Strategies for Success



Course structure: New Age Psychological Disorders - Course Code: PSY-314

Course Title: New Age Psychological Disorders

Credit Units: 3

Course Level: PG Level

Course Code: PSY-314

Course Objectives:

- Help the students to learn about the new psychological disorders and also make them clear about classification of these disorders,
- Students will able to attain at a correct diagnosis based on two major classification systems, DSM-V and ICD-10 and to make them learn about symptoms of new specific disorders.

Pre-requisites: The students must possess fair understanding of Abnormal Psychology

Course Contents / Syllabus	Weightage
Module I Introduction of DSM-V	20%
Objective, approach, and History of DSM. Sections I: Basics Organizational Structure Section II: Diagnostic criteria and codes Section III: Emerging measures and models	
Module II Approaches	15%
Differences between DSM-IV & DSM-V, Comparison of DSM-V & ICD-10	
Module III New additions in DSM-V-I	15%
Tobacco Use Disorder, Temper Tantrums, Internet Gaming Disorder/Internet Addiction,	
Module IV New additions in DSM-V-II	15%
Binge-Eating Disorder and Somatic Symptom Disorder	
Module V New additions in DSM-V-III	20%
Gambling Disorder, Excoriation (Skin-Picking) Disorder, Hoarding Disorder	
Module VI Conditions for further study	15%
<i>These conditions and criteria are set forth to encourage future research and are not meant for clinical use.</i> <ul style="list-style-type: none"> • Attenuated psychosis syndrome • Depressive episodes with short-duration hypomania • Persistent complex bereavement disorder • Caffeine use disorder • Internet gaming disorder • Neurobehavioral disorder associated with prenatal alcohol exposure • Suicidal behavior disorder • Non-suicidal self-injury¹ 	

Student Learning Outcomes:

- Appraise new psychological disorders critically
- Classify these disorders, and arrive at a correct diagnosis based on two major classification systems.
- Apply societal and cultural issues in understanding of these disorders.

Pedagogy for Course Delivery:

- The class will be taught using theory and case studies method. In addition, students will be trained to write case histories and mental status examination for the disorders. In Class discussions, they will be help to differentially diagnose the cases.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

- Ahuja, N. A Short Textbook of Psychiatry. Jaypee Brothers.; N. Delhi.
- Freedman, A.M., Kaplan, H.I. and Sadock, B.J. (1989). Comprehensive Text Book of Psychiatry (IIIrd Edition) Vol. 1.2. William and Wilkins, Batrmore, London.
- Haddock, G. Cognitive behavioural interventions with psychotic disorders. Routledge.
- Sadock, B.J. Kaplan & Sadock's synopsis of psychiatry. Lippincott William



Course structure: Developmental Psychopathology - Course Code: PSY-315

Course Title: Developmental Psychopathology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-315

Course Objectives:

- Students will aware of the nature of different psychological disorders of childhood.
- Help the students to understand about the diagnostic Classification in Childhood Disorders, clinical psychopathology, & management.

Pre-requisites: The students must possess fair understanding of psychopathology and abnormal psychology

Course Contents/Syllabus:	Weightage
Module I: Introduction to Psychopathology	15%
Normal development, common problems during normal development phase, Etiology/Risk factors of psychopathology	
Module II: Classification of psychiatric disorders	15%
Classification of psychiatric disorders in children and adolescents(ICD-10 & DSM-V), epidemiology,	
Module III: Psychopathology of Childhood Disorders: Clinical Picture, assessment and intervention	20%
Intellectual Disability, Specific Learning Disorders (Reading disorder, Spelling Disorder, disorder of written expression, Arithmetical Disorder), Pervasive Developmental Disorders (Autism, Asperger's Disorder, Rett's Disorder, Childhood Disintegrative Disorder, PDD NOS), Specific Speech & Language Disorders	
Module IV: Externalizing Disorders	15 %
Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorders (ODD), Conduct Disorder (CD), Alcohol and Substance Use Disorders, Juvenile Delinquency	
Module V : Internalizing Disorders	15%
Anxiety Disorder (Separation Anxiety Disorder, Social Phobia, Selective Mutism, Obsessive Compulsive Disorders) Depressive Disorders, Suicide and Injurious Behavior	
Module VI : Other psychological disorders	20%
Bipolar Affective Disorder, Psychotic Disorders, Eating Disorders, Bowel & Bladder Control Disorders, Sleep and Movement Disorders, Obesity, Selective Mutism, Tourette's & Tic Disorder,	

Student Learning Outcomes:

On completion of the course the student will be able to:

- Analyze the basic causes, symptoms and treatments of childhood disorders.
- Classify the disorders.
- Demonstrate competencies to accurately diagnosis pathology as well to select, administer, and interpret appropriate comprehensive assessments with an awareness of cultural bias in their implementation and interpretation.

Pedagogy for Course Delivery:

- Lecture
- Presentation

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

- Batchelor IPC, (1975). Henderson and Gillespie's Textbook of psychiatry (10th edition) Oxford University Press, London
- Cohen, Nancy. C. - Language Impairment & Psychopathology in infants, children and adolescents, Vol. 45, Developmental Clinical Psychology & Psychiatry. Sage Publications.
- Freedman, A.M., Kaplan, H.I. and Sadock, B.J. (1989). Comprehensive Text Book of Psychiatry (IIIrd Edition) Vol. 1.2. William and Wilkins, Baltimore, London
- Gelder, M. et al, (2001), Short Oxford Text Book of Psychiatry, Oxford University Press, New York
- Kazdin, A.E., (1995). Conduct Disorders in Childhood and Adolescence, (2nd Edition), Sage Publication, New Delhi
- Willmshurst, Linda (2004), Child & Adolescent Psychopathology: A Case Book; Sage Publications Inc.



Course structure: Positive Psychotherapy - Course Code: PSY-316

Course Title: Positive Psychotherapy

Credit Units: 3

Course Level: PG Level

Course Code: PSY-316

Course Objectives:

- The students will understand concepts of Positive Psychology, theoretical back ground & different sub-concepts coming under positive psychology.
- Students will be equipped with the various techniques of Positive Psychotherapy.

Pre-requisites: The students must possess fair understanding of positive psychology and psychopathology

Course Contents / Syllabus:	Weighatge	
Module- I: Introduction to Positive Psychology	15 %	
Theoretical perspectives behind Positive Psychology: Assumptions of Positive Psychology Seligman’s theory of happiness Three domains of happiness: The pleasant life, The engaged life, and The meaningful life		
Module- II: Historical Back ground		20 %
Historical development Prof. Nossrat Peseschkian, Martin E. P. Seligman, & Tayyab Rashid.		
Module-III: Introduction to positive Psychotherapy (PPT)	15 %	
Assumptions, goals and objectives Difference between CBT and PPT The Balance Model Three Basic Principles of Positive Psychotherapy : Hope, balance, and consultation Positive emotion, Engagement, and Meaning.		
Module- IV: Assessments in Positive Psychotherapy	10 %	
Assessment of strengths and other positive attributes Measuring Subjective Well-Being, Measuring Strengths of Character, Measuring Engagement and Flow Measuring Meaning Value-In Action Inventory strength		
Module V: Techniques of Positive Psychotherapy	20 %	
Six Exercises: Three Good Things, Using Your Strengths, The Gratitude Visit, Active-Constructive Responding, Savoring, and Life Summary Session by Session of Positive Psychotherapy (Orientation, Engagement, Pleasure, Meaning, Integration) Importance of Home work		
Module-VI: Applications of Positive Psychotherapy	20 %	
Depression, PTSD, drug addiction, social skills, enhancing well being, Minority group of differently sexual oriented people Application of Positive psychotherapy in different settings (consultation, education, training, coaching etc). Group Positive Psychotherapy		

Student Learning Outcomes:

- Recognize and relate importance of positive psychology & psychotherapy.

- Explain various theoretical background in the development of positive psychotherapy.
- Apply techniques of positive psychotherapy and its application in different psychological issues.

Pedagogy for Course Delivery: The class will be taught using theoretical lectures and case based method.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Allport, G. (1961). *Patterns and growth in personality*. New York: Holt, Rinehart, & Winston.
- Baumgardner, S. R. (2010) *Positive Psychology*, Pearson; N.Delhi.
- Carr, A. (2011). *Positive psychology*, Brunner- Routledge
- Peseschkian N. (1985). *Oriental Stories as Tools in Psychotherapy*. Springer Press. Heidelberg.
- Snyder, C.R. (2010) *Positive Psychology: The scientific & practical exploration of human strengths*. Sage; N. Delhi



Course structure: Assessment and Therapies with Children - Course Code- PSY-317

Course Title: Assessment and Therapies with Children

Credit Units: 3

Course Level: PG Level

Course Code: PSY-317

Course Objectives:

- Students will aware of needs of Psychological assessment in Childhood Disorders.
- The Students will learn the techniques of collecting data from various sources in childhood assessment and the various kinds of psychological assessments.
- Students will able to deals with the psychological therapies needed for treating the mental disorders in children.

Pre-requisites: The students must possess fair understanding of psychometric testing and psychotherapy

Course Contents/Syllabus:	Weightage
Module I: Introduction to assessment	20%
Case History & MSE with children, assessment of family environment, Behavioural observation, need for assessing developmental level of the child	
Module II : Assessment of Intelligence and academic skills	20%
Intelligence tests for children, Achievement tests, Aptitude tests and Test to identify learning problems	
Module III Assessment of Cognitive functions	15%
Test to assess memory, Attention span, Visuo-spatial Skills, and Executive skills	
Module IV : Assessment of Emotional and behavioural problems	15%
Objective and projective techniques to assess psychopathology and problem behaviours, Rating Scales	
Module V: Behavior Therapy and Behavior Modification	20%
Reinforcement, Punishment, Extinction, Differential Reinforcement, Token Economy, Time Out, Response Cost	
Module VI: Parent Management and Family therapy	10%
Parenting styles and Parent interaction therapy models and techniques, family therapy overview and techniques	

Student Learning Outcomes:

- Recognize need of Psychological assessment in Childhood Disorders.
- Explain different impaired domain in various disorders.
- Apply different psychological tests to different disorders.
- Plan how to diagnose and work out the possible treatment interventions
- Formulate intervention plans and execute them.

Pedagogy for Course Delivery:

- Lecture
- Case Study

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

- Bellak, A.S., and Hersen, M., 1998, Behavioural Assessment – A Practical Handbook, Allyn and Bacon, London
- Gobar, S. (2002), Six Simple Ways to Assess Young Children, Delmar, USA
- Johnson, Menakata, Gilmore (2002) (2nd Ed.) – Brain Development and Cognition, Blackwell Publication.
- Kapur, Malavika (1998), Childhood Disorders, Sage, New Delhi.
- Sood, Neelam (1997), Behaviour Problems in Children, Gitanjali publishing house, New Delhi.



Course structure: Developmental Psychology: Theory and Practice - Course Code: PSY318

Course Title: Developmental Psychology: Theory and Practice

Credit Units: 3

Course Level: PG Level

Course Code: PSY318

Course Objectives:

- Students will able to understand development of child through various stages.
- Students will able to develop the knowledge and skills in different aspects of Learning and Motivation as implied in Educational Settings.

Pre-requisites: The students must possess fair understanding of child developmental theories

Course Contents/Syllabus:	Weightage
Module I: Introduction Descriptors/Topics Meaning of developmental Changes, Period of Life Span, Individual Differences in Development Evolvement of the study of Human Development	15%
Module II: Stages of Development Descriptors/Topics Principles of Development, Stages of Development (Conception to Old Age) Major developments at each stage, Adjustments at each stage of development	15%
Module III Developmental and Educational Theories Descriptors/Topics Psychodynamic Theories: Freud, Erickson Attachment Theory: Bowlby Cognitive Stage Theory: Piaget Social learning theory: Bandura Information processing theory (Klaha, Mac Whinney 1998) Learning Theories of Pavlov, Thorndike	25%
Module IV Development Related Disorders and Intellectual Disability Descriptors/Topics Classification according to ICD 10 and DSM IV TR/ DSM V Pervasive Developmental Disorder: Autism Specific Developmental Disorders of Scholastic Skills – Specific Learning Disabilities. Behavioural Disorders: ADHD, Conduct disorders Intellectual Disability: Identification, Causes, Management Education and Intervention of the disorders	25%
Module V Child and Adolescent Issues Descriptors/Topics Stress in children/adolescents & prevention Exceptional Children Outside influences on the adolescent psychological development, Risk taking Behaviour	20%

Student Learning Outcomes:

Appraise the students to the nuances of development and education as a process.

Explain and analyse the theoretical viewpoint in relation to Developmental and Educational Psychology

Develop the skills to analyze etiology, symptoms and prognosis of developmental disorders.

Pedagogy for Course Delivery:

Theory classes using lecture & discussion mode

PowerPoint presentations including videos

Assigning students task of collecting researches/case studies relevant to each topic in current times & then having an interaction based discussion in the class

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

Hurlock, E. (2003). Developmental Psychology, Delhi: Tata McGraw-Hill.

Mangal, S. K., (2004), Advance Educational Psychology; New Delhi: Prentice Hall.

References:

Sigelman, C, K. (1999), Life-Span Human Development. 3rd Edition; Brooks/ Cole Publishing Company.

Papalia, S. & Feldman, C. (2002), Adult Development and Ageing. Delhi; Tata McGraw.

Hurlock, E. (2003), Child Growth and Development. Delhi; Tata McGraw-Hill.

Berk, L. (2002), Child Development. Delhi; Tata McGraw-Hill.

M Dash, Neena Dash; Fundamentals of Educational Psychology: Atlantic Publishers & Distributors, New Delhi.



Course structure: Understanding Forensic Psychology - Course Code: PSY-319

Course Title: Understanding Forensic Psychology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-319

Course Objectives:

- This course will provide each student with an exposure to basics of role played by psychology in forensics.
- Students will understand the concept of forensic psychology and learn how forensic psychologists contribute to the legal system.
- Students will aware the methods used by forensic psychologists to explain behavior by examining a number of studies devoted to topics related to forensic psychology

Pre-requisites: The students must possess fair understanding of basics of psychology

Course Title	Weightage
Module I: Introduction to Forensic Psychology	20%
<ul style="list-style-type: none">• Historical Perspective of Forensic Psychology• Defining Forensic Psychology• Forensic Entomology• Forensic Psychology V/S Forensic Psychiatry• Roles and responsibility of Forensic Psychologists	
Module II: Forensic Psychology as a Specialty	20%
<ul style="list-style-type: none">• Police Psychology• Psychology of Crime and Delinquency• Victimology and Victim Service• Correctional Psychology	
Module III: Applying Forensic Psychology	20%
<ul style="list-style-type: none">• Aiding the Criminal Justice System• Civil Liability• Communicating Expert Opinion• Dealing with Police — Law Enforcement: International Law Enforcement Agencies and National Law Enforcement Agencies	
Module IV: Fundamentals of Criminal Investigation	20%
<ul style="list-style-type: none">• Fundamentals of criminal investigative techniques• Initial response to the crime scene• Location and recognition of evidence• Interviewing• Sketching,• Collection and transpiration of evidence,	
Module V: Psychology and Law	

<ul style="list-style-type: none"> • Differences between law and psychology • Models of behavior • Theories of change • Morality and Values • Role of psychology in the legal process, the rules of procedure, the jury system, and the psychologist in the courtroom • Laws and documentation for ventures 	20%
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Student Learning Outcomes:

- Contrast the perspectives of psychology and law;
- Demonstrate knowledge of the basic principles and systems of forensic psychology
- Demonstrate understanding of psychological research on relevant concepts of forensics
- Appreciate the unique ethical issues involved with the practice of forensic psychology;
- Appreciate the potential benefits and limitations of psychological knowledge applied to assist law enforcement personnel;
- Describe the different types of forensic psychological applications in the legal system
- Appreciate the challenges facing psychologists who work in correction system
- Evaluate the various career opportunities in forensic psychology and the training each requires.
- Analyse criminal and civil applications of forensic psychology.

Pedagogy for Course Delivery:

- The class will be taught using theory and case based method. In addition to assigning the case studies, the course instructor will spend considerable time in understanding the concept of forensic psychology and its application in the legal system. The instructor will cover the ways in which a forensic psychologist can provide various services

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Costanzo, M. & Krauss, D. (2010). *Legal and Forensic Psychology*. New York: Worth Publishers.
- Davies, G., Hollin, C., & Bull, R. (Eds.) (2008). *Forensic psychology*. Chichester, England: John Wiley & Sons, Ltd.
- Brown, J. M., & Campbell, E. A. (Eds.) (2010). *The Cambridge handbook of forensic psychology*. Cambridge, England: Cambridge University Press.



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Treatise - Course Code: NTT-315

Course Title: Treatise

Credit Units: 3

Course Level: PG Level

Course Code: NTT-315

Course Objectives:

- The rationale behind introducing the treatise for PG students is to enhance the reading and writing habits of the students and to make them aware about the process of carrying out a research work.
- This helps them to develop insight into the course they are studying which creates an academic interest among the students.
- Presentation of the treatise plays an important role as it facilitates knowledge sharing and improvement in presentation skills which will further enhance the confidence of the students.
- The overall objective of this treatise is to develop research orientations in students and to make them understand and enhance skills in Research Methodology

Guidelines for Term Paper:

- 1) Topic
- 2) Introduction
- 3) Review Research
- 4) Discussion
- 5) Conclusion
- 6) References

Examination Scheme:

Compilation of Term Paper:	50 Marks
Viva Voce:	25 Marks
Presentation of Term Paper:	25 Marks

Total **100 Marks**



Course structure: Summer Internship - Course Code: NSP-310

Course Title: Summer Internship.

Credit Units: 4

Course Level: PG Level

Course Code: NSP-310

Course Objectives:

- To enable the students with the practical exposure in the area of mental health, which will turn the pathway to their personal and professional training?
- To develop skill to establish therapeutic communication with the psychiatric/ non psychiatric population.
- To be able to use psychological theoretical knowledge in to clinical settings.
- To be able to develop report writing skills.

Duration: Four Week (June- July)

Methodology:

Students get opportunity in diversified institute/centers related in the area of clinical psychology/psychiatry. They will be guided by an internal and external supervisor from their respective institute. Students will submit their summer project report with their supervised daily reporting immediately after returning from their summer vacation. This would require primarily data collection.

Examination Scheme:

Internal Faculty Interaction	:	20 Marks
Feedback from External Supervisor	:	20 marks
Viva-Voce	:	30 marks
Report Writing	:	30 Marks
Total	:	100 Marks



Course structure: Basics of Neuropsychology - Course Code: PSY-411

Course Title: Basics of Neuropsychology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-411

Course Objectives:

- To introduce the basic principles of Neuropsychology.
- To discuss in-detail the nervous system and its command center of the brain.
- To equip students with skills to consider and rule out a neuropsychological origin of the psychopathology.

Pre-requisites: The students must possess fair understanding of concept of Neuropsychology

Course Contents/Syllabus:	Weightage
Module I Introduction	15%
Understanding the concept of Neuropsychology The rationale for Neuropsychological evaluation Common problems with brain damage	
Module II Plasticity of Brain	20%
Neuropsychological aspect of plasticity of brain Cerebral cortex and lateralization / localization of functions	
Module III Frontal lobe and Temporal lobe Functions and Syndromes	30%
Regulatory functions; Attentional processes; emotions; memory and intellectual activity; language and motor Functions Special senses – hearing, vestibular functions and integrative functions; disturbances in learning and memory functions, time perception and consciousness. Executive dysfunctions, Memory and Motor impairments	
Module IV Parietal and Occipital Lobe Functions and Syndromes	15%
Sensory functions and body schema perception; agnosias and apraxias; disturbances in visual space perception; color perception; writing and reading ability.	
Module V Introduction to Neuropsychological Assessment and Rehabilitation	20%
Neuropsychological Assessment Bender Gestalt Test Benton's Visual Retention Test Principles of Rehabilitation Approaches to Rehabilitation Planning, process and outcome of cognitive retraining.	

Student Learning Outcomes:

1. Describe the nature and basic principles of neuropsychology.
2. Identify the brain's levels and structures, and summarize the functions of its structures.
3. Plan and Execute basic level assessments for organic origin of psychopathology

Pedagogy for Course Delivery:

1. Lectures
2. Demonstrations
3. Case Studies

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

Neuropsychology, a clinical approach, Walsh K. (1994), Churchill Livingstone: Edinburgh.

Textbook of Medical Physiology, Guyton, A.C. Saunders Company: Philadelphia.

Foundations of physiological psychology, 6 ed., Carlson, N.R. (2005). Pearson Education Inc: India. Fundamentals of human neuropsychology, Kolb, B.I. Freeman & Company: NY.

Handbook of Cognitive Neuroscience, Gazzaniga, M. S. (1984). Plenum Press: NY.
Textbook of postgraduate psychiatry, 2 ed., Vol 1 & 2, Vyas, J.N. & Ahuja, N (1999). Jaypee brothers: New Delhi.



Course structure: Behaviour and Cognitive Therapies - Course Code: PSY-412

Course Title: Behaviour and Cognitive Therapies

Credit Units: 3

Course Level: PG Level

Course Code: PSY-412

Course Objectives:

- To state the basic premises of behavioral and cognitive theories.
- To familiarize students with the theoretical bases of Cognitive Behavior Therapy
- To introduce students to the myriad of ways to think about and approach a client's history and current issues from a CBT perspective.
- To discuss practical and ethical issues involved in delivering CBT to clients and evaluate the effectiveness of cognitive/behavioral practice methods

Pre-requisites: The students must possess fair understanding of basic theories of learning

Course Contents / Syllabus:	Weightage
Module I Behavior Therapy- I	15%
Historical Background, Basic principles of behavior therapy, Functional behavioural analysis, Techniques: stimulus control, respondent conditioning, shaping, prompting, chaining, behavioural skills training	
Module II Behaviour Therapy- II	15%
Distinguishing between Operant and Respondent Conditioning, Extinction, Differential reinforcement, Antecedent Control Procedures, Punishment Techniques, Self Management, Habit Reversal, Token Economy, Fear and Anxiety Reduction techniques	
Module III Cognitive Behaviour therapy	15%
History, basic premises of CBT, CBT's triadic structure, Differentiating between thoughts and beliefs, Working with Automatic Thoughts, Common cognitive errors, Schemata or core beliefs, ABC model, Correcting thought distortions, Treatment and Session Structure, Planning and Goal Setting, Home work assignments cognitive techniques (The Daily Record of Dysfunctional Thoughts, The Downward Arrow Technique, Socratic questioning and guided discovery)	
Module IV Rational Emotive Behavior Therapy	15%
History, Assumptions/Principles, Therapeutic Goal, Techniques, and Application	
Module V Other Cognitive Behaviour therapies	20%
Acceptance and Commitment therapy, Dialectical Behaviour therapy, Mindfulness based Cognitive therapy, Interpersonal therapy, Solution Focused Therapy	
Module VI Cognitive behavior therapy in psychological disorders	20%
Application of the above mentioned therapies in depressive and anxiety disorders	

Student Learning Outcomes:

- Explain Cognitive- Behaviour Therapy, its theoretical as well as practical aspects of it.
- Formulate a cognitive/behavioral analysis using behavioral and cognitive theoretical models applied to historical and current information from specific cases.
- Plan CBT sessions (e.g., check-in, agenda setting) and work with clients collaboratively.
- Select appropriate treatment methods based on the behavioral analysis and knowledge of the empirical literature.

- Judge the influence of environmental and contextual factors (e.g., culture, ethnicity, abilities, gender, and sexual orientation) in their delivery of CBT methods

Pedagogy for Course Delivery:

- Lectures will stress theory and case conceptualization. Exercises will address both theory and application. Students will read cases and/biographical materials. They will also participate in class exercises that will include operationalizing the problem, case conceptualization, treatment planning, practicing specific techniques (in the roles of therapist and client), and considering special issues for certain populations.
- Describe empirical findings regarding effective interventions for several common behavioral problems of children and adults, including problems associated with depression and anxiety disorders, personality disorders, and substance abuse.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Bond, F.W. (2004). Handbook of brief cognitive behaviour therapy, John Wiley
- Donohue, William. O., Kitchener, Richard (Ed.) (1999): Handbook of Behaviorism, Academic Press, USA.
- Gilbert, Maria & Shmukler Diana (2001). Brief Therapy with Couples- An Integrative Approach. John Wiley & Sons.
- Moore, R.G. (2003). Cognitive therapy for chronic and persistent depression, John Wiley.
- Skinner, B.F., (1938). The Behaviour of Organisms. New York
- Wells, A. (2005). Cognitive therapies of anxiety disorders. John Wiley.



Course structure: Family and Marital Therapy - Course Code- PSY-413

Course Title: Family and Marital Therapy

Credit Units: 3

Course Level: PG Level

Course Code: PSY-413

Course Objectives:

- Students will understand the issues of family in psychopathology.
- Students will able to know the principles underlying family therapy. Family as an open system and various techniques and skills involved in family therapy are given to students.
- Students will able to deal various problems related to marriage as an institution or as a relationship in detail.

Pre-requisites: The students must possess fair understanding of group therapy and family therapy

Course Contents/Syllabus:	Weightage
Module I: Introduction to Family Therapy	20%
Family Therapy: Introduction, description and historical background. Family as an open system and the dynamics of interaction. Dynamics of relationship in family; communication, family atmosphere, bonding functions, feelings, alliances, sub-system responsibilities, and external relationship.	
Module II: Exploration and assessment in Family Therapy	20%
Family therapies, systematic versus structural family therapy Interviewing in family therapy, assessment and diagnosis, indication, contraindication in family therapy. Family as an open system, the dynamic of interaction, maladjustment in family and resulting disorders.	
Module III : Stages and Goals of Family Therapy	20%
Systematic versus structural family therapy , stages , goals and its techniques and its application. Psychodynamic , cognitive Behavioral Therapy :- , stages , goals and its techniques and its application. Bowen Family therapy. : stages , goals and its techniques and its application.	
Module IV: Introduction to Marital Therapy	20%
Introduction to Marital/Couples therapy; goals and scope of marital therapy. Assessment and diagnosis of marital disorder Marriage as an Institution: Problems and Issues related to marriage as an institution; factors important to make a successful marriage. Problems in Marriages: Problems related to marriage, spouse's relationship, sexual dysfunction, difficulties in sexual motivation, Jealousy, depression, substance abuse/addiction in one or both spouses	
Module V: Therapies for Marital Conflict	20%
Therapies for marital conflict - psychotherapies and psychodynamic approaches. Behaviour therapy, cognitive therapies.	

Student Learning Outcomes:

- Students will recognize the role of family therapist and identify the use of family therapy in different types of

problem

- Students will develop a comprehensive view of various problems encountered in a marriage
- Apply skills and practice techniques of marital therapy

Pedagogy for Course Delivery: Lectures, Case Discussions, and Demonstrations

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text :

- Bowen, M. (1979). Family Therapy in clinical practice, Jason Aronson, New York
- Butler, Chris & Joyce, Victoria (1998). Counselling Couples in Relationships: An introduction to the Relate Approach. John Wiley & Sons.

References:

- Gurman and Kniskern (1981), Handbook of Family therapy, Brunner/Mazel, New York
- Gilbert, Maria & Shmukler Diana (2001). Brief Therapy with Couples- An Integrative Approach. John Wiley & Sons



Course structure: Psychology of Consciousness - Course Code: PSY-414

Course Title: Psychology of Consciousness

Credit Units: 3

Course Level: PG Level

Course Code: PSY-414

Course Objectives:

- Students will develop the knowledge and skills for overall perspective of Consciousness.
- Students will be able to apply this understanding in developing a positive integrated life style.

Pre-requisites: The students must possess fair understanding of structure of mind and stages of sleep

Course Contents/Syllabus	Weightage
Module I Introduction & Overview	10%
Mind and body perspective of consciousness William James's nature of consciousness Philosophical models Evolution & development of concept of consciousness	
Module II Neuro-Psychology of consciousness	20%
Emergence of self Sleep and brain Neurological basis of altered states of consciousness Brain dissociations	
Module III Research	20%
Research methods in transpersonal psychology and consciousness Cognitive and neuro-physiological research	
Module IV Phenomenon of consciousness	20%
Altered states Meditation Hypnosis Hypnotic susceptibility Shamanic states Dreams	
Module V Applications of psychology of consciousness	15%
Positive integral life-style Creativity Synchronicity	
Module VI Thought and spirituality	15%
Thought—awareness and acceptance Indian thought on spirituality---bhagavad geeta buddhist literature Vedanta Eclectic approach of various religion and scriptures. Healing and spirituality (self and others)	

Student Learning Outcomes:

- Identify the concept of consciousness and its functionality
- Synchronize the understanding of spirituality and various religious teachings and integration them into one's and other's lifestyle. Design and carry out researches in the field of consciousness and related issues.

Pedagogy for Course Delivery:

Lectures, presentations, group discussions, and case studies

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

Zelazo, P. D., Moscovitch, M. & Thompson, E. (2007). The Cambridge Handbook of Consciousness. Toronto: Cambridge University Press.

Grof, S. (1976), Realms of the Human Unconscious., E.P. Dutton, New York

Ron Valle (1998), Phenomenological Inquiry in Psychology: Existential and Transpersonal Dimensions. Plenum Press, New York

Sri Nisargadatta Maharaj. (1990). I Am That. Acorn Press



Course structure: Emotions & Implications - Course Code: PSY-415

Course Title: Emotions & Implications

Credit Units: 3

Course Level: PG Level

Course Code: PSY-415

Course Objectives:

- Students will be able to understand thoroughly concept and importance of emotions
- Students will be able to develop skills in managing emotions in self and others for a happy and Healthy Life.

Pre-requisites: The students must possess fair understanding of basic theories of emotion

Course Contents/Syllabus:	Weightage
Module I Introduction of Emotions	15%
Nature, Concept & theories of emotions	
Module II Negative Emotions	20%
<ul style="list-style-type: none">• Introduction to types of negative emotions (Anger, Fear, Jealousy, Sadness, Guilt, Anxiety & Sadness)• Understanding Cycle of negative emotions• Implications of negative emotions on physical & mental well-being	
Module III Transforming Emotions	20%
<ul style="list-style-type: none">• Moving from negative to positive emotions behaviour• Interventions and therapies (Rational Emotive Behaviour Therapy)	
Module IV : Positive Emotions	20%
<ul style="list-style-type: none">• Understanding Positive emotions (Love, Happiness, Contentment, Resilience, Compassion & other positive emotions)• Cycle of positive emotions	
Module V Implication of Positive emotion in Relationship & Health	25%
<ul style="list-style-type: none">• Implications of positive emotions on relationships• Implications of positive emotions on health	

Student Learning Outcomes:

On completion of the course the student will be able to:

- Apply basic underlying theories and concepts in the area of emotions.
- Synthesize positive and negative emotional states along with techniques to manage emotions for self and societal growth.

Pedagogy for Course Delivery: Lecture, Discussion, Audio Visual Aids, Case study, Psychological Training

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Texts:

Wilkins, Intelligent Emotions.



Course structure: Psycho-Oncology - Course Code: PSY-416

Course Title: Psycho-Oncology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-416

Course Objectives:

- Student will be able to understand and assess the mental health of a cancer-affected person
- student will analyze the likely benefit of Psycho-therapy and / or Psychological Counseling
- student will be able to offer psycho-oncology counselling services in diverse clinical setting

Pre-requisites: The students must possess fair understanding of basic information regarding biology of cancer

Course Title	Weightage
Module I Introduction to Psycho-Oncology	20%
• Introduction to the Meaning & Concept	
Module II Introduction to Cancer	20%
• Cancer as a disease • Cancer Biology	
Module III Psychological Impact on Cancer Patient & Caregiver	20%
• Impact & Assessment on individuals and families	
Module IV Theory & Application	20%
• Theory & Application of Psycho-Oncology	
Module V Treatment & Rehabilitation	20%
• Onco-genetic Counselling -Skills & Issues	
• Palliative Counseling – Skills & Issues	
• Pediatric Counseling	
• Support & Rehabilitation Counseling	
• Primary, Secondary & Tertiary	

Student Learning Outcomes:

- Defining basic principles and terminologies in Psycho-oncology.
- Identifying the psychological impact on Cancer
- Various Skills & Issues in Counseling.

Pedagogy for Course Delivery:

Lectures, presentations, group discussions, and case studies

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

Psycho-Oncology by Jimmie C. Holland (Editor), William Breitbart (Editor), Paul B. Jacobsen (Editor), by **Oxford University Press, USA**

Psycho-Oncology Editors: Goerling, Ute (Ed.) by Springer



Course structure: Neuropsychological Rehabilitation - Course Code: PSY-417

Course Title: Neuropsychological Rehabilitation

Credit Units: 3

Course Level: PG Level

Course Code: PSY-417

Course Objectives:

- To equip the students with skills to consider and rule out a neuropsychological origin or biochemical mediation of the psychopathology.
- students will able to understand the knowledge and skills to carry out neuropsychological rehabilitation for their clients

Pre-requisites: The students must possess fair understanding of neuropsychological rehabilitation plan

Course Contents/Syllabus:	Weightage
Module I: Introduction to Neuropsychological Rehabilitation Definition, Need and Importance, History of Neuropsychological Rehabilitation.	20%
Module II: Neuropsychological Assessment for Treatment Planning. Approaches to assessment of neuropsychological functions, various approaches to treatment planning based on assessment.	
Module III: Rehabilitation of Executive Dysfunction Executive Functions, Difficulties due to impairment of executive functioning, Conditions with executive dysfunction, Approaches and Strategies to Rehabilitation of Executive Dysfunction.	20%
Module IV: Rehabilitation of Learning and Memory Impairments Conditions with Learning and Memory Impairment, Approaches and Strategies to Rehabilitation of Learning and Memory Functions	
Module V: Rehabilitation of Language Skills Importance of Language Skills, Approaches and Strategies to Language Skills Rehabilitation	20%

Student Learning Outcomes:

On completion students would be able to:

- Identify the brain's levels and structures, and summarize the functions of its structures.
- Discuss the need for neuropsychological assessment and rehabilitation and review the latest development in this area
- Describe the neuropsychological profile of principal psychiatric syndromes.
- Demonstrate an understanding of the principles involved in neuropsychological assessment, its strengths and weaknesses, and its indications.
- Plan, examine and review any neuropsychological rehabilitation programme.

Pedagogy for Course Delivery:

1. Lectures
2. Demonstrations
3. Case Studies

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

Neuropsychology, a clinical approach, Walsh K. (1994), Churchill Livingstone: Edinburgh.
Fundamentals of human neuropsychology, Kolb, B.I. Freeman & Company: NYth
Neuropsychology, a Clinical approach, 4 ed., Walsh, K (2003). Churchill Livingstone: Edinburgh
Handbook of Cognitive Neuroscience, Gazaaniga, M. S. (1984). Plenum Press: NYnd
Textbook of postgraduate psychiatry, 2 ed., Vol 1 & 2, Vyas, J.N. & Ahuja, N (1999). Jaypee brothers: New Delhi.



Course structure: Neuropsychological Assessment - Course Code: PSY-418

Course Title: Neuropsychological Assessment

Credit Units: 3

Course Level: PG Level

Course Code: PSY-418

Course Objectives:

- Students will able know about the clinical assessment of neuropsychological functions.
- Students will able to formulate and manage neuropsychological assessment sessions
- Help the students to assess the neuropsychological deficits of various psychiatric and neurological disorders.

Pre-requisites: The students must possess fair understanding of different neuropsychology assessments

Course Contents/Syllabus:	Weightage	
Module I Introduction	20%	
History and Development of Neuropsychological Assessment Goals of Neuropsychological Assessment Indications of Neuropsychological Assessment		
Module II Approaches to Neuropsychological Assessment		30%
Interviewing for Brain Impairment and History Taking Approaches of Neuropsychological Assessment (Behavioural Neurology, Neuropsychological Batteries, Individual Centered Normative Approach) Intelligence Testing and Neuropsychological Assessment		
Module III Neuropsychological Batteries	20%	
Halstead-Reitan Neuropsychological Battery Luria Nebraska Neuropsychological Battery AIIMS Neuropsychological Battery NIMHANS Neuropsychological Battery		
Module IV Specific Tests to Assessment Cognitive Functions		20%
Attention Learning & Memory Executive Functions Language Motor Visuo spatial Speed Comprehension		
Module V: Report Writing	10%	
Identification of deficits and Integration of findings in a report		

Student Learning Outcomes:

- On Completion of this course students would be able to:
- Plan neuropsychological assessment as per the needs of client
- Interpret and predict the asset and deficit cognitive function of the client
- Formulate Neuropsychological Assessment and write a neuropsychological report.

Pedagogy for Course Delivery:

Lectures
Demonstrations
Case Studies

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

1. Crawford, J., Parker, D., and McKinlay, W. (1992). Handbook of Neuropsychological Assessment. Psychology Press: London.
2. Rao S. L., Subbakrishna D. K., Gopukumar K. (2004) NIMHANS Neuropsychology Battery-2004. *NIMHANS Publication*, Bangalore.
3. Beaumont. J. G. (1983) Introduction to neuropsychology, Oxford: Blackwell
4. Walsh, K. W., (1978) Neuropsychology: A Clinical approach. Churchill Livingstone, Edinburgh, London and New York



Course structure: Psychodynamic Therapies Course - Course Code: PSY-419

Course Title: Psychodynamic Therapies Course

Credit Units: 3

Course Level: PG Level

Course Code: PSY-419

Course Objectives:

- Students will be able to understand of psychotherapies, starting from psychoanalysis and proceeding towards psychoanalytic psychotherapy and other psychotherapies.

Pre-requisites: The students must possess fair understanding of basic principle and procedure of psychodynamic Theory

Course Contents/Syllabus:	Weightage
Module I Introduction to Psychotherapies	20%
<ul style="list-style-type: none"> • Goal and Scope of Psychotherapy, Types of Psychotherapies; Psychotherapy vs Counselling 	
Module II Theoretical Background	20%
<ul style="list-style-type: none"> • Freudian techniques: Free Association, Resistance, Transference. Catharsis, Hypnosis, Indications and Contraindications, Limitation 	
Module III Psychodynamic Psychotherapy-I	20%
<ul style="list-style-type: none"> • Introduction of the concept, Expressive Psychotherapy: Goals Techniques Indication and Contraindication and Limitation 	
Module IV Psychodynamic Psychotherapy-II	20%
<ul style="list-style-type: none"> • Supportive Psychotherapy: Goals Techniques Indication and Contraindication and Limitation 	
Module V Brief Psychodynamic Psychotherapy	20%
<ul style="list-style-type: none"> • Introduction, Difference with Psychoanalysis and Psychoanalytic Psychotherapy, Types, Techniques 	

Student Learning Outcomes:

- Identify various forms of psychodynamic psychotherapies that could be administered to patients suffering from different types of mental disorders.
- Recognize the need and techniques of psychodynamic psychotherapy
- Demonstrate understanding of theoretical, principles and types of psychodynamic psychotherapies

Pedagogy for Course Delivery: Lecture, Presentation, audio-visual aids

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

- Stein.Samuel M., Stein Jennifer. (2000). Psychotherapy in Practice: A life in the mind, Butterworth Heinmann, Oxford.
- Veeraraghavan, V. (1980). Text book of psychotherapy, Sterling Publisher, New Delhi



Course structure: Spirituality and Positive Growth Course - Course Code- PSY-410

Course Title: Spirituality and Positive Growth Course

Credit Units: 3

Course Level: PG Level

Course Code: PSY-410

Course Objectives:

- Students will be able to enhance the spiritual dimensions by providing him or her insight into various Indian and western spiritual traditions and philosophies so that they can inspire positivity and peace into their personal and professional life.
- Students will be able to understand the direct proportionality between Spirituality and Positivity and how Psychology can be utilized for the same

Pre-requisites: The students must possess fair understanding of positive psychology

Course Contents/Syllabus:	Weightage
Module I Basic Concepts	20%
Meaning and Nature History of Spirituality Spirituality, religion and faith Theories and Definitions of Spirituality Spiritual Development	
Module II Spirituality and Positive Psychology	10%
Relation to Positive Psychology Higher or Ultimate Potential Concept of Gods and Goddesses, Masters and Guardian Angels Concept of Reincarnation, Life after death	
Module III Positivity in Spiritual Traditions	15%
Major traditions in India: Hinduism, Islam (including Sufism), Christianity, Sikhism, Buddhism and Jainism. Other traditions: Baha’I Faith, Judaism, Confucianism, Paganism, Taoism, Unitarian Universalism Learning’s from various scriptures	
Module IV Positivity in Spiritual Literature	15%
Spiritual literature across the world Vedanta (Swami Vivekananda) and Advaita Spirituality & Ramayana, Mahabharata, Bhagvad Gita, Patanjali Yoga, Guru Granth Sahib, Quran etc Utilising Spiritual literature in different settings Spiritual Storytelling : Concept and Relevance	
Module V Enhancing Positivity through Spirituality	

Universal human values Yoga and Meditation Benefits of paying attention to Spiritual Dimension Awareness, Forgiveness, Contentment Ego and Self Dealing with Stress, Loss, Grief and Bereavement Karma Theory: Right Action	20%
Module VI Research and Applications in the area of Spirituality	
Descriptions/topics	
Recent research in the area of Spirituality Spiritual care Spiritual Well being Stress management through Spirituality Spirituality and Personal Qualities (traits)	10%

Student Learning Outcomes:

- Demonstrate the idea of Eastern and Western perspectives in spirituality and positive living.
- Apply Spiritual techniques to positively manage self and others behavior through various spiritual techniques.
- Develop an insight on how psychology helps us understand Spirituality and Positivity.

Pedagogy for Course Delivery:

The class will be taught using theory and examples from the field. In addition to the same, the learner would be asked to reflect on the understanding of the concepts. The instructor would provide recent research papers in the area in order for the learner to reflect.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Newberg A & Waldman M (2010) How God changes your Brain. Ballantine Books
- Grof, S. (1976). Realms of the Human Unconscious. E.P. Dutton, New York.
- Helminiak, D. (1987). Spiritual Development. Loyola University Press, Chicago.
- Ron Valle (1998). Phenomological Inquiry in Psychology: Existential and Transpersonal Dimensions. Plenum Press, New York.
- Sri Nisargadatta Maharaj, I Am That, Acorn Press, 1990.
- Steiner, R. (1994). How to know Higher Worlds: A Modern Path of Initiation. New York: Anthroposophic Press.
- Steiner, R. (1994). Theosophy: An introduction to the Supersensible Knowledge of the World and the Destination of Man. London: Rudolf Steiner Press.



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Dissertation Course - Course Code: NMP-410

Course Title: Dissertation Course

Credit Units: 8

Course Level: PG Level

Course Code: NMP-410

Course Objective:

- To enable the students practical exposure in their core area of interest (Clinical setting, special education, NGO etc.) and professional training.
- To develop report writing skills and formulation of case presentation.
- To develop research orientations and enhance skills in Research Methodology.

Duration: Four Months (Jan. - April)

Guidelines for Dissertation:

- 1) Topic
- 2) Introduction
- 3) Review of literature
- 4) Research Methodology
- 5) Result
- 6) Interpretation and Discussion
- 7) Conclusion
- 8) References
- 9) Appendix
- 10) Plagiarism

Examination Scheme:

Report Writing	:	30	Marks
Internal Faculty Interaction	:	20	Marks
Viva Voce	:	25	Marks
Presentation of Dissertation	:	25	Marks

Total **100 Marks**



AMITY UNIVERSITY
— MADHYA PRADESH —

Model Framework for Programme Structure & Curriculum

Institution: AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

Programme Title: M.A. APPLIED

PSYCHOLOGY Duration of the program (in

yrs): 2 Years

Level – PG

Batch – 2019-2021

Semesters: 4

Programme Mission To provide excellent education at par with international standards to professionally train students who will become adept at fundamentals of applied psychology making careers in applied psychology and allied. The emphasis of applied psychology Programme is on the principles of scholarly excellence leading to analytical interdisciplinary collaboration, and wide-ranging humanistic services to focus on preventive and curative approach promote Positive Mental Health in Society. Thus, creating Critical Work-Force groomed to provide services in v settings namely, educational institutions, corporate, primary and tertiary health care setting, policy-developing ins etc.

Programme Description: The M.A. in Applied Psychology Programme at Amity Institute of Psychology & Sciences (AIPS) gives a broad background in practical applications, experimental methodology and construction. In Semester III and IV, students are given an opportunity to choose and specialize in their area of in Through application based training students learn to integrate theory with practice and get hands on experience make them adept applied psychologists. The program trains the students to be skilled across various application Applied Psychology.

Programme Structure as per prescribed Programme model Framework**Semester I**

S.No.	Course Code	Course Title	Course Type	L	T	P	Credit Units
1	PSY-121	Cognitive Psychology	Core Course	2	1	-	3.00
2	PSY-122	Research Methodology in Psychology	Core Course	3	1	-	4.00
3	PSY-123	Personality Theories	Core Course	2	1	-	3.00
4	PSY-124	Philosophical foundations in Psychology	Core Course	2	1	-	3.00
5	PSY-125	Health Psychology	Core Course	2	1	-	3.00
6	PSY-126	Applied Behavioural Analysis	Core Course	2	1	-	3.00
7	NOS-127	Observational Study	Non Teaching Credit Course	-	-	-	2.00
8	PSY-120	Psychology- Advanced Practical - I	Core Course	2	1	-	2.00
9	BCP 141	Advanced Communication II	Value Added Course	1	-	-	1.00
10	BSP 143	Behavioural Science – II	Value Added Course	1	-	-	1.00
11	FLP 144	French	Value Added Course	2	-	-	2.00

Semester II

S.No.	Course Code	Course Title	Course Type	L	T	P	Credit Units
1	PSY-221	Applied Positive Psychology	Core Course	2	1	-	3.00
2	PSY-222	Statistics and Qualitative Analysis	Core Course	3	1	-	4.00
3	PSY-223	Psychological Assessment and Diagnosis	Core Course	2	1	-	3.00
4	PSY-224	Applied Counselling Psychology	Core Course	2	1	-	3.00
5	PSY-225	Psychopathology - I	Core Course	2	1	-	3.00
6	PSY-220	Psychology- Advanced Practical - II	Core Course	-	-	6	3.00
7	NFW-226	Field work	Non Teaching Credit Course	-	-	-	2.00
8	BCP 241	Advanced Communication II	Value Added Course	1	-	-	1.00
9	BSP 243	Behavioural Science – II	Value Added Course	1	-	-	1.00
10	FLP 244	French	Value Added Course	2	-	-	2.00

Semester III

S. No.	Course Code	Course Title	Course Type	L	T	P	Credit Units
1	PSY-321	Organisational Development: Change and Intervention Strategies	Specialisation Elective Course	2	1	-	3.00
2	PSY-322	Psychology of Human Strength	Specialisation Elective Course	3	1	-	3.00
3	PSY-323	Basics of Neuropsychology	Core Courses	2	1	-	3.00
4	PSY-324	Positive Interventions in Health	Specialisation Elective Course	2	1	-	3.00
5	PSY-325	Positive Psychology and Well Being	Specialisation Elective Courses	2	1	-	3.00
6	PSY-326	Psychological Practices in Organisation and Corporate Social Responsibility	Specialisation Elective Course	2	1	-	3.00
7	PSY-327	Occupational Stress Management	Specialisation Elective Course	2	1	-	3.00
8	PSY-328	College and Career Counselling	Specialisation Elective Course	2	1	-	3.00
9	PSY-329	Organisational Psychology and Employee Counselling	Core Course	2	1	-	3.00
10	NTT-325	Treatise	Mandatory Course	2	1	-	3.00
11	NSP-320	Summer Internship(Evaluation)	Non Teaching Credit Course	-	-	-	4.00
12	BCP 341	Advanced Communication II	Value Added Course	1	-	-	1.00
13	BSP 343	Behavioural Science – II	Value Added Course	1	-	-	1.00
14	FLP 344	French	Value Added Course	2	-	-	2.00

Semester IV

S.No.	Course Code	Course Title	Course Type	L	T	P	Credit Units
1	PSY-421	Developmental and Educational Psychology	Core Course	2	1	-	3.00
2	PSY-422	Applied Social and Interpersonal Psychology	Core Courses	2	1	-	3.00
3	PSY-423	Family and Marital Therapy	Specialisation Elective Course	2	1	-	3.00
4	PSY-424	Psychology of Consciousness	Specialisation Elective Courses	2	1	-	3.00
5	PSY-425	Emotions and Implications	Specialisation Elective Course	2	1	-	3.00
6	PSY-426	Psycho-Oncology	Specialisation Elective Course	2	1	-	3.00
7	PSY-420	Psychology of Power	Specialisation Elective Courses	2	1	-	3.00
8	PSY-428	Workplace Diversity - Employee Coaching and Well Being	Specialisation Elective Course	2	1	-	3.00
9	PSY-429	Consumer Psychology	Specialisation Elective Course	2	1	-	3.00
10	NMP-420	Dissertation	Non Teaching Credit Course	-	-	-	8.00
11	PSY-427	Spirituality and Positive Growth	Specialisation Elective Course	2	1	-	3.00
12	BCP 441	Advanced Communication II	Value Added Course	1	-	-	1.00
13	BSP 443	Behavioural Science – II	Value Added Course	1	-	-	1.00
14	FLP 444	French	Value Added Course	2	-	-	2.00



Course structure: Cognitive Psychology - Course Code: PSY-121

Course Title: Cognitive Psychology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-121

Course Objectives:

- The objective of this course is to study the concept of cognition and its application in cognitive psychology.
- This will facilitate the students develop the cognitive skills in themselves and others.

Pre-requisites: The students must possess fair understanding of biological and cognitive function of brain

Course Contents/Syllabus:	Weightage
Module I: Historical Background	10%
<ul style="list-style-type: none">▮ Psychophysical approach▮ Information processing approach▮ Ecological Approach▮ Contemporary Cognitive Psychology▮ Consciousness Processes	
Module II Attention	15%
<ul style="list-style-type: none">▮ Capacity and Attention▮ Theories of Attention▮ Neuropsychological architecture of attention	
Module III Perception	15%
<ul style="list-style-type: none">▮ Perceptual learning and development▮ Perception of shape, space and movement▮ Implicit perception and sensory integration theory▮ Weiner's theory of attribution.	
Module IV Learning	15%
<ul style="list-style-type: none">▮ Major types of learning: Classical conditioning, Instrumental conditioning, Verbal learning▮ Theoretical issues of learning	
Module V :Memory & Forgetting	15%
<ul style="list-style-type: none">▮ Sensory memory, STM, LTM, Working memory▮ Metamemory; Semantic & episodic Memory▮ Models of Semantic knowledge▮ Theories of forgetting▮ Mnemonics	
Module VI: Thinking and Concept Formation	15%
<ul style="list-style-type: none">▮ Concept formation and categorization▮ Judgment and Decision-making▮ Reasoning & Problem solving▮ Creativity	
Module VII: Language Formation	15%
<ul style="list-style-type: none">▮ Structure of language and its acquisition▮ Speech perception▮ Limitations▮ Chomsky's Language development theory	

Student Learning Outcomes:

- ▮ Getting theoretically and practically oriented to concepts of attention, perception, memory, learning, thinking, concept formation, language formation.
- ▮ Analyze each situation rationally and take decisions better and faster than others.
- ▮ Comprehend the role of mental processing in day today life and solving problems.
- ▮ Identify the building blocks that enable a student to identify one 's strengths and weaknesses so that they can further help others in doing so.

Pedagogy for Course Delivery:

The teaching would include Lectures, presentations, group discussions, and case studies from relevant areas of study.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:**Text:**

- ▮ Solso, R.L.,(2004), Cognitive Psychology, 6th ed.; Delhi: Pearson Education

References:

- ▮ Ittyearh, M., &Broota, K.D. (1983). Inter and Intra Model Processing of Sensory-Specific Information. *Perceptual and Motor Skills* 56. 507-517
- ▮ Mark, L.E. (1978). *Unity of the senses*. London: Academic Press
- ▮ Newell, A., & Simon H. (1972). *Human Problem solving*; NJ: Prentice Hall.
- ▮ Posner, M. (Ed.) (1989). *Foundations of cognitive science*. London: MIT Press
- ▮ Rock, I. (1995). *Perception*; NY: Scientific American
- ▮ Sen, A. (1983). *Attention and distraction*; ND: Sterling
- ▮ Baddeley, A.D. (1997). *Human memory*; Washington: Psychology Press.
- ▮ Crowder, R.G. (1976). *Principles of learning and memory*; NY: Lawrence Erlbaum.
- ▮ Demjber, & Warm, J.S. (1979). *Psychology of perception*; NY: Holt
- ▮ Gardner, H. (1985). *The mind's new science: A history of the cognitive resolution*; Cambridge Mass: Bert Books
- ▮ Sen, A.K. &Pande, P. (Eds.) (1998). *Current issues in cognitive psychology*, Delhi Campus
- ▮ Wilhit, S.C., & Payne, D.E. (1992). *Learning and Memory: The Basis of Behaviours*; Needham Heights, Mass: Allyn and Bacon



Course structure: Research Methodology in Psychology - Course Code: PSY-122

Course Title: Research Methodology in Psychology

Credit Units: 4

Course Level: PG Level

Course Code: PSY-122

Course Objectives:

- To introduce the basic principles of Research Methodology.
- To discuss in-detail the sampling, data collection, analysis of data and report writing
- To equip students with skills of various methods and techniques for scientific conduct of social science research

Pre-requisites: The students must possess fair understanding of Basics of research methodology

Course Contents/Syllabus:	Weightage
Module I: Introduction to Research Methodology	15%
<ul style="list-style-type: none"> ▮ Introduction to research methodology in social sciences ▮ Objectives of social scientific research ▮ Steps in research(including synopsis and report writing) ▮ Double blind procedures. ▮ Research Design: experimental and Non – experimental, quasi-experimental design, cross- sectional. ▮ Types of research: Experimental research; Survey research; Ex-post-facto research, Case study and research based on documentation 	
Module II: Problem, Hypotheses and Research Design	15%
<ul style="list-style-type: none"> ▮ What is a Research Problem? , Selecting the Problem ,Necessity of Defining the Problem Technique Involved in ▮ Defining a Problem Hypothesis: definition, concept and types ▮ Research design in exploratory, descriptive and casual research 	
Module III: Sampling	20%
<ul style="list-style-type: none"> ▮ Concept, definition, Steps in Sampling Design, Criteria of Selecting a Sampling Procedure ▮ Characteristics of a Good Sample Design, ▮ Different Types of Sample and Sample Designs 	
Module IV:Tools in data collection	20%
<ul style="list-style-type: none"> ▮ Case study ▮ Survey ▮ Rating Scale ▮ Observation ▮ Interview ▮ Standardized psychometric tools 	

Module V: Reliability, Validity and Tool Construction	20%
<ul style="list-style-type: none"> ▮ Concept of reliability and types ▮ Concept of validity and types ▮ Steps in tool construction ▮ Item difficulty, Item discrimination ▮ Norm development 	
Module VI: Qualitative Research	10%
<ul style="list-style-type: none"> ▮ Difference between qualitative and quantitative Research ▮ In-depth interviewing, case study, Ethnography, grounded theory, focus group, conversation analysis. ▮ Content analysis and Thematic Analysis 	

Student Learning Outcomes:

- ▮ On completion of the course the student will be able to understand, participate and conduct various steps involved in research.
- ▮ Differential understanding of appropriate techniques to be used in various types of scientific research in social sciences.

Pedagogy for Course Delivery: Lecture, Case presentation, Audio-visual

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Texts:

- ▮ Kerlinger, F. (1983), Foundations of Behavioural Research, Surjeet Publications, Delhi

References:

- ▮ Katz, and Kahn, (1979). Research in Behavioural Sciences, Methuen, USA
- ▮ Smith, Jonathan, A. (Ed.) (2003) – Qualitative Psychology: A Practical Guide to Research Methods, Sage Publications.



Course structure: Personality Theories - Course Code: PSY-123

Course Title: Personality Theories

Credit Units: 3

Course Level: PG Level

Course Code: PSY-123

Course Objectives:

- This course enables students to become familiar with the major theories and traditions related to the study of personality and personal growth.
- It further enables the student to articulate the underlined themes, methodology and assumption of each theory to enhance understanding of personality and behaviour.

Pre-requisites: The students must possess fair understanding of major personality theory

Course Contents/Syllabus:	Weightage
Module I: Introduction to Personality	
<ul style="list-style-type: none"> ▮ Nature of personality theory: Present status ▮ Theory in Broader perspective ▮ Grouping among theories: Different perspectives on personality 	10%
Module II: The Dispositional Perspective	
<ul style="list-style-type: none"> ▮ Type and trait approaches to personality ▮ Allport, Cattell & Eysenck. ▮ Alternative Five factor Model. 	20%
Module III: Psychoanalytic Approach	
<ul style="list-style-type: none"> ▮ The Freudian Theory of personality ▮ Topographic model, structural model. ▮ Instincts, tension reduction; defense mechanism 	20%
Module IV: The Neo Analytic Theory	
<ul style="list-style-type: none"> ▮ Alfred Adler: Striving for superiority; parental influence on personality development, birth order ▮ Carl Jung: Collective Unconscious ▮ Erik Erikson: Concept of Ego, Stages of Personality Development ▮ Harry Stock Sullivan: Personifications 	20%
Module V: Humanistic & Phenomenological Perspectives:	
<ul style="list-style-type: none"> ▮ Maslow's Hierarchy of Motives ▮ Existential Psychology 	15%
Module VI: Behavioural/ Cognitive approach	
<ul style="list-style-type: none"> ○ Skinners Radical Behaviours ○ Albert Bandura's Social-Cognitive theory 	15%

Student Learning Outcomes:

Illustrate various theories of personality.

Develop capability to apply knowledge of personality theories for self and societal growth

Pedagogy for Course Delivery: Lecture, Discussion, Audio Visual Aids, Case study, Psychological Training on personality assessment.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- ▮ Adams, D.P., (1990), An Introduction to Personality Psychology; New York: Harcourt brace & Javan vich.
 - ▮ Hall, C.S. & Lindzey, G. (1998), Theories of Personality; New Delhi: Wiley Eastern Ltd.
 - ▮ Feist, J. (1985), Theories of personality; New York, Holt Rineharat& Winston
- References:**
- ▮ Paranjpe, A.C. (1984), Theoretical Psychology, Meeting of East and West; New York, Penguin Press
 - ▮ Mairet, P. (1977), Existentialism & Humanism of J.P. Sartre; London, Methuen
 - ▮ Kuppuswamy, B. (1990), Elements of Ancient Indian Psychology; Delhi: Konark publishers
 - ▮ Allport, G.W. (1996), Pattern in Growth in Personality; New York: Holt Rinechart& Winton
 - ▮ McClland, D.C. (1951), Personality; New York: Holt Rinechart& Winston.
 - ▮ Cambridge, M.A. (1982) The Evolving Self Problem and Process in Human Development; New York: Harvard University Press
 - ▮ Monte, F.E. (1977) Beneath the Mask-An Introduction to Theories of Personality; New York: Prager.
 - ▮ Allport, G.W.(1961), Pattern & Growth in personality; New York; Halt
 - ▮ Hall, G.S. & Lindzey, G.(1985), Theories of Personality (3rd ed.). New Delhi; Wiley Eastern,.
 - ▮ Eysenck, H.J. (1981), Model of Personality. New York: Springer & Verlog.
 - ▮ Cattell, R.B. & Klings, P.(1977), The scientific analysis of Personality & Motivation: London Academic Press



Course structure: Philosophical Foundations in Psychology-Course Code: PSY-124

Course Title: Philosophical Foundations in Psychology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-124

Course Objectives:

- The objective of this course is to give an exposition to the philosophical background to psychology and the development of the discipline from the various schools of philosophy

Pre-requisites: The students must possess fair understanding of basic concept philosophy

Course Contents/Syllabus:	Weightage
Module I - Introduction to Philosophy of Psychology & Indian Philosophy	
Focus on UnusMundus Materia Prima, Psyche, Universal Indian Philosophy	20%
Module II- Greek Philosophy & Medieval Philosophy	
Pre-Socratic Philosophers Socrates, Plato and Aristotle Patristic Philosophy – Focus on Augustine, Scholastic Philosophy – Focus on Aquinas	20%
Module III Modern Philosophy Including Existential Philosophy & Logic	
Modern Philosophy Including Existential Philosophy Logic	20%
Module IV - Schools of psychology	
Structuralism Functionalism Gestalt Psychoanalysis Behaviourism	20%
Module V- Forces	
Humanistic Transpersonal Spiritual	20%

Student Learning Outcomes:

- Analyzing the history and development of psychology as a discipline through a discussion of various schools in psychology.
- Employing reasoning and logic that further leads to ability to contribute new perspectives to the field.
- Defining the different perspectives of Indian schools of Psychology

Pedagogy for Course Delivery:

The class will be taught using theory and case based method. In addition to assigning the application based teaching through lectures, , tutorial and field assignment .

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- ▮ Radhakrishnan, S. (2003). Indian Philosophy, Vol. 1 & 2. New Delhi; Oxford University Press.
- ▮ Pojman, L. (2002). Philosophy, Quest for Truth. New York; Oxford University Press.

Any other Study Material:

- ▮ Sorley, W.R. (1999). A History of Philosophy. New Delhi; Omsons Publications.
- ▮ Cunningham, G.W. (1999). Problems of Philosophy. New Delhi; Omsons Publications.
- ▮ Angermeier, W.F. (1984). The Evolution Of Operant Learning and Memory, A Comparative Ethological Psychology
- ▮ Brennan, J.F., (1982) History of Modern Psychology.



Course structure: Heath Psychology - Course Code: PSY-125

Course Title: Heath Psychology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-125

Course Objectives:

- This course will provide each student to explore many ways in which psychological theory can impact on health, health behavior and health care systems. With a particular focus on how to promote health across a range of settings this course will be relevant for students who want to work in health settings.
- The course will provide an insight into how psychology can be used to understand important health issues for example – patient adjustment to chronic illness, how to motivate patients to change their health-related behavior or how lifespan influences shape our health beliefs and behaviors.

Pre-requisites: The students must possess fair understanding of mind body relationship

Course Contents/Syllabus:	Weightage
Module I - Introduction to Health	
Historical perspective on Health & Illness, Mind-Body Issue in Health, Models of Health Behavior. <ul style="list-style-type: none"> ▮ Introduction to Health ▮ Individual difference in health behavior ▮ Goals of Health Psychology ▮ Introduction to Medical Psychology ▮ Concept of Behavioral Medicine ▮ Psychosomatic medicine ▮ Sociology of Health and Illness ▮ Mind- Body relationship ▮ Socio cultural Model of Health ▮ Health and Ill Health ▮ Personal Control Model of Health 	20%
Module II- Social Support and Health	
Factors for Personality & Health Link, Types of Social Support, Link between social support & Health, Cross Cultural Images of Health. <ul style="list-style-type: none"> ▮ Illness and Personality ▮ Physiological Mechanisms Vs Health Behavior ▮ Various types of personality dealing with Health ▮ Introduction to Social Support ▮ Types of Social Support ▮ Social Support for People suffering with various health problems ▮ Perception of Health in different cultures ▮ Limitations of Health in various cultures ▮ Motivating Healthy Behavior in patients 	20%
Module III Life Style Disorders	

Coronary Heart Disease, Hypertension, Cancer, and Diabetes: Overview, Implications & Pain Management <ul style="list-style-type: none"> ▮ Introduction to all the lifestyle disorders ▮ Types of Lifestyle Disorders ▮ Psychological Interventions for Lifestyle Disorders ▮ Adaptation to any lifestyle disorder ▮ Caring for someone having any lifestyle disorder ▮ Lifestyle Management techniques ▮ Pain Management ▮ Introduction to Pain Management 	20%
<ul style="list-style-type: none"> ▮ Types of Pain ▮ Theories of Pain ▮ Psychological Aspect of Pain ▮ Pain Management Techniques 	
Module IV - Health Enhancing Behavior	
Dimensions & Coping with Stress, Improving Health & Well Being, Enhancing Support. <ul style="list-style-type: none"> ▮ Introduction to Stress ▮ Types of Stressors ▮ Symptoms of Stress ▮ Relationship between Psychological and Physiological Health ▮ Stress coping Strategies ▮ Attaining complete well being 	20%
Module V- Health Behavior Modification	
Cognitive Behavioral approach, Relapse Prevention, Attitude & Health-Belief Model <ul style="list-style-type: none"> ▮ Introduction to all the techniques for health modification ▮ Introduction to trans theoretical model of health ▮ Theory of planned behavior ▮ Health Belief Model. ▮ Application of each model in detail 	20%

Student Learning Outcomes:

- ▮ Analyzing Historical perspective on Health & Illness
- ▮ Introduction on how theoretical and empirical findings are applied to improve the lives and development of individuals and groups with the help of health psychology.
- ▮ Analyze and critically evaluating fundamental issues, arguments, and points of view in health psychology

Pedagogy for Course Delivery: The class will be taught using theory and case based method. In addition to assigning the case studies, the course instructor will spend considerable time in making the students learn different approaches to health and application of psychology in health issues.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- ▮ Luria, A.R. (1966), Higher cortical functions in man, New York, basic books.
- ▮ Hecaen, H. and Albert, M.L. (1978), Human Neuropsychology, New York, John Wiley and Sons.

Any other Study Material:

- ▮ Lhermitte, F. (1986) Human Autonomy and the Frontal Lobes. Part II: Patient Behaviour in complex and social situation: The “Environmental Dependency Syndrome”. *Annals of Neurology*, 19, 335- 343.
- ▮ Strub and Black “Neuro-behavioural Disorder”
- ▮ Taylor, SE (1986) *Health Psychology* Random House, New York



Course structure: Applied Behavioural Analysis-Course Code: PSY-126

Course Title: Applied Behavioural Analysis.

Credit Units: 3

Course Level: PG Level

Course Code: PSY-126

Course Objectives:

- In this course students will learn about the basic principles of learning that govern human behavior as well as how these principles can be applied in various settings
- To help individuals reach their maximum potential. Students will also learn how to measure and analyze behavior in order to evaluate learning.

Pre-requisites: The students must possess fair understanding of basic learning theories

Course Contents/Syllabus:	Weightage
Module I Introduction to Applied Behaviour Analysis	10%
<ul style="list-style-type: none">▮ A basic introduction to behavior analytic principles▮ Definitions▮ Characteristics▮ Processes▮ Concepts	
Module II Theoretical Perspectives	25%
<ul style="list-style-type: none">▮ Selectionism (phylogenic, ontogenic, cultural)▮ Determinism▮ Empiricism▮ Parsimony ▮ Pragmatism▮ Radical behaviorism▮ Methodological behaviorism▮ Structuralism	
Module III Acquisition and Analysis of Behaviour	25%
<ul style="list-style-type: none">▮ Shaping▮ Prompting and transfer of stimulus control▮ Behavioral chaining▮ Behavioral skills training▮ Conceptual analysis of behavior▮ Experimental analysis of behavior,▮ Applied behavior analysis▮ Behavioral technologies	
Module IV Behavior Analysis Interventions	20%
<ul style="list-style-type: none">▮ Habit Reversal▮ Behavioral Contracts▮ Token Economies▮ Fear/Anxiety Reduction▮ Cognitive Behavior Modification	
Module V Ethical Issues	20%
<ul style="list-style-type: none">▮ Behavioral assessment▮ Selecting behavioral outcomes▮ Selecting behavioral strategies▮ Ethical and professional standards issues relevant to the practice of behavior analysis	

Student Learning Outcomes:

- ▮ Describe the history and defining features of applied behavior analysis.
- ▮ Describe the goals and methods of research in applied behavior analysis.
- ▮ Identify, explain, and apply basic behavior analytic principles.
- ▮ Describe behavior change procedures and their relationship to basic behavioral principles.
- ▮ Describe the functional model of intervention selection and application.

Pedagogy for Course Delivery:

A lecture and discussion format will be used. Chapters and readings will be assigned for each class. Lectures will supplement the reading material or will present new information related to, but not contained in, the readings.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

Cooper, J. O., Heward, W. L., & Heron, T. E. (2007). Applied Behavior Analysis. Pearson Education.

Miltenberger, R.G. (2012). Behavior Modification (5th Ed.). Belmont, CA: Wadsworth/Thomson Learning



Course structure: PSYCHOLOGY ADVANCED PRACTICAL I - Course Code: PSY-120

Course Title: PSYCHOLOGY ADVANCED PRACTICAL I

Credit Units: 2

Course Level: PG Level

Course Code: PSY-120

Course Objectives:

- This course will provide each student with an exposure to the general concepts of psychology through experimentation and testing. Every student is expected to perform and write any 6 practical's each out of the following options.

Pre-requisites: The students must possess fair understanding of psychometric assessment

Course Contents/Syllabus :	Weightage
<p>List of Experiment</p> <ul style="list-style-type: none"> ▮ Personality Assessment NEO-PI ▮ WAPIS ▮ Employee Motivation Scale ▮ Advanced Progressive Matrices (APM) ▮ Personal Value Questionnaire ▮ Job Satisfaction Scale ▮ Practicing Wisdom Scale ▮ Sentence Completion Test 	100%

Student Learning Outcomes:

- ▮ Ability to administer, analyze and interpret results from various psychological tools.
- ▮ Expanded knowledge of various assessment procedures

Pedagogy for Course Delivery:

The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical(%)	End Term Examination
30%	70%	100%

Lab/Practical Assessment:

Continuous Assessment/Internal Assessment			End Term Examination
Components	Practical File	Attendance	
Weightage	25%	5%	70%



Course structure: Observational Study - Course Code: NOS-127

Course Title: Observational Study

Credit Units: 2

Course Level: PG Level

Course Code: NOS-127

Course Objectives:

- To enable the students with the practical exposure in the area of mental health, this in turn will be the pathway to their personal and professional training.
- To develop skill to establish therapeutic communication with the psychiatric/ non psychiatric population.
- To be able to use psychological theoretical knowledge in to clinical settings.
- To be able to develop report writing skills.

Duration: Four Months (Aug. – Nov.)

Methodology:

Students get opportunity in clinical Institutes e.g. Mental Hospital, NGOs and clinics. They will be guided by an internal and external supervisor. Students will submit at least one case study at the end of semester. **Examination Scheme:**

Internal Faculty Interaction	20 Marks
Feedback from External Supervisor	20 Marks
Viva Voce	30 Marks
Report Writing	30 Marks
Total	100 Marks



Course structure: Applied Positive Psychology - Course Code: PSY-221

Course Title: Applied Positive Psychology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-221

Course Objectives:

- To enable students to understand in depth, the theory and research related to Positive Psychology
- To equip students with skills to develop the use of different aspects of Positive Psychology in themselves and others in everyday life.

Pre-requisites: The students must possess fair understanding of basic concept of positive psychology

Course Contents/Syllabus:	Weightage
Module I Introduction to Positive Psychology	20%
Historical back ground, Various Perspectives, Basic Concepts	
Module II Psychological Testing in Positive Psychology	20%
Importance of assessment in positive psychology Ethical Issues Areas of Assessment (Optimism, Life Satisfaction, Gratitude, Happiness, Strength, Motivation, Close relationships, Attachment)	
Module III Research Methods and Evaluation	20%
Assessment of positive emotions, character strengths, and meaning in life. Reliability and Validity	
Module IV Approaches in Individual and Positive Psychology	20%
Emotion-Focused Approaches Self- Based/Narrative Approaches Behavioural Approaches Cognitive Approaches Interpersonal Approach	
Module V Positive Interventions	20%
Theoretical, empirical, and experiential nature of positive interventions	

Student Learning Outcomes:

- o Develop insight into the traits, virtues, motives to facilitate happiness.
- o Understanding basic principles and terminologies in positive psychology.
- o Apply experimental nature of positive interventions

Pedagogy for Course Delivery: The class will be taught using theory and case-based method. In

In addition to assigning the case studies, the course instructor will create learning environments that encourage positive social interaction, active engagement in learning, interventions and self-motivation so that the students recognize, participate in, and contribute to positive psychology in professional domains.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Goleman & Daniel, Emotional Intelligence
- C. R. Snyder, Shane J. Lopez, The Handbook of Positive Psychology
- C. R. Snyder, Shane J. Lopez, Positive Psychology: The Scientific and Practical Explorations of Human Strengths
- Rich Gilman, Michael Furlong, E. Scott Huebner, A Handbook of Positive Psychology in Schools
- Ilona Boniwell, Positive Psychology in a Nutshell
- Seligman Martin : Authentic Happiness Frankl, Victor : Man’s search for meaning
- Positive Psychology: Baumgardner and Crothers



Course structure: Statistics & Qualitative Analysis - Course Code: PSY-222

Course Title: Statistics & Qualitative Analysis

Credit Units: 4

Course Level: PG Level

Course Code: PSY-222

Course Objectives:

- This course would help students understand basic concepts of statistics and qualitative techniques as applied to psychology.

Pre-requisites: The students must possess fair understanding of basic concept of statistical methods

Course Contents/Syllabus:	Weightage
Module I: Introduction	20%
Data: definition, nature, characteristics and analysis of data	
Parametric and non-parametric statistics (Chi Square)	
Descriptive statistics and inferential statistics	
Quantitative and Qualitative data analysis	
Module II: Hypothesis testing	20%
Z test, t test, one way and two way ANOVA	
Module III: Correlation	20%
Meaning, types: parametric, non-parametric and special correlation(Phi Co-efficient)	
Module IV: Regression	20%
Meaning, types: simple linear and hierarchical correlation	
Module V: Introduction to Qualitative analysis	20%
Content analysis, narrative analysis, grounded theory	

Student Learning Outcomes:

- Analyze the basic concept of statistics in psychology
- Explore parametric and non parametric statistical analysis
- Illustrate hypothesis testing
- Apply qualitative data analysis

Pedagogy for Course Delivery: Lecture, Discussion, Audio Visual Aids

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Garrett, H. E. Statistics in Psychology and Education. India: Cosmo Publication
- Bear, G., King, & Minium, E. W. (1970). Statistical Reasoning In Psychology And Education. India
- Strauss, A.L. (1987). Qualitative Analysis for Social Scientists. Cambridge University Press



Course structure: Psychological Assessment & Diagnosis - Course Code: PSY-223

Course Title: Psychological Assessment & Diagnosis

Credit Units: 3

Course Level: PG Level

Course Code: PSY-223

Course Objectives:

- The course teaches the students about the objectives, characteristics and wide-ranging effects of psychological testing.
- It further describes the various testing methodologies and outlines capabilities and limitations of these testing methods.

Pre-requisites: The students must possess fair understanding of psychometric assessment

Course Contents/Syllabus:	Weightage
Module I Introduction	25%
Purpose of testing, types of test used, Bias & Fairness	
Ethical Issues in Psychological Testing	
Overview of Tests	
Norms, Scoring Interpretation and Report Writings	
Issues in measurement Emerging trends of online testing	
Module II Cognitive functions and their assessment	20%
Concept of Attention,	
Knox Cube Test	
PGI Memory Scale	
Cognitive Style Inventory	
Intelligence Tests Bhatia Battery Weschler's Adult Performance Intelligence Scale Raven's Progressive Matrices	
Module III Personality and Interpersonal Adjustment	10%
Cattell's 16 Personality Factor Inventory	
California Q-Sort Tests	
Myers Briggs Type Indicator (MBTI)	
Minnesota Multiphasic Personality Inventory EPQ (R)	
Module IV Aptitude Tests	10%
Introduction to Interest Inventories Differential Aptitude Test	
Module V Projective Tests	25%
Introduction to projective test	
Sentence Completion Test	
Thematic Apperception Test Rorschach Inkblot Test	

Student Learning Outcomes:

- ▮ Develop capabilities of assessment of tools, methodologies and testing procedures.
- ▮ Demonstrate ability to handle ethical concerns surrounding psychological testing
- ▮ Apply the learning of test conduction and report generation in real life setting
- ▮ Demonstrate the ability to handle psychological assessment

Pedagogy for Course Delivery: The course would be an eclectic mix of theory and administration of psychometric tools. The theory of tool development would be followed by applications of the tools in various testing scenarios.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

Freeman, F. S., (1965), Theory and Practice of Psychological Testing; New Delhi: Oxford & IBTT.

References:

- ▮ Jackson C., (1998), Understanding Psychological Testing; Jaico Publishing House.
- ▮ Anastasi A. & Urbina S. (2000), Psychological Testing, 7th Edition; Person Education (Singapore) Pte. Ltd.,
- ▮ Guilford J.P.: Psychometric Methods.



Course structure: Applied Counselling Psychology- Course Code: PSY-224

Course Title: APPLIED COUNSELLING PSYCHOLOGY

Credit Units: 3

Course Level: PG Level

Course Code: PSY-224

Course Objectives:

- The course offers good progression to those seeking to attain a accredited counsellor status and further enhance their functional role at work and in a personal capacity.

Pre-requisites: The students must possess fair understanding of basic counselling approach

Course Contents/Syllabus :	Weightage
Module I Foundation: The Art and Science of Helping	20%
<ul style="list-style-type: none"> ▮ Meaning, purpose and goals of counselling with special reference to India ▮ Difference between Counseling & other associated helping professions (psychotherapy, psychiatry, social work, guidance etc.). ▮ Professional and Ethical issues in Counselling. ▮ Counselor as a person: Personal characteristics; a composite model of human effectiveness, role of self-awareness in counselling. ▮ The Counselors Values and Ethical Principles: Influences of counsellor's values on clients, values; importance of valuing human freedom. ▮ Role and Function of the Counselor: Definition of 'Role'; Generic roles; organizing roles & functions. Influence of setting the dynamic nature of role development. 	
Module II Counselling Process	10%
<ul style="list-style-type: none"> ▮ Counselling relationship. ▮ Counselling interview education and training of the counsellor. 	
Module III Theories and Techniques of Counselling: Psychodynamic Approaches	10%
<ul style="list-style-type: none"> ▮ Freudian ▮ Neo Freudian ▮ Modern 	
Module IV :Humanistic Approach	10%
<ul style="list-style-type: none"> ▮ Existential ▮ Client Centered 	
Module V Cognitive Approach	10%
<ul style="list-style-type: none"> ▮ Rational emotive ▮ Transaction analysis 	
Module VI Behavioral Approaches	20%
Descriptors/Topics	
<ul style="list-style-type: none"> ▮ Operant conditioning ▮ Behavior Modification ▮ Indian approaches to counseling: Triguna Model 	
Module VII Basic Counselling Skills	

<p>Descriptors/Topics</p> <ul style="list-style-type: none"> ▮ Using basic counselling skills to organize and interview, setting goals for counselling ▮ Empathy, Facilitation & Exploratory Skills, Offering challenges and feedback, skills of confrontation, Self-disclosure by counsellor – when and how ▮ Managing resistance and other obstacles in counselling. ▮ Skills of closure and terminating 	10%
Module VIII Counselling Applications	
<p>Descriptors/Topics</p> <ul style="list-style-type: none"> ▮ Child Counselling ▮ Family Counselling ▮ Counselling in School ▮ Career Counselling Alcohol & Drug Abuse ▮ Group Counselling ▮ Crisis Intervention Counselling ▮ Indian Contribution – Yoga & Meditation 	10%

Student Learning Outcomes: Student will be able to:

- ▮ Evaluate counseling & other associated helping professions.
- ▮ Formulate new techniques to apply in natural settings.
- ▮ Analyze the roles and responsibilities of a trained counselor coupled with skills based knowledge of various helping models.

Pedagogy for Course Delivery: Through lecture, role-play, video feedback and the use of creative (expressive) arts, students are provided an in-depth experience in skill development using individual and small group counseling and therapy.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- ▮ Patri, V., & Anthors R. (2001), Counseling Psychology, Press, New Delhi.

References:

- ▮ Nelson R. Jones, (2003), Basic Counselling Skills; Sage Publication, London.
- ▮ Gerald C. (2001), Case Approach to Counselling Psychology; Brooks/Cole, Australia.
- ▮ Crouch a. (1997), Inside Counselling; Sage Publication, London.
- ▮ Ivey A.E. & Ivey M.B., (1999), Intentional Interviewing & Counselling, 4th Edition.
- ▮ Woolfe R. & Dryden W. (2001) Handbook of Counselling Psychology; Sage Publication, London.



Course structure: Psychopathology-I - Course Code: PSY-225

Course Title: Psychopathology-I

Credit Units: 3

Course Level: PG Level

Course Code: PSY-225

Course Objectives:

- The students will understand signs and symptoms of psychopathology.
- Students will be able to assess the symptoms, nature, causes and dysfunctions associated with these disorders and discuss the intervention programs with regard to the goals of therapy. It also discusses new age psychological disorders.

Pre-requisites: The students must possess fair understanding of abnormal psychology

Course Contents / Syllabus:	Weightage
Module I Introduction to Psychopathology	20%
Concept and History of mental illness, Terms and concepts used in Psychopathology, Description of Symptoms and Signs, Organizing principles of classification (Organic and functional; Neurosis and Psychosis; Categories, dimensions, and multiple axes; Hierarchies of diagnosis; Comorbidity), Current Psychiatric Classifications, i.e., DSM-V & ICD-10.	
Module II Anxiety disorders	20%
Classification of anxiety disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Generalized Anxiety Disorder and Social Anxiety Disorder (Social Phobia) and specific phobias, Panic Disorder, Panic Attack and Agoraphobia	
Module III Schizophrenia spectrum and other psychotic disorders	20%
Classification of psychotic disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Schizophrenia, Schizoaffective Disorder, Catatonia, Schizophreniform Disorder, Schizotypal (Personality) Disorder, Delusional Disorder, Brief Psychotic Disorder	
Module IV Depressive disorders	20%
Classification of Depressive disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia), Premenstrual Dysphoric Disorder	
Module V Bipolar and related disorders	10 %
Classification of Bipolar disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Bipolar I Disorder, Bipolar II Disorder, Cyclothymic Disorder	
Module VI New Age Psychological Disorders	10%
Skin Picking, Temper tantrums, Hoarding disorder, Gambling disorders, Internet Gaming Disorder	

Student Learning Outcomes:

- ▮ Identify different types of anxiety and mood disorders, their clinical picture and management
- ▮ Analyse Impact of socio-occupational & personal functioning.
- ▮ Formulate the case with the help of psychological testing.
- ▮ Plan Therapeutic programs for management based on goals of therapy

Pedagogy for Course Delivery:

- ▮ Theory classes using lecture & discussion mode
- ▮ Power point presentations including videos
- ▮ Assigning students task of collecting researches/case studies relevant to each topic in current times & then having an interaction based discussion in the class

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text References:

- ▮ Carson, R.C., Butcher, J.N. & Coleman, J.C. (1988). Abnormal psychology and modern life (8th ed.). Glenview, Illinois: Scott, Foreman & Co.
- ▮ Carr, A. (2001). Abnormal Psychology. Psychology Press.
- ▮ Davison, G.C., & Neale, J.M. (1986). Abnormal psychology: An experimental clinical approach. New York: John Wiley & Sons.
- ▮ Eysenck, H.J. (2005). Handbook of Abnormal Psychology. Pitman Medical Publishing Co. Ltd., London.
- ▮ Griez, Eric J. L., Faravelli, Carlo, Nutt David & Zohar Joseph (2002) – Anxiety Disorders – An Introduction to Clinical Management and Research, John Willey & Sons Inc, USA.



Course structure: Psychology-Advanced Practical II - Course Code: PSY-220

Course Title: PSYCHOLOGY-ADVANCED PRACTICAL II

Credit Units: 3

Course Level: PG Level

Course Code: PSY-220

Course Objectives:

- This course will provide each student with an exposure to the general concepts of psychology through experimentation and testing.
- Every student is expected to perform and write any 6 practical's each out of the following options

Pre-requisites: The students must possess fair understanding of Psychological Assessment

Course Contents/Syllabus :	Weightage
<p>List of Experiment</p> <ul style="list-style-type: none"> ▮ MBTI ▮ Eysenck's Personality Questionnaire-R (EPQ-R) ▮ TAT ▮ Comprehensive Interest Inventory ▮ Organization Climate Inventory ▮ Rorschach Inkblot Test ▮ Leadership Preference Scale ▮ Bell's Adjustment Inventory 	100%

Student Learning Outcomes:

- ▮ Ability to administer, analyze and interpret results from various psychological tools.
- ▮ Expanded knowledge of various assessment procedures

Pedagogy for Course Delivery: The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical(%)	End Term Examination
30%	70%	100%

Lab/Practical Assessment:

Continuous Assessment/Internal Assessment			End Term Examination
Components	Practical File	Attendance	
Weightage(%)	25%	5%	70%



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Field Work - Course Code: NFW-226

Course Title: Field Work.

Credit Units: 2

Course Level: PG Level

Course Code: NFW-226

Course Objectives:

- To enable the students with the practical exposure in their core area of interest (Corporate Sector, NGOs, Hospitals etc.), which in turn will be the pathway to their personal and professional training.
- It will also help students to develop report writing skills.

Duration: Four Months (Jan. - April) Methodology:

Students get opportunity in diversified Institutes e.g. Corporate Sector, Schools, NGOs and Hospitals. They will be guided by an internal and external supervisor. Students will submit their reports after **90 Hrs of Fieldwork (15 days ■ 6hrs per day)** with their supervised daily reporting, at the end of the academic year. **The days for fieldwork are Friday & Saturday.** The student will submit the Log Sheet to their internal supervisor on every Monday.

Examination Scheme:

Internal Faculty Interaction	20 Marks
Feedback from External Supervisor	20 Marks
Viva Voce	30 Marks
Report Writing	30 Marks
Total	100 Marks



Course structure: Organizational Development - Course Code: PSY-321

Course Title: Organizational Development

Credit Units: 3

Course Level: PG Level

Course Code: PSY-321

Course Objectives:

- Students will be able to learn about the problems within an organization and how different types of intervention will be required to deal with the problems encountered.
- The student learns organizational development and interventions and how a manager could act as an agent of change.

Pre-requisites: The students must possess fair understanding of concept of organizational relationship

Course Contents/Syllabus:	Weightage
Module I : Organizational Development	20%
<ul style="list-style-type: none"> ▣ Concept of OD: Definitions, values and assumptions ▣ Historical development of OD: ▣ Theoretical basis of OD: ▣ Characteristics of OD: ▣ Process of OD: OD cycle 	
Module II Organizational Change	16%
<ul style="list-style-type: none"> ▣ Concept of planned and unplanned change ▣ Models of change: ▣ Resistance to change: ▣ Mobilizing individuals and policy makers for change: role of change agents (managers). ▣ Action research approach to organizational change ▣ Process consultation approach to organizational change 	
Module III OD Interventions: An Overview	16%
<ul style="list-style-type: none"> ▣ Concept and definition: OD intervention and training ▣ Classification of OD interventions ▣ Issues and concerns in conducting effective OD intervention: Nuances of conducting an effective OD program, Skills of an OD consultant, Dynamics of the consultant client relationship, OD and political issues, creating an effective climate for OD initiatives. ▣ Milestones for OD: Handling current and future challenges- globalization, IT, and market economy, mergers and acquisitions, virtual organizations, diverse workforce, outsourcing, flexi work hours, OD and knowledge organizations, ▣ OD interventions: Indian scenario 	
Module IV: OD Interventions: Individuals, Interpersonal, and Team	16%
<ul style="list-style-type: none"> ▣ Encounter groups ▣ Coaching and mentoring ▣ Techniques used in team building: Role analysis technique, Force field Analysis 	
Module V: OD Interventions: Intergroup, Comprehensive, and structural	16%
<ul style="list-style-type: none"> ▣ Organizational mirror interventions ▣ Grid OD ▣ Total Quality Management ▣ Reengineering 	
Module VI: Strategic Management	16%
<ul style="list-style-type: none"> ▣ Strategic management: Strategic Planning and execution, Vision, Mission, action steps, evaluation and assessment. ▣ OD and strategic management 	

Student Learning Outcomes:

- ▮ Critically evaluate the theories and models applicable to organizational development and more generally to change management and apply them to a practical context.
- ▮ Critically assess the impact organizational development has on the management of human resources.
- ▮ Design and administer OD interventions

Pedagogy for Course Delivery: The class will be taught using theory and case based method.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Assessment Plan:

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- ▮ Dwivedi, R. S. (2000). Managing human resources: Personal management; SPS Press: N. Delhi.
- ▮ Haslam, S. A. (2002). Psychology in organization; Sage Publication: Thousand Oaks.
- ▮ Tosi, L.H., Mrero, N.P. Johr R. Rizzo (1999) Managing organizational behaviour; Oxford: Blackwell.
- ▮ Walton, J. (1999). Strategic human resource development; Prentice – Hall: London.
- ▮ Jaeger, A.M., & Kanungo, R.N. (Eds.) (1990). Management in developing countries; Toronto: McGraw-Hill.
- ▮ Jaeger, A.M., & Mendonca, M. (1994). Work motivation: Models for developing countries; ND: Sage.
- ▮ Khandwalla, P.N. (1990). Excellent management in the public sector: Cases and models; ND: Vision Books.
- ▮ Peters, T.J., & Waterman, R.M. (1982). In search of excellence; NY: Harper Row.



Course structure: Psychology of Human Strength - Course Code: PSY-322

Course Title: PSYCHOLOGY OF HUMAN STRENGTH

Credit Units: 3

Course Level: PG Level

Course Code: PSY-322

Course Objectives:

- To understand the concept of the psychology of human strength, how it develops over time and how it contributes to the development and maintenance of mental Health.
- To understand the role personality, emotions and spirituality play in the psychology of human strength and the clinical, political, social and economic implications in human strength development and promotion.

Pre-requisites: The students must possess fair understanding of fact of strength and thinking

Course Contents/Syllabus:	Weightage
Module I Strengths and Virtues	15%
Character Strengths and Virtues Meaning and Purpose	
Module II Flow and Well-being	20%
Flow and Well-being: The Positive Self Constructive Cognition, Personal Goals, Social Embedding of Personality Personality as an Agentic, Self-regulating system	
Module III Facets of Strength	20%
<ul style="list-style-type: none"> ▮ Hope, ▮ Luck, ▮ Optimism, ▮ Intelligence, ▮ Judgement, ▮ Perspective, ▮ Volition and Resilience 	
Module IV Emotional Intelligence	15%
<ul style="list-style-type: none"> ▮ Emotional Intelligence ▮ Harnessing Power ▮ Socio-emotional Intelligence to enhance Human Agency and Potential 	
Module V Creativity	15%
Creativity & Creative Thinking	
Module VI Wisdom	15%
Wisdom & Decision Making	

Student Learning Outcomes:

- ▮ The Students will be able to correctly describe the meaning of virtues and Character strength and their purpose in life.
- ▮ Insight into basic concepts that develop inner strength in human beings.
- ▮ Develop skills to enhance human functioning in society.

Pedagogy for Course Delivery: The class will be taught using theory and case based method. In addition to assigning the application based teaching , the course instructor will create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation by utilizing their personal skills & strengths for the well being of self & society

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- ▮ Coping with stress in a changing world by Blonna, Richard A
- ▮ Character Strengths and Virtues : A Handbook and Classification (Perteson)



Course structure: Basics of Neuropsychology - Course Code: PSY-323

Course Title: Basics of Neuropsychology.

Credit Units: 3

Course Level: PG Level

Course Code: PSY-323

Course Objectives:

- To introduce the basic principles of Neuropsychology.
- To discuss in-detail the nervous system and its command center – the brain.
- To equip students with skills to consider and rule out a neuropsychological origin of the psychopathology.

Pre-requisites: The students must possess fair understanding of basic concept of neuropsychology

Course Contents/Syllabus:	Weightage
Module I Introduction	
Understanding the concept of Neuropsychology The rationale for Neuropsychological evaluation Common problems with brain damage	15%
Module II Plasticity of Brain	
Neuropsychological aspect of plasticity of brain Cerebral cortex and lateralization / localization of functions	20%
Module III Frontal lobe and Temporal lobe Functions and Syndromes	
Regulatory functions; Attentional processes; emotions; memory and intellectual activity; language and motor Functions Special senses – hearing, vestibular functions and integrative functions; disturbances in learning and memory functions, time perception and consciousness. Executive dysfunctions, Memory and Motor impairments	30%
Module IV Parietal and Occipital Lobe Functions and Syndromes	
Sensory functions and body schema perception; agnosias and apraxias; disturbances in visual space perception; color perception; writing and reading ability.	15%
Module V Introduction to Neuropsychological Assessment and Rehabilitation	
Neuropsychological Assessment Bender Gestalt Test Benton's Visual Retention Test Principles of Rehabilitation Approaches to Rehabilitation Planning, process and outcome of cognitive retraining.	20%

Student Learning Outcomes:

1. Describe the nature and basic principles of neuropsychology.
2. Identify the brain's levels and structures, and summarize the functions of its structures.
3. Plan and Execute basic level assessments for organic origin of psychopathology

Pedagogy for Course Delivery:

1. Lectures
2. Demonstrations
3. Case Studies

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- ○ Neuropsychology, a clinical approach, Walsh K. (1994), Churchill Livingstone: Edinburgh.
- ○ Textbook of Medical Physiology, Guyton, A.C. Saunders Company: Philadelphia.
 - th
- Foundations of physiological psychology, 6 ed., Carlson, N.R. (2005). Pearson Education Inc: India. Fundamentals of human neuropsychology, Kolb, B.I. Freeman & Company: NY.
- Handbook of Cognitive Neuroscience, Gazzaniga, M. S. (1984). Plenum Press: NY.
 - nd
- Textbook of postgraduate psychiatry, 2 ed., Vol 1 & 2, Vyas, J.N. & Ahuja, N (1999). Jaypee brothers: New Delhi.



Course structure: Positive Interventions in Health - Course Code: PSY-324

Course Title: Positive Interventions in Health

Credit Units: 3

Course Level: PG Level

Course Code: PSY-324

Course Objectives:

- Dissipate Knowledge of applications of positive psychology in intervention designing and administration.
- Develop an ability to perform need analysis for interventions
- Develop the skills to design content and deliver trainings/interventions based in positive psychology
- Help students establish the relationship between positive living and health

Pre-requisites: The students must possess fair understanding of positive psychology

Course Contents/Syllabus:	Weightage
Module I Module I: Positive Psychology and Health	20%
<ul style="list-style-type: none">• Psychological Health and Well being• Character Strengths and Virtues in relation to health• Positive Psychology and Organizational Enhancement	
Module II Designing Interventions	
<ul style="list-style-type: none">• Need analysis• Content development• Skills of positive interventionist	15%
Module III Gratitude Intervention	15%
<ul style="list-style-type: none">• How to measure gratitude• Findings in gratitude research• Gratitude interventions for children and adults	
Module IV Empathy Interventions	
<ul style="list-style-type: none">• What is empathy• Measurement of empathy• Empathy interventions	15%
Module V Enhancing flow and Engagement	15%
<ul style="list-style-type: none">• Research on flow and productivity• Interventions to enhance flow• Introductory activities to mindfulness	
Module VI: Issues in Positive Interventions	
<ul style="list-style-type: none">• Role of culture ,race and ethnicity• Person-activity fit• Ethical Practices in promoting positive psychology	20%

Student Learning Outcomes:

- Illustrate the use of various positive psychological constructs in everyday life.
- Skills to perform need analysis, design content and deliver trainings in positive psychology
- Developed the link between positive living and health.

Pedagogy for Course Delivery: Lecture, Discussion, Tool administration, Audio Visual Aids

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- ▮ Aracia Parks (2014) Positive Psychological Interventions
- ▮ Stewart I. Donaldson, Mihaly Csikszentmihalyi, Jeanne Nakamura(2011) Applied Positive Psychology: Improving Everyday Life, Health, Schools, Work, and Society (Applied Psychology Seriesby
- ▮ Robert Biswas-Diener(2010)Practicing Positive Psychology Coaching: Assessment, Activities and Strategies for Success



Course structure: Positive Psychology and Well Being - Course Code: PSY-325

Course Title: Positive Psychology and Well Being

Credit Units: 3

Course Level: PG Level

Course Code: PSY-325

Course Objectives:

- To enable students to achieve a thorough understanding of the concept of Well-Being and to apply and integrate the concepts in development of Positive and Healthy Self to contribute meaningfully to the Society

Pre-requisites: The students must possess fair understanding of Self-esteem and self-awareness

Course Contents/Syllabus:	Weightage
Module I Introduction to Well Being Descriptors/Topics <ul style="list-style-type: none">Psychological HealthSecret of happy mind and healthy life	20%
Module II Hope Optimism and Resilience Descriptors/Topics <ul style="list-style-type: none">Positive approach towards futureBenefits of Positive approach	20%
Module III Self Awareness, Personal Contract and Psychology of Relationships Descriptors/Topics <ul style="list-style-type: none">Understanding SelfLearning Personal ContractBuilding Interpersonal relationships (social and psychological perspective)Social Construction of Self	20%
Module IV Psychology of engagement Descriptors/Topics <ul style="list-style-type: none">Concept of FlowCreativity and Productivity	20%
Module V Growing from Adversity Descriptors/Topics <ul style="list-style-type: none">Compulsive & Addictive BehaviourConflict ManagementStress Management and coping strategies	20%

Student Learning Outcomes:

- Description of concepts of well-being, optimism, resilience, self-awareness and other related principles.
- Development of healthy self by learning tools to manage adverse behaviour.
- Develop and design the model for healthy life and happy mind

Pedagogy for Course Delivery: The class will be taught using theory and case based method.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- ▮ Coping with stress in a changing world by Blonna, Richard A
- ▮ Character Strengths and Virtues : A Handbook and Classification (Peterson)



Course structure: Psychological Practices in Organisation & Corporate Social Responsibility - Course Code: PSY-326

Course Title: Psychological Practices in Organisation & Corporate Social Responsibility Credit Units: 3

Course Level: PG Level

Course Code: PSY-326

Course Objectives:

- To enable students to understand the concepts of psychology as applied in various aspects of human resources in organizations and
- To equip the students to develop modules in accordance with the optimum use of the same.

Pre-requisites: The students must possess fair understanding of organizational behaviour

Course Contents/Syllabus:	Weightage
Module I : Human Resource in Organization	
<ul style="list-style-type: none"> ▮ Structure of Human Resource Management ▮ Role and Responsibilities of the Human Resource Manager. ▮ Human Resource Policies - Formulation and Essentials of Sound HR Policies ▮ Creating CSR policies 	10%
Module II Acquisition of Human Resources	
<ul style="list-style-type: none"> ▮ Objectives, Policies and Process of Human Resource Planning, ▮ Job Analysis, ▮ Job Description, ▮ Job Specification, ▮ Recruitment, ▮ Selection, ▮ Induction, ▮ Placement, ▮ Promotion and Transfer. 	15%
Module III Development of Human Resources	
<ul style="list-style-type: none"> ▮ Learning, ▮ Training and Development, ▮ Evaluation and Performance Appraisal. 	15%
Module IV : Employment Testing	
<ul style="list-style-type: none"> ▮ Testing abilities, ▮ Testing personality, ▮ Testing skills and achievements, ▮ Ethical Issues in Testing 	15%
Module V: Corporate Social Responsibility	
<ul style="list-style-type: none"> ▮ Defining CSR ▮ CSR as a business philosophy ▮ CSR as a tool of Corporate Image Building ▮ CSR practices as a tool of talent acquisition ▮ CSR examples from the real world 	15%
Module VI: Emerging Trends and Challenges in HRM	
<ul style="list-style-type: none"> ▮ Increased concern for HRM, ▮ Removal of termination as a threat, ▮ Bimodal workforce, ▮ Lean and Mean organization, ▮ Dual career couples, 	15%

<ul style="list-style-type: none"> ▣ Benefits and health, ▣ working at Home, ▣ employee and ergonomics 	
Module VII: Social Influence and Safety Psychology	15%
<ul style="list-style-type: none"> ▣ Conformity, ▣ Compliance and Obedience. ▣ Safety management and safety psychology, ▣ Differential accident liability 	

Student Learning Outcomes: On completion of the course the student will be able to-

- ▣ Enable students to gain expertise in training and development and know about human resource management
- ▣ Apply principles, and application of HR practices.
- ▣ Demonstrate and apply training skills for groups

Pedagogy for Course Delivery: The class will be taught using theory, group discussions and case based method.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- ▣ Robert A. Baron and Donn Byrne, “Social Psychology: Understanding Human Interactions”, New Delhi, Prentice Hall of India, 7th Ed.,1995.
- ▣ John B. Miner, “Industrial - Organizational Psychology”, Singapore, McGraw-Hill, 1992.

References:

- ▣ S.C. Tailor, L.A. Peplau and D.O. Sears, “Social Psychology”, New Jersey, Prentice Hall Inc., 7th Ed.,1995.
- ▣ David S. Decenzo and Stephen P. Robbins, Personnel/Human Resource Management, Prentice Hall, New Delhi.



Course structure: Occupational Stress Management - Course Code: PSY- 327

Course Title: Occupational Stress Management

Credit Units: 3

Course Level: PG Level

Course Code: PSY- 327

Course Objectives:

- On completion of this course the student would be able to develop an insight into the modern day organizational setup and develop positive and preventive approaches to health promotion.
- Students will also be able to handle stress, anxiety and depression at workplace as they become future professionals. Their counseling, mentoring and coaching skills would also be strengthened.

Pre-requisites: The students must possess fair understanding of organization culture and job satisfaction

Course Contents/Syllabus:	Weightage
Module I Introduction to Occupational Stress	15%
<ul style="list-style-type: none"> ▮ Definition, concept of work place in relation to job satisfaction, productivity, profit ▮ Definition, concept of Occupational Stress (including distress, burnout, etc.) ▮ Need for ensuring mental health at workplace 	
Module II Stressors in Organisations	25%
Descriptors/Topics <ul style="list-style-type: none"> ▮ Understanding positive mental health ▮ Work place issues :: diversity management <ul style="list-style-type: none"> ○ gender issues ○ ethics and values ○ organizational vs. individual goals ○ change and re-organization ○ organizational justice ▮ Personal Issues: Resistances to change, Biases, Leadership Skills Overcoming hindrances to promotion of positive mental health 	
Module III Theoretical foundations of stress	15%
Descriptors/Topics <ul style="list-style-type: none"> ▮ Understanding stress, anxiety and depression at workplace ▮ Theories of stress ▮ Sources/ causes of stress ▮ Manifestations and consequences ▮ Coping and prevention strategies for work place stress ▮ BOSS v/s ROSS Syndrome 	
Module IV Techniques of Occupational Stress Management	20%
Descriptors/Topics <ul style="list-style-type: none"> ▮ Individual coping strategies ▮ Organizational initiatives for enhancing employee mental health and well-being ▮ Organizational justice and benefit plans ▮ Creating a nurturing and positive workplace 	
Module V Creating Well Being in Organisations	

Descriptors/Topics <ul style="list-style-type: none"> ▮ Life- work balance ▮ Individual and organizational inputs in maintaining life-work balance 	25%
<ul style="list-style-type: none"> among employees ▮ Techniques for enhancing Quality of Life: <ul style="list-style-type: none"> ○ Employee Counselling ○ Employee Assistance Programmes ○ Mentoring ○ Coaching ▮ Training 	

Student Learning Outcomes:

- ▮ Identify and Explain the concept of workplace mental health in the modern competitive scenario
- ▮ Analyze the various issues in promotion of positive mental health at workplace
- ▮ Design and Develop strategies to create positive mental health
- ▮ Delineate the positive coping strategies to deal with anxiety, stress and depression at workplace
- ▮ Illustrate strategies that will help employees maintain their work-life balance
- ▮ Create step wise processes to implement employee coaching, counseling and mentoring models in the organisation.

Pedagogy for Course Delivery: The course delivery would constitute theoretical insights by the instructor; this would be followed by group discussion relevant to the topic being covered. Students would also learn the application of the concepts in the modern organizational setup by doing short term projects and subsequent presentations.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- ▮ Aamodt M.S.: Applied Industrial/ Organizational Psychology, Thomson Publishing House
- ▮ Miner J.B.: Industrial- Organizational Psychology, Mc Graw Hill International Editions
- ▮ Machennan N.; Counselling for Managers, Grover Publishing
- ▮ Suri R.K. & Chhabra, T.N., Industrial & Personal Psychology, Sun India Publications



Course structure: College and Career Counseling - Course Code: PSY-328

Course Title: College and Career Counseling

Credit Units: 3

Course Level: PG Level

Course Code: PSY-328

Course Objectives:

- The objective of this course is to study the concept, principles of career and college counseling .It is designed to offer a proficiency based syllabi in the field of career counseling
- Help the students gain expertise in this field and apply it in practice.

Pre-requisites: The students must possess fair understanding of ethics and principle of career counselling

Course Contents/Syllabus:	Weightage
Module I : Overview to College and Career Counselling	20%
Descriptors/Topics <ul style="list-style-type: none">▮ Role of Guidance in career counselling▮ Responsibilities of a college & career counsellor▮ Ethics and principles of career counselling	
Module II : Strategies & Approaches in Career Counselling	20%
Descriptors/Topics <ul style="list-style-type: none">▮ Computer assisted career guidance▮ Solution focussed approach to career counselling▮ Vocational Guidance in current scenario	
Module III : Assessment in Career Counselling	20%
<ul style="list-style-type: none">▮ Psychometrics & Career counselling▮ Myer's Brigs Type Indicator▮ Comprehensive Interest Schedule▮ David's battery Of Differential Ability▮ Holland code career test▮ Vocational Attitude Maturity Scale By Manju Mehta▮ Career Maturity Inventory By Nirmala Gupta	
Module IV : Issues & Challenges in Career Counselling	20%
<ul style="list-style-type: none">▮ Person fit approaches▮ Emerging Theories of Career Development▮ Adjustment & Transition in youth	
Module V : Cultural Barriers in College Counselling	20%
<ul style="list-style-type: none">▮ Cross Cultural Diversity (Effective functioning)▮ Financial problems▮ Health & Safety▮ Social isolation▮ Stereotyping and discrimination	

Student Learning Outcomes:

- ▮ Cultivate skills to identify the needs of career counselling
- ▮ Recognize and comprehend the concepts , principles & college counselling .
- ▮ Being well equipped to provide vocational guidance.

Pedagogy for Course Delivery: Students will be trained fully for career counseling through various methods . They would also be exposed to issues and challenges of college counseling.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- ▮ Career Counselling : Robert Nathan
- ▮ Understanding Career Counselling : Theory Research & Practice By Jenifer M Kidd
- ▮ Career Counselling b: Sushil Kumar Srivastava
- ▮ Career Guidance and Counselling : Principles and techniques : Shashi Prabha Sharma.



Course structure: Organizational Psychology and Employee Counseling - Course Code: PSY-329

Course Title: Organizational Psychology and Employee Counseling

Credit Units: 3

Course Level: PG Level

Course Code: PSY-329

Course Objectives:

- Develop an ability to understand the history ,background and introduction to organizational psychology
- Help students establish the knowledge of processes in an organization
- Understand employee counseling, concept and applications.

Pre-requisites: The students must possess fair understanding of organizational behaviour

Course Contents/Syllabus:	Weightage	
Module I: The World of Organizational Behaviour (OB)	20%	
<ul style="list-style-type: none"> ▮ People in organization, ▮ What is OB? (Industrial Psychology and OB): basic Concepts ▮ OB: Past and present- Historical background and Models ▮ Classical Theories: Neoclassical Theories and contemporary approaches 		
Module II: Individual Behaviour in Organizations		15%
<ul style="list-style-type: none"> ▮ Individual Differences: Personality ▮ Perception and Attribution ▮ Attitudes and Values ▮ Motivation and Morale ▮ Job Satisfaction 		
Module III: Group and Social Processes	15%	
<ul style="list-style-type: none"> ▮ Communication ▮ Group Dynamics ▮ Teams and team Work ▮ Power and Politics- Influences, Authority and Delegation ▮ Empowerment and ownership 		
Module IV: Introduction to Employee Counselling		15%
<ul style="list-style-type: none"> ▮ Meaning, Nature & Scope ▮ Types and functions of Employee Counselling ▮ Coaching, Mentoring and Counselling 		
Module V: Conflict and Negotiation viz Employee Counselling	15%	
<ul style="list-style-type: none"> ▮ Concept of Conflict and Negotiation ▮ Importance and relevance of Conflict and Negotiation in Employee Counselling 		
Module VI: Empowerment through Leadership	20%	
<ul style="list-style-type: none"> ▮ Essentials of Leadership Quality ▮ Leadership in you ▮ Self-leadership leads to Empowerment ▮ Relevance of Empowerment in Employee Counselling 		

Student Learning Outcomes:

- ▮ Define organizational psychology- history, concepts, processes and applications
- ▮ Develop the skills to become an employee counselor
- ▮ Evaluate need and applications of employee counseling

Pedagogy for Course Delivery: Lecture, Discussion, Tool administration, Audio Visual Aids

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text& References:

Text:

- ▮ Parekh U: (1989), Organizational Processes, New Delhi: Oxford & IBH
- ▮ Carrol, M.(1996), Workplace Counselling. Sage Publications

References:

- ▮ Aamodt M.S.: Applied Industrial/ Organizational Psychology, Thomson Publishing House
- ▮ Miner J.B.: Industrial- Organizational Psychology, Mc Graw Hill International Editions
- ▮ Machennan N.; Counselling for Managers, Grover Publishing
- ▮ Suri R.K. & Chhabra, T.N., Industrial & Personal Psychology, Sun India Publications
- ▮ Robbins S.P.; Organizational Behaviour, Printice Hall of India



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Treatise - Course Code: NTT-325

Course Title: Treatise

Credit Units: 3

Course Level: PG Level

Course Code: NTT-325

Course Objectives:

The rationale behind introducing the treatise for PG students is to enhance the reading and writing habits of the students and to make them aware about the process of carrying out a research work. This helps them to develop insight into the course they are studying which creates an academic interest among the students. Presentation of the treatise plays an important role as it facilitates knowledge sharing and improvement in presentation skills which will further enhance the confidence of the students. The overall objective of this treatise is to develop research orientations in students and to make them understand and enhance skills in Research Methodology

Guidelines for Term Paper:

- 1) Topic
- 2) Introduction
- 3) Review Research
- 4) Discussion
- 5) Conclusion
- 6) References

Examination Scheme:

Compilation of Term Paper:	50 Marks
Viva Voce:	25 Marks
Presentation of Term Paper:	25 Marks

Total **100 Marks**



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Summer Internship - Course Code: NSP-320

Course Title: Summer Internship

Credit Units: 4

Course Level: PG Level

Course Code: NSP-320

Course Objectives:

- To enable the students with the practical exposure in the area of mental health, which will turn be the pathway to their personal and professional training.
- To develop skill to establish therapeutic communication with the psychiatric/ non psychiatric population.
- To be able to use psychological theoretical knowledge in to clinical settings.
- To be able to develop report writing skills.

Duration: Four Week (June- July)

Methodology:

Students get opportunity in diversified institute/centers related in the area of clinical psychology/psychiatry. They will be guided by an internal and external supervisor from their respective institute. Students will submit their summer project report with their supervised daily reporting immediately after returning from their summer vacation. This would require primarily data collection.

Examination Scheme:

Internal Faculty Interaction	: 20Marks
Feedback from External Supervisor	: 20 Marks
Viva-Voce	: 30 Marks
Report Writing	: 30 Marks
Total	: 100 Marks



Course structure: Developmental and Educational Psychology - Course Code: PSY-421

Course Title: Developmental and Educational Psychology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-421

Course Objectives:

- The course aims to appraise the students to development of child through various stages.
- Also it aims at developing knowledge and skills in different aspects of Learning and Motivation as implied in Educational Settings.

Pre-requisites: The students must possess fair understanding of Stages of child developmental

Course Contents/Syllabus:	Weightage
Module I: Introduction	15%
Descriptors/Topics Meaning of developmental Changes, Period of Life Span, Individual Differences in Development Evolvement of the study of Human Development	
Module II: Stages of Development	15%
principles of Development, Stages of Development (Conception to Old Age) Major developments at each stage, Adjustments at each stage of development	
Module III Developmental and Educational Theories	25%
Psychodynamic Theories: Freud, Erickson Attachment Theory: Bowlby Cognitive Stage Theory: Piaget Social learning theory: Bandura Information processing theory (Klahr, Mac Whinney 1998) Learning Theories of Pavlov, Thorndike	
Module IV Development Related Disorders and Intellectual Disability	25%
Classification according to ICD 10 and DSM IV TR/ DSM V Pervasive Developmental Disorder: Autism Specific Developmental Disorders of Scholastic Skills – Specific Learning Disabilities. Behavioural Disorders: ADHD, Conduct disorders Intellectual Disability: Identification, Causes, Management Education and Intervention of the disorders	
Module V Child and Adolescent Issues	20%
Stress in children/adolescents & prevention Exceptional Children Outside influences on the adolescent psychological development, Risk taking Behaviour	

Student Learning Outcomes:

Appraise the students to the nuances of development and education as a process.
 Explain and analyse the theoretical viewpoint in relation to Developmental and Educational Psychology
 Develop the skills to analyze etiology, symptoms and prognosis of developmental disorders.

Pedagogy for Course Delivery:

- ▮ Theory classes using lecture & discussion mode
PowerPoint presentations including videos
- ▮ Assigning students task of collecting researches/case studies relevant to each topic in current times & then having an interaction based discussion in the class

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- ▮ Hurlock, E. (2003). Developmental Psychology, Delhi: Tata McGraw-Hill.
- ▮ Mangal, S. K., (2004), Advance Educational Psychology; New Delhi: Prentice Hall.

References:

Sigelman, C, K. (1999), Life-Span Human Development. 3rd Edition; Brooks/ Cole Publishing Company.
 Papalia, S. & Feldman, C. (2002), Adult Development and Ageing. Delhi; Tata McGraw.
 Hurlock, E. (2003), Child Growth and Development. Delhi; Tata McGraw-Hill.
 Berk, L. (2002), Child Development. Delhi; Tata McGraw-Hill.
 M Dash, Neena Dash; Fundamentals of Educational Psychology: Atlantic Publishers & Distributors, New Delhi.



Course structure: Applied Social and Interpersonal - Course Code: PSY-422

Course Title: Applied Social and Interpersonal

Credit Units: 3

Course Level: PG Level

Course Code: PSY-422

Course Objectives:

- Students will be able to achieve integrative understanding of social psychological theory and research. It also helps in acquiring a thorough familiarity with methodological issues and thinking critically and analytically about experimental research in social psychology.
- It also helps in inculcating in the students the sense of adjustment in all the spheres of life (personal and professional) to maintain and sustain the competitive excellence.

Pre-requisites: The students must possess fair understanding of basic concept of social psychology

Course Contents/Syllabus:	Weightage (%)
Module I: Basic Concepts in Social Psychology	20%
Definition, nature and scope of social psychology Individual and Society Symbolic interactionism and Social Constructivism	
Module II: Social identity and intergroup processes	
Deindividuation Theories of self identity and intergroup processes Collective behaviour	20%
Module III: Attitude and attribution	20%
Attitude formation, management and change Attribution theories Impression formation, management and errors	
Module IV: Interpersonal Psychology	
Concept of interpersonal psychology Person perception, dispositional inferences and social judgement Romantic and intimate relation Marriage and family adjustment	20%
Module V Social psychology in action	20%
Negotiation, Persuasion, Conflict resolution and management Role of social psychology in media and terrorism Contemporary issues: Over population Pollution	

Student Learning Outcomes:

Develop insight and analyze the contribution of social psychologists to the understanding of human society Evaluate effective strategies in socialization, group processes (both inter and intra group), and interpersonal processes and helping behaviour Ability to chart the progression of theories in major areas in Social Psychology.

Interpret attitude formation and various methods to be used to change the attitude.

Pedagogy for Course Delivery: The class will be taught using theory and case based method.

Through lectures, , tutorial and field assignment activities in particular.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

1. Applied Social Psychology by Gün R Semin, Klaus Fiedler- Sage Publications
2. Social Psychology: Attitudes, Cognition and Social Behaviour By J. Richard Eiser
Cambridge University Press
3. Theories of Intergroup Relations: International Social Psychological perspective By Donald
M. Taylor, Fathali M. Moghaddam



Course structure: Family and Marital Therapy - Course Code: PSY-423

Course Title: Family and Marital Therapy

Credit Units: 3

Course Level: PG Level

Course Code: PSY-423

Course Objectives:

- To acquaint students with understanding of issues of family in psychopathology.
- To know the principles underlying family therapy. Family as an open system and various techniques and skills involved in family therapy are given to students.
- To study various problems related to marriage as an institution or as a relationship are dealt in detail.

Pre-requisites: The students must possess fair understanding of basics of group therapy

Course Contents/Syllabus:	Weightage
Module I: Introduction to Family Therapy	
Family Therapy: Introduction, description and historical background. Family as an open system and the dynamics of interaction. Dynamics of relationship in family; communication, family atmosphere, bonding functions, feelings, alliances, sub-system responsibilities, and external relationship.	20%
Module II: Exploration and assessment in Family Therapy	
Family therapies, systematic versus structural family therapy Interviewing in family therapy, assessment and diagnosis, indication, contraindication in family therapy. Family as an open system, the dynamic of interaction, maladjustment in family and resulting disorders.	20%
Module III : Stages and Goals of Family Therapy	
Systematic versus structural family therapy , stages , goals and its techniques and its application. Psychodynamic , cognitive Behavioral Therapy :- , stages , goals and its techniques and its application. Bowen Family therapy. : stages , goals and its techniques and its application.	20%
Module IV: Introduction to Marital Therapy	
Introduction to Marital/Couples therapy; goals and scope of marital therapy. Assessment and diagnosis of marital disorder Marriage as an Institution: Problems and Issues related to marriage as an institution; factors important to make a successful marriage. Problems in Marriages: Problems related to marriage, spouse's relationship, sexual dysfunction, difficulties in sexual motivation, Jealousy, depression, substance abuse/addiction in one or both spouses	20%
Module V: Therapies for Marital Conflict	
Therapies for marital conflict - psychotherapies and psychodynamic approaches. Behaviour therapy, cognitive therapies.	20%

Student Learning Outcomes:

- Students will recognize the role of family therapist and identify the use of family therapy in different types of problem
- Students will develop a comprehensive view of various problems encountered in a marriage
- Apply skills and practice techniques of marital therapy

Pedagogy for Course Delivery: Lectures, Case Discussions, and Demonstrations

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text :

- ▮ Bowen, M. (1979). Family Therapy in clinical practice, Jason Aronson, New York
- ▮ Butler, Chris & Joyce, Victoria (1998). Counselling Couples in Relationships: An introduction to the Relate Approach. John Wiley & Sons.

References:

- ▮ Gurman and Kniskern (1981), Handbook of Family therapy, Brunner/Mazel, New York
- ▮ Gilbert, Maria & Shmukler Diana (2001). Brief Therapy with Couples- An Integrative Approach. John Wiley & Sons



Course structure: Emotions & Implications - Course Code: PSY-425

Course Title: Emotions & Implications

Credit Units: 3

Course Level: PG Level

Course Code: PSY-425

Course Objectives:

- To enable students to understand thoroughly concept and importance of emotions,
- Students will able to develop skills in managing emotions in self and others for a happy and Healthy Life.

Pre-requisites: The students must possess fair understanding of theories of emotions

Course Contents/Syllabus:	Weightage
Module I Introduction of Emotions	15%
▣ Nature, Concept & theories of emotions	
Module II Negative Emotions	20%
▣ Introduction to types of negative emotions (Anger, Fear, Jealousy, Sadness, Guilt, Anxiety & Sadness)	
▣ Understanding Cycle of negative emotions ▣ Implications of negative emotions on physical & mental well-being	
Module III Transforming Emotions	20%
▣ Moving from negative to positive emotions behaviour ▣ Interventions and therapies (Rational Emotive Behaviour Therapy)	
Module IV : Positive Emotions	20%
▣ Understanding Positive emotions (Love, Happiness, Contentment, Resilience, Compassion & other positive emotions) ▣ Cycle of positive emotions	
Module V Implication of Positive emotion in Relationship & Health	25%
▣ Implications of positive emotions on relationships ▣ Implications of positive emotions on health	

Student Learning Outcomes:

- ▣ on completion of the course the student will be able to:
- ▣ Apply basic underlying theories and concepts in the area of emotions.
- ▣ Synthesize positive and negative emotional states along with techniques to manage emotions for self and societal growth.

Pedagogy for Course Delivery: Lecture, Discussion, Audio Visual Aids, Case study, Psychological

Training

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Texts:

Wilkins, Intelligent Emotions.



Course structure: Psycho-Oncology - Course Code: PSY-426

Course Title: Psycho-Oncology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-426

Course Objectives:

- Student will be able to understand and assess the mental health of a cancer-affected person
Analyze the likely benefit of Psycho-therapy and / or Psychological Counseling
- Students will able to offer psycho-oncology counselling services in diverse clinical setting.

Pre-requisites: The students must possess fair understanding of biology of cancer disease

Course Title	Weightage
Module I Introduction to Psycho-Oncology	20%
Introduction to the Meaning & Concept	
Module II Introduction to Cancer	20%
Cancer as a disease Cancer Biology	
Module III Psychological Impact on Cancer Patient & Caregiver	20%
Impact & Assessment on individuals and families	
Module IV Theory & Application	20%
Theory & Application of Psycho-Oncology	
Module V Treatment & Rehabilitation	20%
Onco-genetic Counselling -Skills & Issues	
Palliative Counseling – Skills & Issues	
Pediatric Counseling	
Support & Rehabilitation Counseling Primary, Secondary & Tertiary	

Student Learning Outcomes:

- ▮ Defining basic principles and terminologies in Psycho-oncology.
- ▮ Identifying the psychological impact on Cancer
- ▮ Various Skills & Issues in Counseling.

Pedagogy for Course Delivery:

Lectures, presentations, group discussions, and case studies

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

Psycho-Oncology by Jimmie C. Holland (Editor), William Breitbart (Editor), Paul B. Jacobsen (Editor),
by Oxford University Press, USA
Psycho-Oncology Editors: Goerling, Ute (Ed.) by Springer



Course structure: Spirituality and Positive Growth - Course Code: PSY-427

Course Title: Spirituality and Positive Growth

Credit Units: 3

Course Level: PG Level

Course Code: PSY-427

Course Objectives:

- The course aims at enhancing the students spiritual dimensions by providing him or her insight to various Indian and western spiritual traditions and philosophies so that they can inspire positivity and peace into their personal and professional life.
- Students will understand the direct proportionality between Spirituality and Positivity and how Psychology can be utilized for the same

Pre-requisites: The students must possess fair understanding of concept of Spirituality

Course Contents/Syllabus:	Weightage
Module I Basic Concepts	20%
Descriptors/Topics	
Meaning and Nature	
History of Spirituality	
Spirituality, religion and faith	
Theories and Definitions of Spirituality	10%
Spiritual Development	
Module II Spirituality and Positive Psychology	
Descriptors/Topics	
Relation to Positive Psychology	
Higher or Ultimate Potential	
Concept of Gods and Goddesses, Masters and Guardian Angels	15%
Concept of Reincarnation, Life after death	
Module III Positivity in Spiritual Traditions	
Descriptors/Topics	
Major traditions in India: Hinduism, Islam (including Sufism), Christianity, Sikhism, Buddhism and Jainism.	
Other traditions: Baha'I Faith, Judiam, Confucianism, Paganism, Taoism, Unitarian Universalism	15%
Learning's from various scriptures	
Module IV Positivity in Spiritual Literature	
Descriptors/Topics	
Spiritual literature across the world	
Vedanta (Swami Vivekananda) and Advaita	
Spirituality & Ramayana, Mahabharata, Bhagvad Gita, Patanjali Yoga, Guru granth sahib, quran etc	15%
Utilising Spiritual literature in different settings	
Spiritual Storytelling : Concept and Relevance	
Module V Enhancing Positivity through Spirituality	

Descriptors/Topics Universal human values Yoga and Meditation Benefits of paying attention to Spiritual Dimension Awareness, Forgiveness, Contentment Ego and Self	20%
Dealing with Stress, Loss, Grief and Bereavement Karma Theory: Right Action	
Module VI Research and Applications in the area of Spirituality	
Descriptions/topics Recent research in the area of Spirituality Spiritual care Spiritual Well being Stress management through Spirituality Spirituality and Personal Qualities (traits)	10%

Student Learning Outcomes:

- Demonstrate the idea of Eastern and Western perspectives in spirituality and positive living.
- Apply Spiritual techniques to positively manage self and others behavior through various spiritual techniques.
- Develop an insight on how psychology helps us understand Spirituality and Positivity.

Pedagogy for Course Delivery:

The class will be taught using theory and examples from the field. In addition to the same, the learner would be asked to reflect on the understanding of the concepts. The instructor would provide recent research papers in the area in order for the learner to reflect.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- ▮ Newberg A & Waldman M (2010) How God changes your Brain. Ballantine Books
- ▮ Grof, S. (1976). Realms of the Human Unconscious. E.P. Dutton, New York.
- ▮ Helminiak, D. (1987). Spiritual Development. Loyola University Press, Chicago.
- ▮ Ron Valle (1998). Phenomenological Inquiry in Psychology: Existential and Transpersonal Dimensions. Plenum Press, New York.
- ▮ Sri Nisargadatta Maharaj, I Am That, Acorn Press, 1990.
- ▮ Steiner, R. (1994). How to know Higher Worlds: A Modern Path of Initiation. New York: Anthroposophic Press.
- ▮ Steiner, R. (1994). Theosophy: An introduction to the Supersensible Knowledge of the World and the Destination of Man. London: Rudolf Steiner Press.



Course structure: Workplace Diversity: Employee Coaching and Well-Being - Course Code: PSY-428

Course Title: Workplace Diversity: Employee Coaching And Well-Being

Credit Units: 3

Course Level: PG Level

Course Code: PSY-428

Course Objectives:

- Students will be able to identify skills to handle, manage and adjust to a culturally and socially diverse work environment.
- Students will apply the best practices for managing diversity in the workplace.

Pre-requisites: The students must possess fair understanding of organizational behavior

Course Contents/Syllabus:	Weightage
Module I : Introduction to Workplace Diversity	
Descriptors/Topics <ul style="list-style-type: none">▮ What is diversity?▮ Dimensions of diversity (Culture, Gender, Age, Religion, Race, Disability and Sexual Orientation)▮ Why build a diverse workforce?▮ Perspectives of workplace diversity (Historical, Legal, Commercial and Social)▮ Myths about diversity	15%
Module II Challenges in Workplace Diversity	
Descriptors/Topics <ul style="list-style-type: none">▮ The challenges of diversity▮ Causes and consequences of diversity (Stereotypes, Prejudices, Workplace Harassment, Workplace Discrimination, Dehumanization and Oppression)	15%
Module III Enhancing Workplace Diversity	
Descriptors/Topics <ul style="list-style-type: none">▮ Recruiting a diverse team▮ Retaining diverse employees▮ Strengthening your 'cultural intelligence'▮ Effective cross-cultural communication▮ Guidelines for behaving in a respectful, fair and transparent manner▮ Ways to discourage discrimination	30%
Module IV : Handling Diversity Related Conflicts	
Descriptors/Topics <ul style="list-style-type: none">▮ Understanding what it's like to feel different▮ Avoiding communication gaffes▮ Watching for language and behaviour leading to misunderstandings▮ Skills for building trust▮ Dealing with diversity complaints (As a person, counsellor, manager and organization)	20%

Module V: Diversity Management in Present Context	20%
Descriptors/Topics <ul style="list-style-type: none"> ▮ Individual level ▮ Organization level ▮ Society level ▮ Corporate training for building diverse and inclusive workplace ▮ The ethics of workplace diversity 	

Student Learning Outcomes: On completion of the course the student will be able to –

- Explain individual differences, the benefits and the challenges of diversity at workplace
- Demonstrate various strategies for handling misunderstandings that stem from workplace diversity and analyse the current trends and practices in reputed organizations

Pedagogy for Course Delivery: The class will be taught using theory and case based method.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Texts:

- ▮ Luthans, F. Organizational Behaviour, McGraw – Hill International, 1998.
- ▮ Harold Koontz, O'Donnel and Weihrich, Management, Tata McGraw Hill, New Delhi, 1992.
- ▮ MonirH.Tayeb(2005). International Human Resource Management-, Oxford Publications

References:

- ▮ Stephen P. Robbins, Organizational Behaviour: Concepts, Controversies, Applications, Prentice Hall, New Delhi, 2000.
- ▮ Ashkenas, Ulrich, The boundryless Organizations, Jossey- Bass.
- ▮ Dalton, Ernst Christ, Success for the Global managers, Jossey- Bass.
- ▮ Dhar &Ravishankar, Global Managers, Himalayan Publishing House.



Course structure: Consumer Psychology - Course Code: PSY-429

Course Title: Consumer Psychology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-429

Course Objectives:

- Students will be able to understand about the Consumer Psychology to be used to explain consumer responses
- Impart knowledge of different models and strategies for influencing consumer behaviour

Pre-requisites: The students must possess fair understanding of Consumer behaviour

Course Contents/Syllabus:	Weightage
Module I: Introduction of Consumer Psychology	20%
<ul style="list-style-type: none"> ▣ Importance of Consumer Psychology ▣ What is Consumer Psychology and its historical background ▣ Qualitative Consumer and Marketing Research - Qualitative Research Projects, Focus Group Discussion & Depth Interviews, Online Observation and Netnography, Approaches to Data analysis, Interpretation and Theory Building 	
Module II: Consumer Personality, Attitudes and Behaviour	20%
<ul style="list-style-type: none"> ▣ Consumer personality - Personality theories: Psychoanalytic, Social factor theory, Gestalt theory, Psychographics and Self Concept ▣ Consumer Attitudes - Characteristics, Sources of Attitude Development, Theories and Models: Congruity, Balance, Cognitive Dissonance Theories, Social Exchange Theory, Social Comparison Theory, Changing attitudes: Strategies. ▣ Motivation, affect and consumer behavior 	
Module III: Customer Socialization	10%
<ul style="list-style-type: none"> ▣ Stages of Consumer Socialization- Development of Consumer Knowledge, Attitude and Behaviour -from Childhood to Adolescent to old age 	
Module IV: Understanding Consumer Information Processing and learning	20%
<ul style="list-style-type: none"> ▣ Consumer Information Processing- Perception and Attention ▣ Memory, Fluency and Familiarity ▣ Consumer Learning and Expertise - Nature and Types of Learned Behaviour; Cognitive Interpretations, Behaviour Modification, Stimulus Generalization 	
Module V: Media and other factors influencing Consumer Behaviour	15%
<ul style="list-style-type: none"> ▣ Use of Social and Mass Media in advertising ▣ Factors influencing Consumer Decision making: Brand Loyalty, Internet, Subliminal Perception, Personal Factors (Life style, economic status, occupation), Social Factors (family, peer, role etc.), Cultural factors (subcultures, nationality, geographical location, religion) 	
Module VI: Strategies and Models	15%
<ul style="list-style-type: none"> ▣ Imagination as Strategy ▣ Compulsive Buying ▣ Dynamics of Goal based choice ▣ Hedonics in Consumer Behaviour ▣ Implicit Social cognition ▣ Persuasion Knowledge Model 	

Student Learning Outcomes:

On completion of the course the student will be able to –

- Explain the theoretical foundations of consumer attitude and behavior
- Explain importance and history of Consumer Psychology and analyze qualitative consumer research.
- Explain the socialization process of consumer behavior
- Analyze how consumers process the information and learn it
- Explain effect of Media on consumer behavior

Analyze and compare the models and strategies for Consumer Behaviour

Pedagogy for Course Delivery:

The class will be taught using theory and case based method. In addition to assigning the case studies, the course instructor will spend considerable time in understanding the concept of employee coaching and counseling at workplace. The instructor will cover the ways to think innovatively liberally using thinking techniques.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

1. Batra, S., & Kazmi, S.H. (2004). Consumer Behaviour: Text and Cases. New Delhi: Excel Books
2. Haugtvedt, Curtis B, Herr, Paul.M, Kardes, Frank.R, Handbook of Consumer Psychology (Marketing and Consumer Psychology), (2008), Psychology Press

References-

1. Bijapurkar, Rama, We are like that only: Understanding the Logic of Consumer India, 2009, Penguin, India
2. Boyd, Catharine V. Jansson, Consumer Psychology, (2010), Mc.Graw Hill International
3. Gordan F., & Ronald, G. (1997). Consumer Psychology for Marketing. London: International Thomson Business Press.
4. K. Dill (Ed.) *The Oxford Handbook of Media Psychology*. New York:Oxford University
5. Loudon, L.D., & Bitta A.J. (1999). Consumer Behaviour. New Delhi: Tata Mc Graw Hill Press
6. Schiffman, G.,& Lazar, K.L. (2004). Consumer Behaviour. New Delhi: Prentice Hall of India



Course structure: Psychology of Power - Course Code: PSY-420

Course Title: Psychology of Power

Credit Units: 3

Course Level: PG Level

Course Code: PSY-420

Course Objectives:

- Students will be able to enhance knowledge and application of Psychological Perspective of Power and its positive impact in the overall development of the running workforce in order to create healthy work environment in today's global scenario.

Pre-requisites: The students must possess fair understanding of nature and meaning of power

Course Contents/Syllabus:	Weightage
Module I : Introduction Descriptors/Topics <ul style="list-style-type: none"> ▮ Nature & Meaning of Power ▮ The phenomenology of power (What it “feels like”) ▮ General perspectives on power: (Philosophy, Political Science, Psychological perspectives on power) ▮ The biology and physiology of power ▮ Power Triology: Thought, Emotion, Action ▮ Impact of Power on Belief, feeling, Behaviour Pattern of Self & others ▮ Power Audit 	20%
Module II : Organizational Sources of Power <ul style="list-style-type: none"> ▮ Types of Power ▮ Cultivating positive Power ▮ Power Seeker Profile ▮ Effect of power (good & Bad) - on holder & others 	15%
Module III : Organizational Politics <ul style="list-style-type: none"> ▮ Meaning & Basis of Organizational Politics ▮ Two Side of Power: Machiavellianism & Networking ▮ Politics in changing organization ▮ Power Struggle ▮ Power as an engine to effective change ▮ Techniques for combating the negative consequences of politics 	15%
Module IV : Power & Corruption <ul style="list-style-type: none"> ▮ Abuse of power as a catalyst to corruption ▮ Power as an addiction ▮ Causes & Consequences of Corruption ▮ Power Cycle: Aggression, Happiness, Corruption ▮ Potential Remedies to handle Corruption 	15%

Module V : Ethics in Organization	15%
<ul style="list-style-type: none"> ▮ Ethical code of conduct in organization ▮ Ethical Dilemmas ▮ Causes of Unethical Behaviour in Organization ▮ Sexual Harassment at work place ▮ Gender & power 	
Module VI: Power to Empower	
<ul style="list-style-type: none"> ▮ Meaning & Definition of Empowerment ▮ Potential Benefits of Empowerment ▮ Power of positive workplace ▮ Management of workplace negativity ▮ Building positive workplace Culture 	
20%	

Student Learning Outcomes:

- ▮ Recognizing the main themes in the concept of power
- ▮ Identifying basis, progression and impact of power
- ▮ Create awareness about the role and importance of power in the world of work.
- ▮ Acquainted with how power dynamics shape our relationships with self and others

Pedagogy for Course Delivery: The class will be taught using theory and case based method.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- ▮ Russell B. (1938/1992). Power: A new social analysis, Chaps. 1-3 (pp. 7-34). New York: Routledge.
- ▮ Key, V.O. (1964). Politics, parties and pressure groups 5th ed. (pp 2-4). New York: Crowell.
- ▮ Morgenthau, H. (1958). The escape from power. In Dilemmas of politics, chap. 12 (pp. 239-245). Chicago: University of Chicago Press.
- ▮ Winter, D.G. (1973). The study of power. In the power motive, Chap. 1 (pp 1-19). New York : Free Press
- ▮ French, J.R. P. Jr. & Raven, B. (1959). The bases of social power In D. Cartwright and A. Zander. Group dynamics. New York: Harper & Row, 1959.
- ▮ Cartwright (Ed) Studies in social power (pp. 150-167). Ann Arbor: Research Center for Group Dynamics, University of Michigan.
- ▮ Wolfe, T. (1969). The ultimate power: Sceing'em jump. In C. Felker (Ed), The power game (pp. 238- 244). New York: Simon & Schuster.
- ▮ Wolfe, T. (1998). A man in full (pp. 690 – 694). New York: Farrar Straus Giroux.
- ▮ Locke, J (1690). An essay concerning human understanding , Book 2, Chapter 7, Section 8 (CT Web)



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Dissertation - Course Code: NMP-420

Course Title: Dissertation

Credit Units: 8

Course Level: PG Level

Course Code: NMP-420

Course Objectives:

- To enable the students practical exposure in their core area of interest (Clinical setting, special education, NGO etc.) and professional training.
- To develop report writing skills and formulation of case presentation.
- To develop research orientations and enhance skills in Research Methodology.

Duration: Four Months (Jan. - April) Guidelines for Dissertation:

- 1) Topic
- 2) Introduction
- 3) Review of literature
- 4) Research Methodology
- 5) Result
- 6) Interpretation and Discussion
- 7) Conclusion
- 8) References
- 9) Appendix
- 10) Plagiarism

Examination Scheme:

Report Writing	: 30 Marks
Internal Faculty Interaction	: 20 Marks
Viva Voce	: 25 Marks
Presentation of Dissertation	: 25 Marks

Total **100 Marks**



Course Title: Psychosocial Foundations of Behavior and Psychopathology

Credit Units: 10

Course Level: MPhil

Course Code: PSY-131

Course Objectives:

The psychosocial perspectives attempt to understand human cognition, motives, perceptions and behavior as well as their aberrations as product of an interaction amongst societal, cultural, familial and religious factors. The overall aim is to introduce conceptualizations of mental health problems within the psychosocial framework, giving due considerations to contextual issues. Each unit in this paper pays attention to the different types of causal factors considered most influential in shaping both vulnerability to psychopathology and the form that pathology may take.

By the end of Part – I, trainees are required to demonstrate ability to:

1. Demonstrate a working knowledge of the theoretical application of the psychosocial model to various disorders.
2. Make distinctions between universal and culture-specific disorders paying attention to the different types of sociocultural causal factors.
3. Demonstrate an awareness of the range of mental health problems with which clients can present to services, as well as their psychosocial/contextual mediation.
4. Carry out the clinical work up of clients with mental health problems and build psychosocial formulations and interventions, drawing on their knowledge of psychosocial models and their strengths and weaknesses.
5. Apply and integrate alternative or complementary theoretical frameworks, for example, biological and/or religious perspectives, sociocultural beliefs and practices etc. in overall management of mental health problems.
6. Describe, explain and apply current code of conduct and ethical principles that apply to clinical psychologists working in the area of mental health and illness.
7. Describe Mental Health Acts and Policies, currently prevailing in the country and their implications in professional activities of clinical psychologists.

Course Contents/Syllabus:

Unit - I: Introduction: Scope of clinical psychology; overview of the profession and practice; history and growth; professional role and functions; current issues and trends; areas of specialization; ethical and legal issues; code of conduct.

Unit - II: Mental health and illness: Mental health care – past and present; stigma and attitude towards mental illness; concept of mental health and illness; perspectives – psychodynamic, behavioral, cognitive, humanistic, existential and biological models of mental health/illness

Unit - III: Epidemiology: Epidemiological studies in Indian context; socio-cultural correlates of mental illness, mental health, psychological well-being and quality of life.

Unit - IV: Self and relationships: Self-concept, self-image, self-perception and self-regulations in mental health and illness; learned helplessness and attribution theories; social skill model; interpersonal and communication models of mental illness; stress diathesis model, resilience,



coping and social support.
Unit - V: Family influences: Early deprivation and trauma; neglect and abuse; attachment; separation; inadequate parenting styles; marital discord and divorce; maladaptive peer relationships; communication style; family burden; emotional adaptation; expressed emotions and relapse.
Unit - VI: Societal influences: Discrimination in race, gender and ethnicity; social class and structure, poverty and unemployment; prejudice, social change and uncertainty; crime and delinquency; social tension & violence; urban stressors; torture & terrorism; culture shock; migration; religion & gender related issues with reference to India.
Unit - VII: Disability: Definition and classification of disability; psychosocial models of disability; impact, needs and problems; issues related to assessment/certification of disability – areas and measures.
Unit - VIII: Rehabilitation: Approaches to rehabilitation; interventions in the rehabilitation processes; models of adaptation to disability; family and caregivers issues; rights of mentally ill; empowerment issues; support to recovery.
Unit - IX: Policies and Acts: Rehabilitation Policies and Acts (Mental Health Act of 1987, National Mental Health Program 1982, the Persons With Disabilities (equal opportunities, protection of rights and full participation) Act 1995; Rehabilitation Council of India (RCI) Act of 1992, National Trust for Mental Retardation, CP and Autistic Children 1999, Juvenile Justice Act of 1986; Mental Health Care Bill 2011; ethical and forensic issues in psychiatry practice); assistance, concessions, social benefits and support from government and voluntary organizations; contemporary challenges; rehabilitation ethics and professional code of conduct.
Unit - X: Introduction to psychopathology: Definition; concepts of normality and abnormality; clinical criteria of abnormality; continuity (dimensional) versus discontinuity (categorical), and prototype models of psychopathology; classification and taxonomies – reliability and utility; classificatory systems, currently in use and their advantages and limitations. Approach to clinical interviewing and diagnosis; case history; mental status examination; organization and presentation of psychiatric information; diagnostic formulation.
Unit - XI: Psychological theories: Psychodynamic; behavioral; cognitive; humanistic; interpersonal; psychosocial; and other prominent theories/models of principal clinical disorders and problems, viz. anxiety, obsessive-compulsive, somatoform, dissociative, adjustment, sexual, substance use, personality, suicide, childhood and adolescence, psychotic, mood disorders, and culture-specific disorders.
Unit - XII: Indian thoughts: Concept of mental health and illness; nosology and taxonomy of mental illness; social identity and stratification (Varnashrama Vyavastha); concept of – cognition, emotion, personality, motivation and their disorders.

Student Learning Outcomes:

- Develop insight and analyze the contribution of social psychologists to the understanding of human society.
- Evaluate effective strategies in socialization, group processes (both inter and intra group).
- Ability to chart the progression of theories in major areas in Social Psychology.
- Interpret attitude formation and various methods to be used to change the attitude.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the theories being taught in class.

Assessment examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
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100%	NA	100%
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Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

References:

- Achenback, T.M. (1974). *Developmental Psychopathology*. New York: Ronald Press. Brislin, R. W. (1990). *Applied Cross cultural psychology*. New Delhi: Sage publications. Buss, A.H. (1966). *Psychopathology*. NY: John Wiley & Sons.
- Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). *Abnormal Psychology* (13th ed.). New Delhi: Dorling Kindersley Pvt Ltd.
- Cole, J.O. & Barrett, J.E. (1980). *Psychopathology in the aged*. New York: Raven Press. Fish, F, & Hamilton, M (1979). *Fish's Clinical Psychopathology*. Bristol:John Wright & Sons.
- Irallagher, B. J. (1995). *The sociology of mental illness* (3rd ed.). New York: Prentice hall. Kakar, S. (1981). *The Inner world: a psychoanalytic study of childhood and society in India*. New Delhi: Oxford University Press.
- Kapur, M. (1995). *Mental Health of Indian Children*. New Delhi: Sage publications.
- Klein, D.M. & White, J.M. (1996). *Family theories – An introduction*. New Delhi: Sage Publications.
- Krahe, B. (1992). *Personality and Social Psychology: Towards a synthesis*. New Delhi: Sage Publications.
- Kuppuswamy, B. (1965). *An Introduction to Social Psychology* (2nd ed.). New Delhi: Konark Publishers.
- Kuppuswamy, B. (1990). *Elements of ancient Indian Psychology* (1st ed.). New Delhi: Konark Publishers.
- Lindzey, G., & Aronson, E. (1975). *Handbook of Social Psychology* (Vols. 1 & 5). New Delhi: Amerind Publishing.
- Madan, G.R (2003). *Indian Social Problems* (Vols. 1-2). New Delhi: Allied Publishers Pvt. Ltd
- Mash, E.J & Wolfe, D.A. (1999). *Abnormal Child Psychology*. New York: Wadsworth Publishing
- Millon, T., Blaney, P.H. & Davis, R.D. (1999). *Oxford Textbook of Psychopathology*. New York: Oxford University.
- Pfeiffer, S.I. (1985). *Clinical Child Psychology*. New York: Grune & Stratton.
- Radley, A. (1994). *Making sense of illness: The social psychology of health and disease*. New Delhi: Sage Publications.
- Rao, H.S.R & Sinha D. (1997). *Asian perspectives in Psychology* (Vol. 19). New Delhi: Sage publications:
- Saraswathi, T.S (1999). *Culture, Socialization and human development*. New Delhi: Sage publications.
- Walker, C.E & Roberts, M.C. (2001). *Handbook of Clinical Child Psychology* (3rd ed.). Canada: John Wiley & Sons.



Course Title: Statistics and Research Methodology

Credit Units: 10

Course Level: MPhil

Course Code: PSY-132

Course Objectives:

The aim of this paper is to elucidate various issues involved in conduct of a sound experiment/survey. With suitable examples from behavioral field, introduce the trainees to the menu of statistical tools available for their research, and to develop their understanding of the conceptual bases of these tools. Tutorial work will involve exposure to the features available in a large statistical package (SPSS) while at the same time reinforcing the concepts discussed in lectures.

By the end of Part – II, trainees are required to demonstrate ability to:

1. Understand the empirical meaning of parameters in statistical models
2. Understand the scientific meaning of explaining variability
3. Understand experimental design issues - control of unwanted variability, confounding and bias.
4. Take account of relevant factors in deciding on appropriate methods and instruments to use in specific research projects.
5. Understand the limitations and shortcomings of statistical models
6. Apply relevant design/statistical concepts in their own particular research projects.
7. Analyze data and interpret output in a scientifically meaningful way
8. Generate hypothesis/hypotheses about behavior and prepare a research protocol outlining the methodology for an experiment/survey.
9. Critically review the literature to appreciate the theoretical and methodological issues involved.

Course Contents/Syllabus:

Unit - I: Introduction: Various methods to ascertain knowledge, scientific method and its features; problems in measurement in behavioral sciences; levels of measurement of psychological variables - nominal, ordinal, interval and ratio scales; test construction - item analysis, concept and methods of establishing reliability, validity and norms.
Unit - II: Sampling: Probability and non-probability; various methods of sampling - simple random, stratified, systematic, cluster and multistage sampling; sampling and non-sampling errors and methods of minimizing these errors.
Unit - III: Concept of probability: Probability distribution - normal, poisson, binomial; descriptive statistics - central tendency, dispersion, skewness and kurtosis.
Unit - IV: Hypothesis testing: Formulation and types; null hypothesis, alternate hypothesis, type I and type II errors, level of significance, power of the test, p-value. Concept of standard error and confidence interval.
Unit - V: Tests of significance - Parametric tests: Requirements, "t" test, normal z-test, and "F" test including post-hoc tests, one-way and two-way analysis of variance, analysis of covariance, repeated measures analysis of variance, simple linear correlation and regression.



Unit –VI : Test of significance- Non-parametric tests: Assumptions; One-sample tests (signs test, Mc Nemer test); two-sample test,(Mann Whitney U test, Wilcoxon rank sum test); k-sample tests (Kruskal Wallies test, and Friedman test) and chi-square test.
Unit - VII: Experimental design: Randomization, replication, completely randomized design, randomized block design, factorial design, crossover design, single subject design, non-experimental design.
Unit - VIII: Epidemiological studies: Epidemiological studies: Rates- Prevalence and incidence; Types- Prospective and retrospective studies; Diagnostic Efficiency Statistics (sensitivity, specificity, predictive values); Risk Estimation- odds ratio and survival analysis.
Unit - IX: Multivariate analysis: Introduction, Multiple regression, logistic regression, factor analysis, cluster analysis, discriminant function analysis, path analysis, MANOVA, Canonical correlation, and Multidimensional scaling.
Unit - X: Sample size estimation: Sample size determination for estimation of mean, estimation of proportion, comparing two means and comparing two proportions.
Unit - XI: Qualitative analysis of data: Content analysis, qualitative methods of psychosocial research.
Unit - XII: Use of computers: Use of relevant statistical package in the field of behavioral science and their limitations.

Student Learning Outcomes:

- Develop insight and analyze the contribution of statistic to the understanding of human society
- To learn various methods used in statistical analysis.
- To develop ability to apply various statistical technique in research areas.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the statistic being taught in class.

Assessment examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Essential References:

B.L. (2007). *Qualitative Research: Methods for the social sciences* (6th ed.). New York: Pearson Education.
 Daniel, W.W. (2005). *Biostatistics: a foundation for analysis in health sciences* (8th ed.). New York: John Wiley and Sons.
 Dillon, W.R. & Goldstein, M. (1984). *Multivariate analysis: Methods & Applications*. New York: John Wiley & Sons.
 Hassart, T.H. (1991). *Understanding Biostatistics*. ST. Louis: Mosby Year Book. Kerlinger, F.N. (1995). *Foundations of Behavioral Research*. New York: Holt, Rinehart & Winston.
 Kothari, C. R. (2003). *Research Methodology*. New Delhi: Wishwa Prakshan.
 Siegal, S. & Castellan, N.J. (1988). *Non-parametric statistics for the behavioral sciences*. McGraw Hill: ND



Course Title: Psychiatry

Credit Units: 10

Course Level: MPhil

Course Code: PSY-133

Course Objectives:

The aim is to train in conceptualization of psychopathology from different etiological perspectives, eliciting phenomenology and arrive at the clinical diagnosis following a classificatory system and propose/carry out psychological interventions including psychosocial treatment/management for the entire range of psychological disorders. Also, to train in assessing the caregivers' burden, disability and dysfunctions that are often associated with mental disorders and intervene as indicated in a given case.

By the end of Part – I, trainees are required to demonstrate ability to:

1. Demonstrate an understanding of a clinically significant behavioral and psychological syndrome, and differentiate between child and adult clinical features/presentation.
2. Understand that in many ways the culture, societal and familial practices shape the clinical presentation of mental disorders, and understand the role of developmental factors in adult psychopathology.
3. Carryout the clinical work up of clients presenting with the range of mental health problems and make clinical formulations/diagnosis drawing on their knowledge of a pertinent diagnostic criteria and phenomenology.
4. Summarizes the psychosocial, biological and sociocultural causal factors associated with mental health problems and neuropsychological disorders with an emphasis on biopsychosocial and other systemic models.
5. Carryout with full competence the psychological assessment, selecting and using a variety of instruments in both children and adults.
6. Describe various intervention programs in terms of their efficacy and effectiveness with regard to short and longer term goals, and demonstrate beginning competence in carrying out the indicated interventions, monitor progress and outcome.
7. Discuss various pharmacological agents that are used to treat common mental disorders and their mode of action.
8. Demonstrate an understanding of caregiver, and family burden and their coping style.
9. Assess the disability/dysfunctions that are associated with mental health problems, using appropriate measures.
10. Discuss the medico-legal and ethical issues in patients requiring chronic care and institutionalization.

Syllabus:

Unit - I: Signs and symptoms: Disorders of consciousness, attention, motor behavior, orientation, experience of self, speech, thought, perception, emotion, and memory.
Unit - II: Psychoses: Schizophrenia, affective disorders, delusional disorders and other forms of psychotic disorders – types, clinical features, etiology and management.
Unit - III: Neurotic, stress-related and somatoform disorders: types, clinical features, etiology and management.
Unit - IV: Disorders of personality and behavior: Specific personality disorders; mental & behavioral disorders due to psychoactive substance use; habit and impulse disorders; sexual disorders and dysfunctions – types, clinical features, etiology and management.
Unit - V: Organic mental disorders: Dementia, delirium and other related conditions with neuralgic and systemic disorders – types, clinical features, etiology and management.
Unit - VI: Behavioral, emotional and developmental disorders of childhood and adolescence: types, clinical features, etiology and management.
Unit - VII: Mental retardation: Classification, etiology and management.
Unit - VIII: Neurobiology of mental disorders: Neurobiological theories of psychosis, mood disorders, suicide, anxiety disorders, substance use disorders and other emotional and behavioral syndromes.
Unit - IX: Therapeutic approaches: Drugs, ECT, psychosurgery, psychotherapy, and behavior therapy, preventive and rehabilitative strategies – half-way home, sheltered workshop, daycare, and institutionalization.
Unit - X: Consultation-liaison psychiatry: Psychiatric consultation in general hospital; primary care setting.
Unit - XI: Special populations/Specialties: Geriatric, terminally ill, HIV/AIDS, suicidal, abused, violent and non-cooperative patients; psychiatric services in community, and following disaster/calamity.



Student Learning Outcomes:

- Analyse the importance of the most essential fundamental physiological and psychological process underlying events
- Explore the various techniques used to examine brain tissue and their examination techniques.
- Evaluate the comprehensive exposure to psychological disorders and its governing factor with various behaviours.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the theories being taught in class.

Assessment examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Essential References:

- Gelder, M., Gath, D., & Mayon, R. (1989). *Oxford Textbook of Psychiatry* (2nd ed.). New York: Oxford University Press.
- Kaplan, B.J. & Sadock, V.A., (1995). *Comprehensive Textbook of Psychiatry* (6th ed.). London: William & Wilkins.
- Rutter, M. & Herson, L. (1994). *Child and Adolescent Psychiatry: Modern approaches* (3rd ed.). London: Blackwell Scientific Publications.
- Sims, A. & Bailliere, T. (1988). *Symptoms in mind: Introduction to descriptive psychopathology*. London: WB Saunders.
- Vyas, J.N. & Ahuja, N. (1999). *Textbook of postgraduate psychiatry* (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers.



Course Title: Practical- Psychological Assessment

Credit Units: 18

Course Level: MPhil

Course Code: PSY-134

Course Objectives:

To provide hands-on experience in acquiring the necessary skills and competency in selecting, administering, scoring and interpreting psychological tests often employed in clients with mental or neuropsychological disorders. Since psychological assessment involves integration of information from multiple sources, the trainees are required to be given extensive exposure in working up of cases and carrying out the assessment at all levels. Typical areas of focus for psychological assessment includes (not necessarily limited to): cognition, intelligence, personality, diagnostic, levels of adjustment, disability/functional capacity, neuropsychological functions, clinical ratings of symptomatology, variables that help/direct treatment, and assess treatment outcomes.

By the end of Part – I, trainees are required to demonstrate ability to:

1. Use relevant criteria to assess the quality and appropriateness of a psychological test and evaluate its strengths and weaknesses for clinical purposes.
2. Able to carry out the clinical work-up and discuss the diagnostic possibilities based on the history and mental status examination of the clients with psychological/neuropsychological problems.
3. Synthesize and integrate collateral information from multiple sources and discuss the rationale for psychological assessment as relevant to the areas being assessed.
4. Select and justify the use of psychological tests and carry out the assessment as per the specified procedures in investigating the relevant domains.
5. Interpret the findings in the backdrop of the clinical history and mental status findings and arrive at a diagnosis.
6. Prepare the report of the findings as relevant to the clinical questions asked or hypothesis set up before the testing began, and integrate the findings in service activities.

Syllabus:

Unit - I: Introduction: Case history; mental status examination; rationale of psychological assessment; behavioral observations, response recording, and syntheses of information from different sources; formats of report writing.
Unit - II: Tests of cognitive functions: Bender gestalt test; Wechsler memory scale; PGI memory scale; Wilcoxon cord sorting test, Bhatia's battery of performance tests of intelligence; Binet's test of intelligence (locally standardized); Raven's progressive matrices (all versions); Wechsler adult intelligence scale – Indian adaptation (WAPIS – Ramalingaswamy's), WAIS-R.
Unit - III: Tests for diagnostic clarification: A) Rorschach psychodiagnostics, B) Tests for thought disorders – color form sorting test, object sorting test, proverbs test, C) Minnesota multiphasic personality inventory; multiphasic questionnaire, clinical analysis questionnaire, IPDE, D) screening instruments such as GHQ, hospital anxiety/depression scale etc. to detect psychopathology.
Unit - IV: Tests for adjustment and personality assessment: A) Questionnaires and inventories – 16 personality factor questionnaire, NEO-5 personality inventory, temperament and character inventory, Eyesenk's personality inventory, Eysenck's personality questionnaire, self-concept and self-esteem scales, Rottor's locus of control scale, Bell's adjustment inventory (students' and adults'), subjective well-being questionnaires, QOL, B) projective tests – sentence completion test, picture frustration test, draw-a-person test; TAT – Murray's and Uma Chowdhary's.
Unit - V: Rating scales: Self-rated and observer-rated scales of different clinical conditions such as anxiety, depression, mania, OCD, phobia, panic disorder etc. (including Leyton's obsessional inventory, Y-BOCS, BDI, STAI, HADS, HARS, SANS, SAPS, PANSS, BPRS), issues related to clinical applications and recent developments.
Unit - VI: Psychological assessment of children: A) Developmental psychopathology check list, CBCL, B) Administration, scoring and interpretation of tests of intelligence scale for children such as SFB, C-RPM, Malin's WISC, Binet's tests, and developmental schedules (Gesell's, Illingworth's and other) Vineland social maturity scale, AMD adaptation scale for mental retardation, BASIC-MR,



developmental screening test (Bharatraj’s), C) Tests of scholastic abilities, tests of attention, reading, writing, arithmetic, visuo-motor gestalt, and integration, D) Projective tests – Raven’s controlled projection test, draw -a-person test, children’s apperception test, E) Clinical rating scales such as for autism, ADHD etc.
Unit - VII: Tests for people with disabilities: WAIS-R, WISC-R (for visual handicapped), blind learning aptitude test, and other interest and aptitude tests, Kauffman’s assessment battery and such other tests/scales for physically handicapped individuals.
Unit - VIII: Neuropsychological assessment: LNNB, Halstead-Reitan battery, PGI-BBD, NIMHANS and other batteries of neuropsychological tests in current use.

Core Tests: (additions proposed)

1. Stanford Binet’s test of intelligence (any vernacular version)
2. Raven’s test of intelligence (all forms)
3. Bhatia’s battery of intelligence tests
4. Wechsler adult performance intelligence scale
5. Malin’s intelligence scale for children
6. Gesell’s developmental schedule
7. Wechsler memory scale
8. PGI memory scale
9. 16 personality factor questionnaire
10. NEO-5 personality inventory
11. Temperament and character inventory
12. Children personality questionnaire
13. Clinical analysis questionnaire
14. Multiphasic questionnaire
15. Object sorting/classification test
16. Sentence completion test
17. Thematic apperception test
18. Children’ apperception test
19. Rorschach Psychodiagnostic
20. Neuropsychological battery of tests (any standard version)

Student Learning Outcomes:

- To develop skill to establish therapeutic communication with the psychiatric/ non psychiatric
- Explore the various psychological test used to examine human behavior.
- Evaluate the comprehensive exposure to Neurological testing and its governing factor with various behaviors.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the psychological test being taught in class.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
N/A	100%	100%

Lab/Practical Assessment:

Continuous Assessment/Internal Assessment			End Term Examination
Components	Internal Evaluation	Attendance	
Weightage (%)	25%	5%	70%



Essential References:

- Bellack, A.S. & Hersen, M. (1998). *Comprehensive Clinical Psychology: Assessment* (Vol. 4). London: Elsevier Science Ltd.
- Choudhary, U. (1960). *An Indian modification of the Thematic Apperception Test*. Calcutta: Shree Saraswathi Press.
- Exner, J.E. (2002). *The Rorschach – A Comprehensive System*, (4th ed., Vol.1). New York: John Wiley and Sons.
- Freeman, F.S. (1965). *Theory and practice of psychological testing*. New Delhi: Oxford and IHBN.
- Hersen, M., Segal, D.L., & Hilsenroth, M.J. (2004). *Comprehensive handbook of psychological assessment* (Vols. 1-2). New York: John Wiley & Sons.
- Murray, H.A. (1971) *The Thematic Apperception Test manual*. London: Harvard University Press.



Course Title: Psychological Assessments Report Submission

Credit Units: 12

Course Level: MPhil

Course Code: NRS-135

Course Objectives:

- To familiarize the trainee with the formulation and Reporting of Psychodiagnostic evaluation.
- To enable the trainee with the writing format of psychological formulation and reporting.
- To familiarize the trainee with the formulation and reporting of IQ assessments.
- To familiarize the trainee with the formulation and reporting of Neuropsychological testing.
- To familiarize the trainee with the formulation and reporting of Personality testing

Duration: One Year

Methodology:

Trainee get opportunity in clinical Institutes e.g. Mental Hospital, NGOs and clinics. They will be guided by an internal and external supervisor. Trainees will submit 5 full length Psychodiagnostic Reports

Examination Scheme:

Internal Assessment	100 Marks
Total	100 Marks



Part - II (Year - II)

Course Title: Biological Foundations of Behavior

Credit Units: 10

Course Level: MPhil

Course Code: PSY-231

Course Objectives:

Brain disorders cause symptoms that look remarkably like other functional psychological disorders. Learning how brain is involved in the genesis of normal and abnormal behavioral/emotional manifestation would result in better clinical judgment, lesser diagnostic errors and increase sensitivity to consider and rule out a neuropsychological origin or biochemical mediation of the psychopathology. Also, current researches have indicated many pharmacological agents dramatically alter the severity and course of certain mental disorders, particularly the more severe disorders. Therefore, the aim of this paper is to provide important biological foundations of human behavior and various syndromes. The main focus is the nervous system and its command center – the brain.

By the end of Part – I, trainees are required to demonstrate ability to:

1. Describe the nature and basic functions of the nervous system.
2. Explain what neurons are and how they process information.
3. Identify the brain's levels and structures, and summarize the functions of its structures.
4. Describe the biochemical aspects of brain and how genetics increase our understanding of behavior.
5. State what endocrine system is and how it regulates internal environment and affects behavior.
6. Discuss the principles of psychopharmacology and review the general role of neurotransmitters and neuromodulators in the brain.
7. Describe the mono-aminergic and cholinergic pathway in the brain and the drugs that affect these neurons.
8. Describe the role of neurons that release amino acid neurotransmitters and the drugs that affect these neurons.
9. Describe what kinds of clinical symptoms are often associated with lesions of frontal, parietal, temporal and occipital lobes of the brain.
10. Describe what kinds of neuropsychological deficits are often associated with lesions of frontal, parietal, temporal and occipital lobes of the brain, and carry out the indicated neuropsychological assessment employing any valid battery of tests.
11. Describe what kinds of neuropsychological deficits are often associated with subcortical lesions of the brain.
12. List symptoms that are typical of focal and diffuse brain damage.
13. Enumerate the characteristics of clinical syndrome and the nature of neuropsychological deficits seen in various cortical and subcortical dementias.
14. Describe the neuropsychological profile of principal psychiatric syndromes.
15. Demonstrate an understanding of functional neuro-imaging techniques and their application in psychological disorders and cognitive neuroscience.
16. Demonstrate an understanding of the principals involved in neuropsychological assessment, its strengths and weaknesses, and its indications.
17. Describe the nature of disability associated with head injury in the short and longer term, methods of remedial training and their strengths and weakness.

Syllabus:

Part – A (Anatomy, Physiology and Biochemistry of CNS)

Unit –I: Anatomy of the brain: Major anatomical sub-divisions of the human brain; the surface anatomy and interior structures of cortical and sub-cortical regions; anatomical connectivity among the various regions; blood supply to brain and the CSF system; cytoarchitecture and modular organization in the brain.

Unit –II: Structure and functions of cells: Cells of the nervous system (neurons, supporting cells, blood-brain barrier); communication within a neuron (membrane potential, action potential); communication between neurons



(neurotransmitters, neuromodulators and hormones).
Unit – III: Biochemistry of the brain: Biochemical, metabolic and genetic aspect of Major mental disorders, mental retardation and behavioural disorders.
Unit - IV: Neurobiology of sensory-motor systems and internal environment: Organization of sensory-motor system in terms of receptors and thalamocortical pathways and motor responses.
Unit – V Regulation of Internal Environment: Role of limbic, autonomic and the neuroendocrine system in regulating the internal environment; reticular formation and other important neural substrates regulating the state of sleep/wakefulness.
Unit – VI : Neurobiology of Behaviour : Neurological aspects of drives, motivation, hunger, thirst, sex, emotions, learning and memory.
Unit –VII: Neurotransmitters and behaviour: Role of neurotransmitters and neuromodulators (acetylcholine, monoamines, amino acids, peptides, lipids) in various aspects of behaviour including learning and memory.
Unit –VIII: Introduction: Relationship between structure and function of the brain; the rise of neuropsychology as a distinct discipline, logic of cerebral organization; localization and lateralization of functions; approaches and methodologies of clinical and cognitive neuropsychologists.
Unit-IX: Frontal lobe syndrome: Disturbances of regulatory functions; attentional processes; emotions; memory and intellectual activity; language and motor functions.
Unit - X: Temporal lobe syndrome: Special senses – hearing, vestibular functions and integrative functions; disturbances in learning and memory functions; language, emotions, time perception and consciousness.
Unit – XI: Parietal and occipital lobe syndromes: Disturbances in sensory functions and body schema perception; agnosias and apraxias; disturbances in visual space perception; color perception; writing and reading ability.
Unit – XII: Neuropsychological profile of neuro-psychiatric conditions: Neuropsychological profile of cortical and subcortical dementia; major mental disorders and substance use disorders.
Unit – XIII: Functional human brain mapping: QEEG, EP & ERP, PET, SPECT, fMRI
Unit –XIV: Neuropsychological assessment: Introduction, principles, relevance, scope and indications for neuropsychological assessment and issues involved in neuropsychological assessment of children.
Unit –XV: Neuropsychological rehabilitation: Principles, objectives and methods of neuro-rehabilitation of traumatic brain injury, organic brain disorders, major psychiatric disorders and behavioural disorders; scope of computer-based retraining, neurofeedback, cognitive aids.

Student Learning Outcomes:

- Analyse the importance of the most essential fundamental physiological process underlying psychological events
- Explore the various techniques used to examine brain tissue and their examination techniques.
- Evaluate the comprehensive exposure to Nervous system and its governing factor with various behaviours.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode.
- Assigning students task of practicing the psychological test being taught in class.

Assessment examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%



Essential References:

- Bellack A.S. & Hersen M. (1998). *Comprehensive clinical psychology- Assessment (Vol. 4)*. London: Elsevier Science Ltd.
- Carlson, N.R. (2005). *Foundations of physiological psychology* (6th ed.). New Delhi: Pearson Education Inc.
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- Grant, I. & Adams, K.M. (1996). *Neuropsychological assessment of neuropsychiatric disorders* (2nd ed.). New York: Oxford University Press.
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- Vyas, J.N. & Ahuja, N (1999). *Textbook of postgraduate psychiatry* (2nd ed., Vols. 1- 2). New Delhi: Jaypee brothers.
- Walsh, K. (2003). *Neuropsychology- A clinical approach* (4th ed.). Edinburgh: Churchill Livingstone.



Course Title: Psychotherapy and Counseling

Credit Units: 10

Course Level: MPhil

Course Code: PSY-232

Course Objectives:

Impart knowledge and skills necessary to carry out psychological interventions in mental health problems with required competency. As a prelude to problem-based learning within a clinical context, the trainees are introduced to factors that lead to development of an effective working therapeutic alliance, pre-treatment assessment, setting therapy goals, evaluation of success of therapy in producing desired changes, and variables that affect the therapy processes. Further, the aim is to equip the trainees with various theories of clinical problems, and intervention techniques, and their advantages and limitations.

1. Describe what factors are important in determining how well patients do in psychotherapy?
2. Demonstrate an ability to provide a clear, coherent, and succinct account of patient's problems and to develop an appropriate treatment plan.
3. Demonstrate a sense of working collaboratively on the problem and ability to foster an effective alliance.
4. Demonstrate a working knowledge of theoretical application of various approaches of therapy to clinical conditions.
5. Set realistic goals for intervention taking into consideration the social and contextual mediation.
6. Carry out specialized assessments and interventions, drawing on their knowledge of pertinent outcome/evidence research.
7. Use appropriate measures of quantifying changes and, apply and integrate alternative or complementary theoretical approach, depending on the intervention outcome.
8. Demonstrate skills in presenting and communicating some aspects of current intervention work for assessment by other health professionals, give and receive constructive feedback.
9. Demonstrate ability to link theory-practice and assimilate clinical, professional, academic and ethical knowledge in their role of a therapist.
10. Present a critical analysis of intervention related research articles and propose their own methods/design of replicating such research.

Syllabus:

Unit - I: Introduction to Psychotherapy: Definitions, objectives, issues related to training professional therapists; ethical and legal issues involved in therapy work; rights and responsibilities in psychotherapy; issues related to consent (assent in case of minors); planning and recording of therapy sessions; structuring and setting goals; pre- and post-assessment; practice of evidence-based therapies.
Unit - II: Therapeutic Relationship: Client and therapist characteristics; illness, technique and other factors influencing the relationship.
Unit - III: Interviewing: Objectives of interview, interviewing techniques, types of interview, characteristics of structured and unstructured interview, interviewing skills (micro skills), open-ended questions, clarification, reflection, facilitation and confrontation, silences in interviews, verbal and non-verbal components.
Unit - IV: Affective psychotherapies: Origin, basis, formulation, procedures, techniques, stages, process, outcome, indications, and research & current status with respect to psychodynamic, brief psychotherapy, humanistic, existential, gestalt, person-centered, Adlerian, transactional analysis, reality therapy, supportive, clinical hypnotherapy, play therapy, psychodrama, and oriental approaches such as yoga, meditation, shavasana, pranic healing, reiki, tai chi etc.
Unit - V: Behavior therapies: Origin, foundations, principles & methodologies, problems and criticisms, empirical status, behavioral assessment, formulations and treatment goals, Desensitization - (imaginal, in-vivo, enriched, assisted), Extinction - (graded exposure, flooding and response prevention, implosion, covert extinction, negative practice, stimulus satiation), Skill training - (assertiveness training, modeling, behavioral rehearsal), Operant procedures - (token economy, contingency management), Aversion - (faradic aversion therapy, covert sensitization, aversion relief procedure, anxiety relief procedure and avoidance conditioning), Self-control procedures - (thought stop, paradoxical intention, stimulus



satiation), Biofeedback – (EMG, GSR, EEG, Temp., EKG), Behavioral counseling, Group behavioral approaches, Behavioral family/marital therapies.
Unit - VI: Cognitive therapies: Cognitive model, principles and assumptions, techniques, indications and current status of rational emotive behavior therapy, cognitive behavior therapy, cognitive analytic therapy, dialectical behavior therapy, problem-solving therapy, mindfulness based cognitive therapy, schema focused therapy, cognitive restructuring, and other principal models of cognitive therapies.
Unit – VII: Systemic therapies: Origin, theoretical models, formulation, procedures, techniques, stages, process, outcome, indications, and research & current status with respect to family therapy, marital therapy, group therapy, sex therapy, interpersonal therapy and other prominent therapies.
Unit – VIII: Physiological therapies: Origin, basis, formulation, procedures, techniques, stages, process, outcome, indications, and current status with respect to progressive muscular relaxation, autogenic training, biofeedback, eye-movement desensitization and reprocessing, and other forms of evidence-based therapies.
Unit – IX: Counseling: Definition and goals, techniques, behavioral, cognitive and humanistic approaches, process, counseling theory and procedures to specific domains of counseling.
Unit - X: Therapy in special conditions: Therapies and techniques in the management of deliberate self harm, bereavement, traumatic, victims of man-made or natural disasters, in crisis, personality disorders, chronic mental illness, substance use, HIV/AIDS, learning disabilities, mental retardation, and such other conditions where integrative/eclectic approach is the basis of clinical intervention.
Unit - XI: Therapy with children: Introduction to different approaches, psychoanalytic therapies (Ana Freud, Melanie Klein, Donald Winnicott); special techniques (behavioral and play) for developmental internalizing and externalizing disorders; therapy in special conditions such as psycho-physiological and chronic physical illness; parent and family counseling; therapy with adolescents.
Unit – XII: Psycho-education (therapeutic education): Information and emotional support for family members and caregivers, models of therapeutic education, family counseling for a collaborative effort towards recovery, relapse-prevention and successful rehabilitation with regard to various debilitating mental disorders.
Unit – XIII: Psychosocial rehabilitation: Rehabilitation services, resources, medical and psychosocial aspects of disability, assessment, group therapy, supportive therapy and other forms of empirically supported psychotherapies for core and peripheral members.
Unit - XIV: Indian approaches to Psychotherapy: Yoga, Meditation, Mindfulness –based intervention: methods, processes and outcome.
Unit - XV: Contemporary issues and research: Issues related evidence-based practice, managed care, and research related to process and outcome.

Student Learning Outcomes:

- To learn various psychological therapies.
- To develop various skills to apply therapies in various clinical settings.
- To learn various theoretical assumptions under therapies.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the psychological therapy being taught in class.

Assessment examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%



Essential References:

- Aronson, M. J. & Scharfman, M.A. (1992). *Psychotherapy: The analytic approach*. New York: Jason Aronson, Inc.
- Baker, P, (1992). *Basic family therapy*. New Delhi: Blackwell Scientific Pub.
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- Dobson, K.S., & Craig, K.D. (1996). *Advances in cognitive behavior therapy*. New York: Sage Publications.
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- Mash, E.J. & Wolfe, D.A. (1999). *Abnormal child psychology*. New York: Wadsworth Publishing.
- Rimm D.C., & Masters J.C. (1979). *Behavior therapy: Techniques and empirical findings*. New York: Academic Press.
- Sanders, D & Wills, F. (2005). *Cognitive therapy: An introduction* (2nd ed.). New Delhi: Sage Publications.
- Sharf, R.S. (2000). *Theories of psychotherapy and counseling* (2nd ed.). New York: Brooks/Cole.
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- Walker, C.E. & Roberts, MC (2001). *Handbook of clinical child psychology* (3rd ed.). Ontario: John Wiley and Sons.
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- Wolman, B.B. & Stricker, G, (1983). *Handbook of family and marital therapy*. New York: Plenum.
- Wolman, B.B. (1967). *Psychoanalytic techniques, a handbook for practicing psychoanalyst*. New York: Basic Book.



Course Title: Behavioral Medicine

Credit Units: 10

Course Level: MPhil

Course Code: PSY-233

Course Objectives:

Health psychology, as one of the subspecialties of applied psychology, has made a notable impact on almost the entire range of clinical medicine. The field deals with psychological theories and methods that contribute immensely to the understanding and appreciation of health behavior, psychosocial and cultural factors influencing the development, adjustment to, treatment, outcome and prevention of psychological components of medical problems. The aim of behavioral medicine is to elucidate the effects of stress on immune, endocrine, and neurotransmitter functions among others, psychological process involved in health choices individuals make and adherence to preventive regimens, the effectiveness of psychological interventions in altering unhealthy lifestyles and in directly reducing illness related to various systems. Further, to provide the required skills and competency to assess and intervene for psychological factors that may predispose an individual to physical illness and that maintain symptoms, in methods of mitigating the negative effects of stressful situations/events, and buffering personal resources.

1. Appreciate the impact of psychological factors on developing and surviving a systemic illness.
2. Understand the psychosocial impact of an illness and psychological interventions used in this context.
3. Understand the psychosocial outcomes of disease, psychosocial interventions employed to alter the unfavorable outcomes.
4. Understand the rationale of psychological interventions and their relative efficacy in chronic disease, and carry out the indicated interventions.
5. Understand the importance of physician-patient relationships and communication in determining health outcomes.
6. Understand of how basic principles of health psychology are applied in specific context of various health problems, and apply them with competence.
7. Demonstrate the required sensitivity to issues of death and dying, breaking bad news, and end-of-life issues.
8. Carry out specialized interventions during period of crisis, grief and bereavement.
9. Understand, assimilate, apply and integrate newer evidence-based research findings in therapies, techniques and processes.
10. Critically evaluate current health psychology/behavioral medicine research articles, and present improved design/methods of replicating such research.
11. Demonstrate the sense responsibility while working collaboratively with another specialist and foster a working alliance.

Syllabus:

Unit – I: Introduction: Definition, boundary, psychological and behavioral influences on health and illness, neuroendocrine, neurotransmitter and neuroimmune responses to stress, negative affectivity, behavioral patterns, and coping styles, psychophysiological models of disease, theoretical models of health behavior, scope and application of psychological principles in health, illness and health care.
Unit – II: Central nervous system: Cognitive, personality, behavioral, emotional disturbances in major CNS diseases like cerebrovascular (stroke, vascular dementia etc.), developmental (cerebral palsy), degenerative (Parkinson’s etc.), trauma (traumatic brain and spinal cord injury), convulsive (epilepsy), and infectious (AIDS dementia), assessment and methods for psychological intervention and rehabilitation with such patients.
Unit – III: Cardiovascular system: Psychosocial, personality, lifestyle, and health practice issues, psychobehavioral responses including coping with illness and functional loss in hypertension, MI, following CABG and other cardiovascular conditions, salient issues with regard to quality-of-life and well- being, empirically proven methods of psychological management of CVS diseases.
Unit – IV: Respiratory system: precipitants, such as emotional arousal, and other external stimuli, exacerbants such as anxiety and panic symptoms, effects, such as secondary gain, low self -esteem in asthma and other airway diseases, psychological, behavioral and biofeedback strategies as adjunct in the management.
Unit – V: Gastrointestinal system: Evaluation of psychological factors including personality characteristics and stress/coping style in functional GI disorders such as irritable bowel syndrome, inflammatory bowel



disease, peptic ulcer disease, esophageal disorder etc., role of psychotherapy, behavior modification, cognitive restructuring, biofeedback and relaxation training.
Unit-VI: Genitourinary/renal/reproductive system: Psychosocial issues in male/female sexual dysfunctions, micturition/voiding problems including primary/secondary enuresis, end-stage renal disease, dialysis treatment, primary and secondary infertility, empirically validated psychological and behavioral interventions in these conditions.
Unit-VII: Dermatology: Role of stress and anxiety in psychodermatological conditions such as psoriasis, chronic urticaria, dermatitis, alopecia and the impact of these on self-esteem, body image and mood, role of psychological interventions such as relaxation, stress management, counseling and biofeedback strategies.
Unit-VIII: Oncology: Psychosocial issues associated with cancer - quality of life, denial, grief reaction to bodily changes, fear of treatment, side effects, abandonment, recurrence, resilience, assessment tools, and goals of interventions for individual and family, and therapy techniques.
Unit IX: HIV/AIDS: Model of HIV disease service program in India, pre- and post-test counseling, psychosocial issues and their resolutions during HIV progress, psychological assessment and interventions in infected adults and children, and family members/caregivers, highly active anti-retroviral treatments (HAART), neuropsychological findings at different stages of infection, issues related to prevention/spreading awareness and interventions in at risk populations.
Unit- X Pain: Physiological and psychological processes involved in pain experience and behavior, assessment tools for acute and chronic pain intensity, behavior, and dysfunctions/disability related to pain, psychological interventions such as cognitive, behavioral, biofeedback and hypnotic therapies.
Unit-XI :Terminally ill: Medical, religious and spiritual definition of death and dying, psychology of dying and bereaved family, strategies of breaking bad news, bereavement and grief counseling, management of pain and other physical symptoms associated with end-of-life distress in patients with cancer, AIDS, and other terminal illness, professional issues related to working in hospice including working through one’s own death anxiety, euthanasia – types, arguments for and against.
Unit- XII- Other general clinical conditions: Application of psychological techniques and their rationale in the clinical care of patients in general medical settings where psychological services appears to affect the outcome of medical management positively, for example in diabetes, sleep disorders, obesity, dental anxiety, burns injury, pre- and post-surgery, preparing for amputation, evaluation of organ donors/recipient, pre- and post-transplantation, organ replacement, hemophiliacs, sensory impairment, rheumatic diseases, abnormal illness behavior, health anxiety etc.
Unit-XIII: Contemporary Issues: Research and developments in health psychology, psychophysiology, psychoneuroimmunology, psychobiology, sociobiology and their implications, and effects of psychotherapy on the biology of brain.

Student Learning Outcomes:

- Analyse the importance of the most essential fundamental physiological process underlying psychological events.
- Explore the various techniques used to examine physiological process.
- Evaluate the comprehensive exposure to physiological factor associated with various behaviors.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the psychological therapy being taught in class.
- **Assessment examination Scheme:**

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

- **Theory Assessment (L&T):**

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%



Essential References:

- Basmajian J.V. (1979). *Biofeedback – Principles and practice for clinicians*. Baltimore: Williams & Wilkins Company.
- Bellack, A.S., Hersen, M., & Kazdin, A.E. (1985). *International handbook of behavior modification and therapy*. New York: Plenum Press.
- Bellack, A. S. & Hersen, M. (1985). *Dictionary of behavior therapy*. New York: Pergamon Press.
- Dimatteo, M.R., & Martin, L.R. (2002). *Health Psychology*. New Delhi: Pearson.
- Lambert, M.J (2004). *Handbook of Psychotherapy and behaviour change* (5th ed.). New York: John Wiley and Sons.
- Rimm D.C. & Masters J.C. (1979). *Behavior therapy: Techniques and empirical findings*. New York: Academic Press.
- Sweet, J.J, Rozensky, R.H. & Tovian, S.M. (1991). *Handbook of clinical psychology in medical settings*. Plenum Press: NY
- Tunks, E & Bellismo, A. (1991). *Behavioral medicine: Concepts & procedures*. New York: Pergamon Press.
- Turner, S.M., Calhoun, K.S., & Adams, H.E. (1992). *Handbook of Clinical Behavior therapy*. New York: Wiley Interscience.
- Weinman, J., Johnston, M. & Molloy, G. (2006). *Health Psychology* (Vols. 1-4). London: Sage Publications.



Course Title: Practical: Psychological therapies and viva voce

Credit Units: 18

Course Level: MPhil

Course Code: PSY-234

Course Objectives:

To provide hands-on experience in acquiring the necessary skills and competency in selecting, administering, psychological therapies often employed in clients with psychological and neuropsychological disorders. Since psychological therapies involves integration of information from multiple sources, the trainees are required to be given extensive exposure in working up of cases and carrying out the assessment at all levels for therapeutic intervention. Typical areas of focus for psychological therapies includes (not necessarily limited to): cognition, intelligence, personality, levels of adjustment, disability/functional rehabilitation, neuropsychological rehabilitation, clinical ratings of symptomatology, variables that help/direct treatment, and assess treatment outcomes.

Student Learning Outcomes:

- To develop skill to establish therapeutic communication with the psychiatric/ non psychiatric clients
- Explore the various psychological therapies used for maladaptive behavior.
- Evaluate the comprehensive exposure to Neurological rehabilitation and its governing factor with various behaviors.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the psychological therapies.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
N/A	100%	100%

Lab/Practical Assessment:

Continuous Assessment/Internal Assessment			End Term Examination
Components	Internal Evaluation	Attendance	
Weightage (%)	25%	5%	70%



Course Title: Therapy Report Submission

Credit Units: 12

Course Level: MPhil

Course Code: NRS-235

Course Objectives:

- To familiarize the trainee with the formulation and Reporting of psychotherapeutic intervention.
- To familiarize the trainee with the formulation and reporting of IQ intervention.
- To familiarize the trainee with the formulation and reporting of neuropsychological rehabilitation.
- To familiarize the trainee with the formulation and reporting of family therapy, group therapy for various psychological disorders.

Duration: One Year

Methodology:

Trainee get opportunity in clinical Institutes e.g. Mental Hospital, NGOs and clinics. They will be guided by an internal and external supervisor. Trainees will submit 5 full length Psychotherapeutic Reports

Examination Scheme:

Internal Assessment	100 Marks
Total	100 Marks



Course Title: Dissertation

Credit Units: 10

Course Level: MPhil

Course Code: NMP-230

Course Objectives:

- To familiarize them to use scientific methods and evidence to inform the assessment, understanding, treatment and prevention of human problems in behaviour, affect, cognition or health.
- Trainee will acquire and demonstrate knowledge and skills necessary to plan, conduct, evaluate, and disseminate research in areas relevant to clinical psychology

Duration: One Year

Methodology:

- Trainee get opportunity to acquire and demonstrate knowledge and skills necessary to plan, conduct, evaluate, and disseminate research in areas relevant to clinical psychology. Trainees will submit Dissertation.

Examination Scheme:

Internal Assessment	30 Marks
External Assessment	70 Marks
Total	100 Marks

AIBAS SYLLABUS

2020-21



**Model Framework for Programme Structure &
Curriculum**

Institution: AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

Programme Title: B.A. (H) APPLIED

PSYCHOLOGY Duration of the Program (in yrs): 3

Years

Semesters: 6

Batch: 2019-22

Level: Undergraduate

Programme Description:

The BA(H) Applied Psychology Programme at Amity Institute of Behavioural & Allied Sciences (AIBAS) offers a broad and self-contained introduction which covers the basic principles of learning, biological bases of behaviour, thinking, memory, personality, social influences on behaviour (Social Psychology),

Programme Educational Objectives/Goals:

- **Base of Knowledge:** Develop a broad base of knowledge in the various domains of Psychology in order to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural element.
- **Research Acumen:** Interpret how research methods are used to test alternative explanations of human thought and behavior in a variety of problem domains, both basic (theoretical) and applied (practical).
- **Practical Skills:** Synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, school, hospital etc.

FIRST SEMESTER

Course Code	Course Title	Course Type	L	T	P	Total Credits
PSY-101	INTRODUCTION TO PSYCHOLOGY-I	Core Course	3	1	-	4
PSY-102	BASIC RESEARCH METHODOLOGY-I	Core Course	3	1	-	4
PSY-103	BIOPSYCHOLOGY	Core Course	3	1	-	4
PSY-104	STATISTICS IN PSYCHOLOGY-I	Core Course	3	1	-	4
PSY-105	SCHOOLS OF PSYCHOLOGY	Core Course	2	1	-	3
EVS-142	ENVIRONMENTAL STUDIES-I	Value Added Course -EVS	2	-	-	2
PSY-100	EXPERIMENTAL PSYCHOLOGY-I	Core Course	-	-	4	2
BCU-141	COMMUNICATION SKILLS – I	Value Added Course -BC	1	-	-	1
BSU-143	BEHAVIOURAL SCIENCE – I	Value Added Course -BS	1	-	-	1
FLU-144	FRENCH	Value Added Course -FBL	2	-	-	2
NTP-103	TERM PAPER I	Non Teaching Credit Course	-	-	-	1
	TOTAL					28

SECOND SEMESTER						
Course Code	Course Title	Course Type	L	T	P	Total Credits
PSY -201	INTRODUCTION TO PSYCHOLOGY-II	Core Course	3	1	-	4
PSY -202	BASIC RESEARCH METHODOLOGY-II	Core Course	3	1	-	4
PSY -203	INTRODUCTION TO PERSONALITY THEORIES	Core Course	3	1	-	4
PSY-204	STATISTICS IN PSYCHOLOGY-II	Core Course	3	1	-	4
PSY-205	SOCIAL PSYCHOLOGY	Core Course	2	1	-	3
EVS-242	ENVIRONMENTAL STUDIES-II	Value Added Course -EVS	2	-	-	2
PSY-200	EXPERIMENTAL PSYCHOLOGY-II	Core Course	-	-	4	2
BCU-241	COMMUNICATION SKILLS - II	Value Added Course -BC	1	-	-	1
BSU-243	BEHAVIOURAL SCIENCE – II	Value Added Course -BS	1	-	-	1
FLP-244	FOREIGN LANGUAGE - II	Value Added Course -FBL	2	-	-	2
NSM-205	SEMINAR	Non Teaching Credit Course	-	-	-	1
	TOTAL					28

SUMMER INTERNSHIP PROJECT: Students get opportunity in diversified Institutes e.g. Corporate Sector, Schools, NGOs and Hospitals. They will be guided by an internal and external supervisor from their respective Institute. Duration of internship will be four weeks in the month of June.

THIRD SEMESTER

Course Code	Course Title	Course Type	L	T	P	Total Credits
PSY-301	DEVELOPMENTAL PSYCHOLOGY	Core Course	3	1	-	4
PSY-302	POSITIVE PSYCHOLOGY	Core Course	3	1	-	4
PSY-303	PSYCHOMETRIC ASSESSMENT	Core Course	3	1	-	4
PSY-304	SOCIAL GERONTOLOGY AND HEALTH	Core Course	3	1	-	4
PSY-305	ENVIRONMENTAL PSYCHOLOGY	Core Course	2	1	-	3
PSY-300	PSYCHOLOGY - BASIC PRACTICAL I	Core Course	-	-	4	2
BCU-341	COMMUNICATION SKILLS – III	Value Added Course -BC	1	-	-	1
BSU-343	BEHAVIOURAL SCIENCE – III	Value Added Course -BS	1	-	-	1
FLU-344	FRENCH	Value Added Course -FBL	2	-	-	2
NTP-303	TERM PAPER-II	Non Teaching Credit Course	-	-	-	2
NSP-306	SUMMER INTERNSHIP PROJECT (EVALUATION)	Non Teaching Credit Course	-	-	-	2
	TOTAL					29

FOURTH SEMESTER						
Course Code	Course Title	Course Type	L	T	P	Total Credits
PSY-401	INTRODUCTORY COUNSELING PSYCHOLOGY	Core Course	3	1	-	4
PSY-402	ABNORMAL PSYCHOLOGY	Core Course	3	1	-	4
PSY-403	INTRODUCTION TO ORGANIZATIONAL PSYCHOLOGY	Core Course	3	1	-	4
PSY-400	PSYCHOLOGY - BASIC PRACTICAL II	Core Course	-	-	4	2
BCU-441	COMMUNICATION SKILLS – IV	Value Added Course -BC	1	-	-	1
BSU-443	BEHAVIOURAL SCIENCE – IV	Value Added Course -BS	1	-	-	1
FLU-444	FRENCH	Value Added Course -FBL	2	-	-	2
NCS-408	CASE STUDY PRESENTATION	Non Teaching Credit Course	-	-	-	2
PICK ANY THREE COURSES OF YOUR CHOICE OUT OF THE FOLLOWING COURSES						
PSY-404	SPORTS PSYCHOLOGY	Specialization Elective Course	2	1	-	3
PSY-405	PSYCHOLOGY AND LIFE SKILLS	Specialization Elective Course	2	1	-	3
PSY-406	EDUCATIONAL PSYCHOLOGY	Specialization Elective Course	2	1	-	3
PSY-407	PSYCHOLOGY OF HEALTH AND YOGA	Specialization Elective Course	2	1	-	3
	TOTAL					29

SUMMER FIELD WORK

FIFTH SEMESTER

Course Code	Course Title	Course Type	L	T	P	Total Credits
PSY-501	Clinical Psychology	Core Course	3	1	-	4
PSY-502	Gender Psychology	Core Course	3	1	-	4
PSY-500	Psychology - Basic Practical III	Core Course	-	-	4	2
BCU-541	Communication Skills – III	Value Added Course -BC	1	-	-	1
BSU-543	Behavioural Science – V	Value Added Course -BS	1	-	-	1
FLU-544	French	Value Added Course -FBL	2	-	-	2
NTP-503	Term Paper-III	Non Teaching Credit Course	-	-	-	2
NSP-506	Summer Fieldwork (Evaluation)	Non Teaching Credit Course	-	-	-	4
PICK ANY THREE COURSES OF YOUR CHOICE OUT OF THE FOLLOWING GROUPS						
PSY -503	Psychology of Motivation and Leadership	Specialization Elective Course	2	1	-	3
PSY-504	Psychological Practices in Organisations	Specialization Elective Course	2	1	-	3
PSY-505	School Counseling	Specialization Elective Course	2	1	-	3
PSY-506	Forensic Mental Health	Specialization Elective Course	2	1	-	3
PSY-507	Psychology of Caregivers	Specialization Elective Course	2	1	-	3
PSY-508	Introduction to Community Psychology	Specialization Elective Course	2	1	-	3
PSY-509	Science of Well-being	Specialization Elective Course	2	1	-	3
	TOTAL					29

SIXTH SEMESTER						
Course Code	Course Title	Course Type	L	T	P	Total Credits
PSY-601	Psychology of Differentially-abled Children (Special Education)	Core Course	3	1	-	4
PSY-600	Psychology Basic Practical IV	Core Course	-	-	4	2
BCU-641	Communication Skills – IV	Value Added Course -BC	1	-	-	1
BSU-643	Behavioural Science – VI	Value Added Course -BS	1	-	-	1
FLU-644	French	Value Added Course -FBL	2	-	-	2
NMP-601	Major Project	Non Teaching Credit Course	-	-	-	6
PICK ANY FOUR COURSES OF YOUR CHOICE OUT OF THE FOLLOWING COURSES						
PSY-602	Planning Recruitment and Selection	Specialization Elective Course	2	1	-	3
PSY-603	Introduction to Industrial Relations	Specialization Elective Course	2	1	-	3
PSY-604	Psychology of Exceptional and Gifted Children	Specialization Elective Course	2	1	-	3
PSY-605	Teaching and Learning Techniques	Specialization Elective Course	2	1	-	3
PSY-606	Human Skill Development	Specialization Elective Course	2	1	-	3
PSY-607	Psychology of Aging	Specialization Elective Course	2	1	-	3
PSY-608	Science of Happiness	Specialization Elective Course	2	1	-	3
	TOTAL					28

SUMMARY: Total No. of Credits in B.A. (H) Applied Psychology = **171**



Course structure: Introduction to Psychology- I - Course Code: PSY101

Course Title: Introduction to Psychology- I

Credit Units: 4

Course Level: UG Level

Course Code: PSY 101

Course Objectives:

- The objective of this course is to study the concept, principles and theories of cognition and its application in cognitive psychology.
- This will facilitate the students to develop the cognitive skills in themselves and others.

Pre-requisites: The students must possess fair understanding of basic concept of psychology

Course Content:	Weightage
Module I: Introduction	10%
<ul style="list-style-type: none"> • Definition and Goals of Psychology • Role of a Psychologist in Society • Today's Perspectives Biological, Psychodynamic, Behaviorists, Cross cultural and Humanistic 	
Module II: Sensation & Perception	30%
<ul style="list-style-type: none"> • Nature and definitions • Characteristics of Sensation & perception • Visual depth perception • Constancy& movement perception • Illusion of object, shape, space, colour and movement • Factors influencing perception • Extra sensory perception 	
Module III: Learning	
<ul style="list-style-type: none"> • Definition • Classical Conditioning- Basics of conditioning, basic processes- Extinction, Spontaneous Recovery, Generalization, Discrimination, Higher Order Conditioning, Criticism and Significance of Classical Conditioning • Operant Conditioning- Thorndike's: Law of Effect, Reinforcement- Primary and Secondary, Positive rein forcers, Punishment, Pros and Cons of Punishment • Process- Generalization, Discrimination, Shaping, Chaining, Schedules of Reinforcement • Significance of Operant Conditioning, • Cognitive Learning- Latent Learning; Observational learning (Bandura); Insight Learning (Kohler), • Learner and Learning- Prepared Behaviours, Unprepared and Contra-prepared behaviours 	30%
Module IV: Memory	

<ul style="list-style-type: none"> • Basic Processes- Encoding, Storage, Retrieval • Sensory- Iconic Memory and Echoic Memory • STM- Working Memory, Serial Position Curve, Rehearsal, Chunking, LTM- Modules of Memory • Declarative, Procedural, Semantic, Episodic Memory, Associative models- Explicit Memory and Implicit Memory • Retrieval Cues, State Dependent and Context Dependent Memory, Tip-Of-The-Tongue Phenomenon, Flash Bulb Memories • Levels of processing- Constructive Processes in Memory- Schemas • Forgetting- Decay Theory Interference Theory 	30%
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Student Learning Outcomes:

- Develop a base in cognitive psychology with the help of relevant example of everyday life.
- Comprehend and analyze situations in life better and to enable others in the same way.
- Appreciate various theories of learning in the practical world.
- Identify the importance of experiments in the field of memory & how it shaped cognitive psychology

Pedagogy for Course Delivery:

The class will be trained to comprehend the basic processes involved in our day today living using theory. The students are facilitated for skill based learning .They will also be given exposure to relevant examples which smoothens the progress of their conceptual understanding of the course.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Morgan & King, 7th Ed, Introduction to Psychology

References:

- Atkinson & Hilgard, Introduction to Psychology
- Robert A. Baron, 5th Ed., Psychology



Course structure: Research Methodology-I - Course Code: PSY 102

Course Title: Research Methodology-I

Credit Units: 4

Course Level: UG Level

Course Code: PSY 102

Course Objectives:

- To introduce the basic principles of Research Methodology.
- To equip students with skills of various methods and techniques for scientific conduct of research in psychology.

Pre-requisites: The students must possess fair understanding of basics knowledge of research

Course Content:	Weightage
Module I: Introduction	10%
<ul style="list-style-type: none"> • Nature of research enquiry • Types of Research: Action and applied; qualitative and quantitative • Measurement v/s assessment • Importance and Limitations of Research 	
Module II: Scaling in Psychology	15%
<ul style="list-style-type: none"> • Concept of scaling • Types of scales • Psycho-physical scaling 	
Module III: Problem	15%
<ul style="list-style-type: none"> • Nature and characteristics of problem statement • Defining the problem, aim and objectives of a research • Qualities of a good problem statement 	
Module IV: Hypothesis	20%
<ul style="list-style-type: none"> • Concept and character of hypothesis • Types of hypothesis • Type I and type II errors • Writing a good hypothesis 	
Module V: Variables	20%
<ul style="list-style-type: none"> • Variables in research • Dependant and independent variables • Extraneous variables and their control 	
Module VI: Sampling	20%
<ul style="list-style-type: none"> • Definition of sampling • Population and sample • Techniques of sampling 	

Student Learning Outcomes:

- Analyze & comprehend research and its application.
- Design and Develop the strategy to conduct research.
- Comprehend the inter relation between parameters under study.
- Develop insight into procedural scientific steps of conducting a research.
- Identify the strategic & scientific aspects related to hypothesis testing.

Pedagogy for Course Delivery:

The class will be taught using theory and discussion method. In addition to assigning the research papers to be reviewed to understand the application of Research methodology, the course instructor will also discuss projects so as to give a better insight. The instructor will cover the ways innovative & current strategies to conduct and analyze research.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

Anastasi, A., (1988), Psychological Testing; 6th Ed. New York: Mc Millan Publishing Company.
 Kerlinger, F. N., (1933), Foundation of Behavioural Research; New Delhi: Surjeet Publication.
 Freeman, F.S. (1962). Theory and Practice of Psychological Testing; New Delhi: Oxford IBH
 Pandey, J. (1988). Psychology in India: The State of the Art Vol.I (Personality and Mental Processes) New Delhi; Sage



Course structure: Biopsychology - Course Code: PSY 103

Course Title: Biopsychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY 103

Course Objectives:

- The paper on Biopsychology correlates the discipline to the physiological aspect of human life and emphasizes the need to study physiology for complete understanding of human beings.
- It will also provide an overview of issues that many physiological psychologists consider in understanding how the brain and behaviour interact.

Pre-requisites: The students must possess fair understanding of basics of human biology

Course Content:	Weightage
Module I: Introduction to Biopsychology	20%
<ul style="list-style-type: none"> • Concept of biopsychology • Techniques used in biopsychology • Hemisphere function: Sperry and the split-brain; Left handedness; Emotion and the right hemisphere 	
Module II: Cell & Nervous System	20%
<ul style="list-style-type: none"> • Cell structure: Neuron, Synapses, The neurotransmitters • The nervous system: Basic subdivisions-Peripheral and Central 	
Module III: Hormonal Basis of Behaviour	20%
<ul style="list-style-type: none"> • Endocrine system: Structure &Function • Abnormalities of major glands: Thyroid, Adrenals, Gonads, Pituitary and Pancreas 	
Module IV: Sleep, Arousal & Biological Rhythms	20%
<ul style="list-style-type: none"> • Functions of sleep • Biological Rhythms • Concept of arousal; Physiological measure of arousal • Reticular Formation and Central Arousal 	
Module V: Learning & Memory	20%
<ul style="list-style-type: none"> • Anterograde and retrograde Amnesia • Alzheimer Disease • Korsakoff's Psychosis • Biochemistry of learning and memory 	

Student Learning Outcomes:

- Analyse the importance of the most essential fundamental physiological process underlying psychological events
- Explore the various techniques used to examine brain tissue and their examination techniques
- Evaluate the comprehensive exposure to Nervous system and its governing factor with various behaviours.

Pedagogy for Course Delivery: The class will be taught using theory and case based method. In addition to this presentations will be shown in PPT form.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Leukel, F., (1968), Introduction to Physiological Psychology

References:

- Levinthal, G. G., (1990), Introduction to Physiological Psychology
- Anthony, C.P & Thobidean G.A., (1987), Text Book of Anatomy & Physiology, New Jersey.



Course structure: Statistics in Psychology- I - Course Code: PSY 104

Course Title: Statistics in Psychology- I

Credit Units: 4

Course Level: UG Level

Course Code: PSY 104

Course Objectives:

- The paper on Statistics introduces quantification of psychological data and gives primary research orientation to the students.

Pre-requisites: The students must possess fair understanding of basic concept of statistics

Course Content:	Weightage
Module I: Introduction to Statistics	20%
<ul style="list-style-type: none">• Statistics: Meaning, Importance & Limitations• Descriptive and Inferential Statistics• Parametric and Non-parametric Statistics• Population and Sample• Scales of Measurement	
Module II: Frequency Distributions & Graphical Representation	20%
<ul style="list-style-type: none">• Frequency Distribution; Relative and Cumulative Frequency Distribution• Uni-variate & Bi-variate Frequency Distribution• Line Graph, Bar Graph, Pie Chart, Histogram, Frequency Polygon, Frequency Curve	
Module III: Measures of Central Tendency	20%
<ul style="list-style-type: none">• Mean• Median• Mode	
Module IV: Measures of Variability	20%
<ul style="list-style-type: none">• The Standard Deviation• Quartile Deviation• Variance	
Module V: Correlation	20%
<ul style="list-style-type: none">• Concept & Nature of Correlation• Product moment correlation• Spearman's Rank Difference correlation	

Student Learning Outcomes:

- Analyze the importance of statistics in the field of psychology
- Explore the various data interpretation techniques
- Evaluate various descriptive statistics technique

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode Assigning students task of practicing the statistics being taught in class.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Garret H E, Statistics in Psychology

References:

- Minimum E W, King, H M & Bear G, (1993), Statistical Reasoning in Psychology & Education, 3rd Edition, New York: John Wiley & Sons
- Siegel S (1956), Non Parametric Statistics, New York, McGraw Hill
- Broota S, (1992), Experimental Design in Behaviour Research, New Delhi
- Freeman, Statistics in Psychology



Course structure: Schools of Psychology - Course Code: PSY 105

Course Title: Schools of Psychology

Credit Units: 3

Course Level: UG Level

Course Code: PSY 105

Course Objectives:

- To give an overview on history of psychology and the developments within the discipline.
- Students know about the development of Psychology

Pre-requisites: The students must possess fair understanding of the nature of psychology

Course Content:	Weightage	
Module I: Science & Scientific Theory	20%	
<ul style="list-style-type: none">• What is science and non-science?• Psychology as a Science• Psychology as non-science• Theories, systems, paradigms, & methodological issues		
Module II: Structuralism & Functionalism		20%
<ul style="list-style-type: none">• Wundt, & Titchener's contribution to psychology (compare and contrast the two)• Structuralism as a school of thought• The American contribution to evolution of psychology		
Module III: Associationism & Behaviorism	10%	
<ul style="list-style-type: none">• Thorndikian Associationism• Watsonian Behaviorism		
Module IV: Psychodynamics & Gestalt	30%	
<ul style="list-style-type: none">• Classical Psychoanalysts : Sigmund Freud• Neo-psychoanalysts: Alfred Adler and Carl Jung• Gestalt school of thought		
Module V: Humanistic & Existential Approach		20%
<ul style="list-style-type: none">• Abraham Maslow• Carl Rogers• Existential approach to psychology		

Student Learning Outcomes:

- Interpret the historical evolution of psychology
- Clarify the various methodological issues of psychology
- Organize the various schools of thoughts in psychology

Pedagogy for Course Delivery:

Lectures, presentations, group discussions, and case studies

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Leahy, T H, (1991), A History of Modern Psychology; New York: Prentice Hall
- Chaplin, J P & Krawice, T S, (1979), Systems and Theories in Psychology; New York: Holt Rinechart & Winston
- Marx M H & Hillix W A, (1986), Systems and Theories in Psychology; New York: McGraw Hill
- Wolman B B, (1979), Contemporary Theories and Systems in Psychology; London: Freeman Book Company
- Sartre, J P (1956), History & Theories of Psychology
- Paranjpe, A C, (1994), Meeting East and West; New York: Plenum Press



Course structure: Experimental Psychology – I - Course Code: PSY-100

Course Title: Experimental Psychology – I

Credit Units: 2

Course Level: UG Level

Course Code: PSY-100

Course Objectives:

- To apply the general concepts of psychology through the medium of experiments. Every student is expected to perform and write all experiments mentioned below:

Pre-requisites: The students must possess fair understanding of basics of psychological assessment

Course Content:			
<ul style="list-style-type: none"> Bilateral Transfer of Learning Paired Association Serial Position Effect STM & LTM Stroop Effect 			
<p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> Understand the concepts of psychology through the mediums of the experiments Develop With the skills of conducting & documenting experiments in the field of psychology. <p>Pedagogy for Course Delivery: The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically. Insights would be given on conducting test on individuals with an objective to understand criminal behavior</p>			
Assessment/ Examination Scheme:			
Theory L/T (%)	Lab/Practical/(%)	End Term Examination	
30%	70%	100%	
Theory Assessment (L&T):			
Continuous Assessment/Internal Assessment			End Term Examination
Components (Drop down)	Practical File	Attendance	
Weightage (%)	25%	5%	



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Term Paper – I - Course Code: NTP-103

Course Title: Term Paper – I.

Credit Units: 1

Course Level: UG Level

Course Code: NTP 103

Course Objectives:

- The rationale behind introducing the term paper for BA Students (Ist Year) is to enhance the reading and writing habits of the students and to make them aware about the process of carrying out a research work.
- This helps them to develop insight into the course they are studying which creates an academic interest among the students. Presentation of the term paper plays an important role as it facilitates knowledge sharing and improvement in presentation skills which will further enhance the confidence of the students.
- The overall objective of this term paper is to develop research orientations in students and to make them understand and enhance skills in Research Methodology

Guidelines for Term Paper:

- 1) Topic
- 2) Introduction
- 3) Review Research
- 4) Discussion
- 5) Conclusion
- 6) References

Examination Scheme:

Compilation of Term Paper:	50 Marks
Viva Voce:	25 Marks
Presentation of Term Paper:	25 Marks
Total	100 Marks



Course structure: Introduction to Psychology- II - Course Code: PSY 201

Course Title: Introduction to Psychology- II

Credit Units: 4

Course Level: UG Level

Course Code: PSY 201

Course Objectives:

- The objective of this course is to study the concept, principles and theories of cognition and its application in cognitive psychology.
- This will facilitate the students to develop an understanding of the cognitive skills in themselves and others.

Pre-requisites: The students must possess fair understanding of psychological principles and nature of Psychology

Course Contents:	Weightage
Module I: Sensation, Attention and Perception	25%
<ul style="list-style-type: none">• Sensation: Basic concepts; Process• Types of senses- Visual, Auditory, Gustatory, Olfactory, Tactile, Vestibular, Kinesthetic, and Organic Senses• Sensory Adaptation- Advantages and Disadvantages• Sensitivity to Glare, Integration of senses, Sensory Threshold, Absolute Threshold, Just Noticeable Difference, Weber's Law• Attention: Definition & Characteristics• Selective Attention, Divided Attention and Sustained Attention• Theories of attention: Early & Late Selection, Capacity and Mental Effort Models• Perception : Signal Detection Theory	
Module II: Thinking and Decision Making	25%
<ul style="list-style-type: none">• Theories and models of thinking- Information Processing Theory, S-R theory, Cognitive theories, Simulation Models• Types of Thinking• Reasoning & its types• Concept formation• Decision Making & Cognitive Illusions in Decision Making	
Module III: Intelligence	25%
<ul style="list-style-type: none">• Meaning and Definition of Intelligence• Theories of Intelligence: Charles Spearman, Louis L. Thurstone, Howard Gardner ,• Creativity and Intelligence• Assessment of intelligence	

<p>Module IV Motivation & Emotion</p> <ul style="list-style-type: none"> ● Motivation: Meaning & Characteristics ● Homeostasis, Need, Drive, Arousal, Incentives Current status of motivational concepts ● Types- Physiological Motivation- Hunger, Thrust; Psychological Motivation- Achievement, Power, Motivation Cycle, Need Hierarchy ● Emotion -Introduction- Meaning: Physiological responses, arousal and emotional intensity, emotional expression. ● Theories- James Lange Theory, Cannon-Bard theory & Cognitive theory ● How people communicate Emotion- Innate Expression of Emotions ● Social Aspects of Emotional Expressions, Facial Expressions (Pyramidal Motor System) 	<p>25%</p>
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Student Learning Outcomes:

- Cultivate cognitive skills to understand the mind and behaviour.
- Recognize and comprehend the concepts, principles & themes of cognitive psychology.

Pedagogy for Course Delivery:

The class will be taught using theory and case study method. In addition to assigning the case studies, the course instructor will spend considerable time in making the students grasp a clear understanding of the concept of motivation and emotions in daily life.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Morgan & King, 7th Ed, Introduction to Psychology

References:

- N.K. Chadha and Salma Seth (eds) (2013) The Psychological Realm. Pinnacle Learning: new Delhi
- Atkinson & Hilgard, Introduction to Psychology
- Robert A. Baron, 5th Ed., Psychology
- Hodder & Stoughton, Introducing Psychology
- Zimbardo, Philips. Psychology and life, Thapar College



Course structure: Basic Research Methodology – II - Course Code: PSY 202

Course Title: Basic Research Methodology – II

Credit Units: 4

Course Level: UG Level

Course Code: PSY 202

Course Objectives:

- Students will know the various types of analysis and how to use statistics in analyzing and interpreting the obtained data.
- To introduce the principles of Research Methodology.
- To discuss in-detail the design, data collection, analysis of data and report writing

Pre-requisites: The students must possess fair understanding of basics of research methods

Course Content:	Weightage
Module I: Research Design <ul style="list-style-type: none">• Co-relational• Experimental• Quasi- experimental• Ex-post facto	20%
Module II: Tools of Data Collection <ul style="list-style-type: none">• Questionnaire• Interview• Observation• Case Study	20%
Module III: Analysis of Data <ul style="list-style-type: none">• Classifying and analysis• Qualitative data analysis• Quantitative data analysis	20%
Module IV: Ethical Issues <ul style="list-style-type: none">• Communicating research findings• Informed consent• Other ethical considerations	20%
Module V: Report Writing <ul style="list-style-type: none">• Abstract• Synopsis Format• Reference	20%

Student Learning Outcomes:

On completion of this course the students will be able to-

- Explain the procedures in research to conduct the experiments.
- Acquire knowledge of qualitative research methods.
- Analyze and report the data for both descriptive and inferential statistics.

Pedagogy for Course Delivery:

Lectures, Case Discussions, and Demonstrations.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Texts:

- Broota, K.D. (1992) Experimental designs in psychological research, Wiley eastern, New Year

References:

- Guilford (1986), Statistics in Psychology and Education, McGrawhill, New York
- Kerlinger, F., (1983), Foundations of Behavioural Research, Surjeet Publications, Delhi
- Rajamanickam, M. (2001) – Statistical Methods in Psychological and Educational Research, Concept Publishing Co. New Delhi, India.
- Siegel.S. (2004), non – Parametric Statistics



Course structure: Introduction to Personality Theories - Course Code: PSY-203

Course Title: Introduction to Personality Theories.

Credit Units: 4

Course Level: UG Level

Course Code: PSY-203

Course Objectives:

- The paper introduces description, evaluation and application of major personality theories for personality development.
- It also focuses on understanding Indian and other Eastern thoughts in Personality.

Pre-requisites: The students must possess fair understanding of important theories of psychology

Course Content:	Weightage
Module I: Introduction to Personality	10%
<ul style="list-style-type: none">• Definition, concept and component of personality; factors influencing personality- heredity and environment; characteristics features of personality• Nature-Nurture debate• Issues and biases in personality measurement• Indian Approaches of Personality	
Module II: Type and Trait Approaches	20%
<ul style="list-style-type: none">• Sheldon, Kretshmer, Allport, Eysenck, and Cattell	
Module III: Freudian and Neo-Freudian Approaches	30%
<ul style="list-style-type: none">• Freud• Jung• Adler• Horney• Erickson• Fromm	
Module IV: Humanistic-Existential School	20%
<ul style="list-style-type: none">• Rogers• Maslow• Rollo May• Kurt Lewin	
Module V: Cognition and Personality	10%
<ul style="list-style-type: none">• Social Cognitive Perspective• Bandura	
Module VI: Eastern views on self	10%
<ul style="list-style-type: none">• Vedanta philosophy- Sattvik, Rjasik and Tamsik personality• Buddhist Tradition	

Student Learning Outcomes:

- Appreciate the various approaches to study human personality.
- Illustrate the Indian ideas on the development of personality.
- Assess personality with the help of personality theories

Pedagogy for Course Delivery:

The class will be taught using theory and case based method. through lectures, , tutorial and field assignment activities in particular.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Adams, D.P., (1990), An Introduction to Personality Psychology; New York: Harcourt brace & Javan vich.
- Hall, C.S. & Lindzey, G. (1998), Theories of Personality; New Delhi: Wiley Eastern Ltd.
- Feist, J. (1985), Theories of personality; New York, Holt Rineharat & Winston
- Paranjpe, A.C. (1984), Theoretical Psychology, Meeting of East and West; New York, Penguin Press
- Mairet, P. (1977), Existentialism & Humanism of J.P. Sartre; London, Methuen
- Kuppuswamy, B. (1990), Elements of Ancient Indian Psychology; Delhi: Konark publishers
- Allport, G.W. (1996), Pattern in Growth in Personality; New York: Holt Rinechart & Winton
- McClland, D.C. (1951), Personality; New York: Holt Rinechart & Winston.
- Cambridge, M.A. (1982) The Evolving Self Problem and Process in Human Development; New York: Harvard University Press
- Monte, F.E. (1977) Beneath the Mask-An Introduction to Theories of Personality; New York: Prager.



Course structure: Statistics in Psychology II - Course Code: PSY-204

Course Title: Statistics in Psychology II.

Credit Units: 4

Course Level: UG Level

Course Code: PSY-204

Course Objectives:

- The paper on statistics introduces quantification of psychological data and gives primary research orientation to the students.

Pre-requisites: The students must possess fair understanding of various statistical calculation methods

Course Contents/Syllabus:	Weightage
Module I: The Normal Curve	
<ul style="list-style-type: none"> • Characteristics and Problems in Normal Probability Curve (NPC) • The Standard Normal Curve 	20%
Module II: Significance of mean	
<ul style="list-style-type: none"> • Computation of the standard error of mean • Degrees of freedom • Levels of significance • Type I and Type II errors • Standard error of difference between two independent means (Large & small samples) • t-test: Independent & Paired sample 	20%
Module III: Non-parametric tests	
<ul style="list-style-type: none"> • Introduction; basic differences; Uses of parametric and Non-parametric tests • Chi-Square • Chi-Square with 2*2 table • Sign test • Median test 	20%
Module IV: Analysis of Variance	20%
<ul style="list-style-type: none"> • Hypothesis testing with the help of One way ANOVA (f-test) 	
Module V: Percentile	
<ul style="list-style-type: none"> • Percentile • Percentile Ranks 	20%

Student Learning Outcomes:

- Analyze the basic concept of statistics in psychology
- Discuss quantification of psychological data.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the statistics being taught in class.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Garret H E, Statistics in Psychology

References:

- Minimum E W, King, H M & Bear G, (1993), Statistical Reasoning in Psychology & Education, 3rd Edition, New York: John Wiley & Sons
- Siegel S (1956), Non Parametric Statistics, New York, McGraw Hill
- Broota S, (1992), Experimental Design in Behaviour Research, New Delhi
- Freeman, Statistics in Psychology



Course structure: Social Psychology - Course Code: PSY 205

Course Title: Social Psychology

Credit Units: 3

Course Level: UG Level

Course Code: PSY 205

Course Objectives:

- This course will impart knowledge on individual's relation to society, the processes involved therein and manner of research done. .
- Students will expand knowledge about social psychology and human behavior.
- Enable students to recognize the limits in generalizing psychological research to all cultural/gender/ethnic/age groups, and understand the dynamics of intergroup relationships, conflict, and cooperation

Pre-requisites: The students must possess fair understanding of Interpersonal relationship

Course Contents:	Weightage
Module I: Introduction to Social Psychology	10%
<ul style="list-style-type: none"> • Nature and Scope • Methods of Social Psychology 	
Module II: Social Cognition	10%
<ul style="list-style-type: none"> • Cognitive Strategies, Schemes, Stereotypes, attribution • Person and self-perception 	
Module III: Interpersonal Communication and Interpersonal Attraction	20%
<ul style="list-style-type: none"> • Meaning, Social Aspects of Verbal and Non-verbal communication • Factors underlying interpersonal attraction, theoretical orientations to interpersonal attraction 	
Module IV: Aspects of Human Interaction & Collective Behavior	20%
<ul style="list-style-type: none"> • Pro-social Behavior and Aggression • Mob Behavior and crowds; Nature, types and theories 	
Module V: Attitude and Social Influence Process	20%
<ul style="list-style-type: none"> • Definition, function , formation and theory of attitude formation • Conformity and Compliance: Nature and factors affecting Them 	
Module VI: Social psychology in different settings	20%
<ul style="list-style-type: none"> • Government agencies, NGOs, Hospitals, Educational Institutions & Communities 	

Student Learning Outcomes:

- Develop insight and analyze the contribution of social psychologists to the understanding of human society
- Evaluate effective strategies in socialization, group processes (both inter and intra group), and interpersonal processes and helping behaviour
- Ability to chart the progression of theories in major areas in Social Psychology.
- Interpret attitude formation and various methods to be used to change the attitude.

Pedagogy for Course Delivery:

The class will be taught using theory and case based method. through lectures, , tutorial and field assignment activities in particular.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- N.K. Chadha (ed) (2012) Social Psychology: McMillan Publishers , New Delhi
- Launching New Ventures: An Entrepreneurial Approach, 5th Edition, Kathleen R. Allen University of Southern California, ISBN-13: 9780547014562
- Entrepreneurship: creating and managing new ventures, Bruce Lloyd, Pergamon Press, ISBN 0080371086
- Start Run & Grow: A Successful Small Business, CCH, CCH Tax and accounting ,ISBN 0808012010
- Managing New Ventures: Concepts and Cases in Entrepreneurship, By Anjan Raichaudhur, PHI, ISBN 978-81-203-4156-2
- Technology Ventures: From Idea to Enterprise, Thomas H. Byers, Richard C. Dorf, Andrew Nelson, Science Engineering & Math;



Course structure: Experimental Psychology – II - Course Code: PSY-200

Course Title: Experimental Psychology – II

Credit Units: 2

Course Level: UG Level

Course Code: PSY-200

Course Objectives:

- This paper on Experimental Psychology introduces experiments conducted in psychology and objectivity in treatment of psychological data.
- Every student is expected to perform and write all experiments mentioned below:

Pre-requisites: The students must possess fair understanding of general psychology

Course Content:														
<ul style="list-style-type: none"> • Span of Attention • Tweezers Dexterity • Muller-Lyre illusion • Two Point Threshold • Maze learning 														
<p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand the concepts of psychology through the mediums of the experiments • Develop With the skills of conducting & documenting experiments in the field of psychology. 														
<p>Pedagogy for Course Delivery:</p> <p>The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically. Insights would be given on conducting test on individuals with an objective to understand criminal behavior</p>														
<p>Assessment/ Examination Scheme:</p> <table border="1"> <thead> <tr> <th>Theory L/T (%)</th> <th>Lab/Practical/(%)</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>30%</td> <td>70%</td> <td>100%</td> </tr> </tbody> </table>				Theory L/T (%)	Lab/Practical/(%)	End Term Examination	30%	70%	100%					
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Continuous Assessment/Internal Assessment			End Term Examination											
Components (Drop down)	Practical File	Attendance												
Weightage (%)	25%	5%	70%											



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Seminar Course - Course Code: NSM-205

Course Title: Seminar Course

Credit Units: 1

Course Level: UG Level

Course Code: NSM 205

Course Objectives:

- To develop in students the skills of documentation of data for conducting theoretically correct and practically relevant research.

Methodology:

Each student will engage themselves in interaction and observation of Psychological Processes in a subject/field of their choice.

Students will then present the findings in the form of a paper for Seminar discussion.

Examination Scheme of Seminar:

Faculty Interaction	-	10
Marks Research Paper Documentation		-20
Marks Research Paper Presentation	-	30
Marks Peer Assessment	-	20
Marks		
Questions & Answers	-	20 Marks
Total		100 Marks



Course structure: Developmental Psychology - Course Code: PSY 301

Course Title: Developmental Psychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY 301

Course Objectives:

- The students will be able to know the biological foundations, various developmental stages and theories from prenatal to childhood.
- The Students will also learn the applications of child psychology in various settings.

Pre-requisites: The students must possess fair understanding of various developmental stages

Course Content:	Weightage
Module I: Introduction to Child Psychology	20%
<ul style="list-style-type: none">• Definition, History, Nature Vs Nurture (Intelligence and Personality)• Psychoanalytic Perspective (Freud and Erickson)• Behaviorist perspective- Social Learning Theory• Ecological Model• Indian Views (Purushartha, Ashramas, Samskaras)• Methods- Self Reports: Parental reports, Children's reports. Case Study, Experimental method, Design- Longitudinal, Cross Sectional, Sequential	
Module II: Genetic Foundations of Development	10%
<ul style="list-style-type: none">• Cell Division• Prerequisites of Conception- Maturation, Ovulation and Fertilization• Mechanisms of Heredity• Multiple Births- Causes and Types• Chromosomal Abnormalities- Down's Syndrome (in Detail), Turner's Klienfilter's Triple X, XXY and Fragile X• Genetic Abnormalities- PKU, Sickle Cell Anemia, Tay Sachs Disease	
Module III: Motor and Sensory Development	20%
<ul style="list-style-type: none">• Principles of Motor Development• Sequence of Motor Development• Environmental influences on motor development• Sensory Development: Vision & Hearing• Early deprivation and enrichment of senses	
Module IV: Cognitive Development and Development of Language	20%

<ul style="list-style-type: none"> • Piaget's cognitive development theory of intelligence- Structure and processes and stages • Information processing approach- Characteristics; Structures, Processes • Components of language and its development 	
Module V: Emotional & Social Development	
<ul style="list-style-type: none"> • Early emotional development • Emotional Intelligence, Regulation of Emotions • Social Development- Agents of socialization: Family- Parental control, sibling relationship; School; Peer group; Media- TV, books/journals, computers 	20%
Module VI: Moral Development	
<ul style="list-style-type: none"> • Kohlberg's & Piaget's Theory • Meaning of discipline, essentials and techniques of discipline • Assessing Moral Development 	10%

Student Learning Outcomes:

- Construct and interpret a historical overview of Child psychology.
- Appraise the students to the basic concepts and theories of Child Psychology
- Review and apply the various theories of development across domains of development

Pedagogy for Course Delivery:

- Theory classes using lecture & discussion mode
 - PowerPoint presentations including videos
- Assigning students task of collecting researches/case studies relevant to each topic in current times & then having an interaction based discussion in the class

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Berk, Laura E, Child Development, Sixth Edition
- J.W. Santrock (1997): Life Span Development: NY Brown & Benchmark

References:

- Shrimali, Shyam Sunder, Child Development
- Hurlock B, Elizabeth, Child Development, Sixth Edition, TATA McGraw Hill Edition



Course structure: Positive Psychology - Course Code: PSY 302

Course Title: Positive Psychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY 302

Course Objectives:

- To enable students to understand the theory and research related to positive psychology and equip students to develop and apply positive psychology for enhancement of their self and others

Pre-requisites: The students must possess fair understanding of self and self- esteem

Course Content:	Weightage
Module I: Introduction to Positive Psychology	10%
<ul style="list-style-type: none">Introductory & Historical OverviewPositive Psychology, Prevention & Positive Therapy	
Module II: Happiness & Well-being	20%
<ul style="list-style-type: none">Happiness: Concept and definitionsHappiness and the facts of life: Gender, love, marriage, close relationships and othersHappiness across the life span: Happiness and well-being across culture and nationalities	
Module III: Positive Emotional States and Processes	20%
<ul style="list-style-type: none">Broaden & Build Theory of Positive EmotionsPositive Emotions: Hope & Optimism, Love, EmpathyThe Positive Psychology of Emotional Intelligence	
Module IV: Positive Psychology and Relationship to Goals	20%
<ul style="list-style-type: none">Importance of GoalsValues in actionsDeveloping Positive Personality	
Module V: Strengths & Virtues & Positive Institutions	20%
<ul style="list-style-type: none">WisdomCharacter Strengths and Virtues	
Module VI: Applications of Positive Psychology	10%
<ul style="list-style-type: none">Applications and Interventions in One's Personal Life & Family Life and Workplace and Educational Institutions	

Student Learning Outcomes:

- Apply positive psychology for enhancement of self and others
- Support the intellectual, social, physical and personal development of all students
- Apply theoretical frameworks from positive psychology for the enhancement of ones and others potential

Pedagogy for Course Delivery: The class will be taught using theory and case based method. In

addition to assigning the application based teaching , the course instructor will create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation .

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
30%	NA	70%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Goleman, Daniel: Emotional Intelligence
- C. R. Snyder, Shane J. Lopez, The Handbook of Positive Psychology

References:

- C. R. Snyder, Shane J. Lopez, Positive Psychology: The Scientific and Practical Explorations of Human Strengths
- Rich Gilman, Michael Furlong, E. Scott Huebner, A Handbook of Positive Psychology in Schools
- Ilona Boniwell, Positive Psychology in a Nutshell



Course structure: Psychometric Assessment - Course Code: PSY-303

Course Title: Psychometric Assessment

Credit Units: 04

Course Level: UG Level

Course Code: PSY 303

Course Objectives:

- To enable students to understand the concepts and methodology for its application in research work and human behavior.
- To explain students the concepts, historical evolution and ethical consideration of administering psychometric testing.

Pre-requisites: The students must possess fair understanding of different psychometric test

Course Content:	Weightage
Module I: Introduction to of Psychometric Testing	20%
<ul style="list-style-type: none">• History, nature and ethical issues in testing• Similarity and difference between test and measurement• Psychological assessment: Nature & Purpose; Principle of assessment	
Module II: Theoretical Base	20%
<ul style="list-style-type: none">• General Mental Ability• Aptitude and Special ability Tests• Personality, Interest and Values	
Module III: Construction of Test	20%
<ul style="list-style-type: none">• Item Selection• Item Analysis• Reliability: Meaning, types and factors affecting reliability• Validity: Meaning, types and factors affecting validity	
Module IV: Standardization of Test	20%
<ul style="list-style-type: none">• Norms – Formation• Types of Norms	
Module V Conduction and Assessment of Tests	20%
<ul style="list-style-type: none">• Intelligence Tests- The Wechsler, Stanford-Binet, Bhatia Battery, RPM• Personality Tests- MMPI, 16 PF• Aptitude Tests	

Student Learning Outcomes:

Recognize the various types of psychological tests

Organize the various steps in construction of a psychological test

Review the ethical issues surrounding psychometric evaluation in day to day life

Pedagogy for Course Delivery:

Lectures, presentations, group discussions, and case studies & practicals

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- N.K. Chadha (2009) Applied Psychometry. Sage Pub: New Delhi
- Pandey, J. (1988). Psychology in India: The State of the Art Vol. I (Personality and Mental Processes) New Delhi; Sage
- Anastasi, A., (1988), Psychological Testing; 6th Ed. New York: Mc Millan Publishing Company.
- Gregory, R. J. (2013). Psychological Testing: History, Principles, and Applications. Pearson Education
- Kerlinger, F. N., (1933), Foundation of Behavioural Research; New Delhi: Surjeet Publication.
- Freeman, F.S. (1962). Theory and Practice of Psychological Testing; New Delhi: Oxford IBH



Course structure: Social Gerontology and Health - Course Code: PSY-304

Course Title: Social Gerontology and Health

Credit Units: 4

Course Level: UG Level

Course Code: PSY-304

Course Objectives:

- To enable students to understand the concept of social gerontology and health and its relationship to the well-being of the individual in everyday life

Pre-requisites: The students must possess fair understanding of concept of social gerontology

Course Content:	Weightage
Module I: Introduction & Methodology	20%
<ul style="list-style-type: none"> • Definition of Health Psychology; Mind-Body Relationship; Changing Patterns of Illness; • Medical Acceptance; Health care services • Research Methodology- Anecdotal method, Case Study method, Correlation Research, Experimental method 	
Module II: Models of Health	05%
<ul style="list-style-type: none"> • Bio-Psycho-Social Model 	
Module III: The Immune System	25%
<ul style="list-style-type: none"> • Psycho-Neuro Immunology • The Immune System: Stress & Immune functioning; Academic Stress & Immune functioning; Negative Affect & Immune functioning • Disorders of the Immune System- Infectious Diseases (viral infections & disease) • Co-factor theory; Behavioral factors and common cold • AIDS (Transmission of HIV-AIDS, AIDS & its consequences, intervention to reduce risk-behavior, coping with AIDS) • Cancer-(Psychological factors in Cancer, course of cancer, adjusting to cancer) 	
Module IV: Life-Style Disorders	20%
<ul style="list-style-type: none"> • CHD- Type-A Behavior; Hostility & CHD • Stress & Hypertension • Personality & Hypertension • Stroke & its Consequences • Diabetes-types; Implications; Problems in Self-Management of Diabetes. 	
Module V: Health promotion & Disease Prevention	

<ul style="list-style-type: none"> • Stress- Meaning of stress; Theories of stress (Selye & Lazarus) • Responses to stress; • Dimensions of Stress; Coping with Stress. • Health compromising behavior- Alcohol abuse, Drug abuse, Smoking 	20%
Module VI: Health Enhancing Behaviour & Health Behavior Modification	
<ul style="list-style-type: none"> • Improving health & wellbeing: Personality and Individual Differences • Stress- Hardiness; Motive patterns; gaining a sense of control; Enhancing Support • Cognitive Behavior Approach- self observation & self monitoring; Relapse Prevention • Attitude and Health- Belief Model 	10%

Student Learning Outcomes:

- Appreciate the importance of psychology in health and well being
- Apply the concepts of health psychology in disease prevention and health promotion in society at large.

Pedagogy for Course Delivery:

The class will be taught using theory and case based method. In addition to assigning the application based teaching through lectures, tutorial and field assignment and small project work.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- N.K. Chadha (Eds.) (1997) Aging and the Aged- A challenge to Indian Gerontology. Friends Publications (India): Delhi
- John Van Willigen and N.K. Chadha (1999) Social Aging in a Delhi Neighborhood. Bergin and Garvey: New York, USA
- Allen Felicity, Health Psychology: theory and practice, Published by Allen & Unwin, 1998
- Friedman, Health Psychology: Health Psychology, 2nd Edition, Published by Academic Internet Publishers Incorporated, 2006
- Ogden Jane, Health Psychology: A Textbook, Published by Open University Press, 2000



Course structure: Environmental Psychology - Course Code: PSY-305

Course Title: Environmental Psychology

Credit Units: 3

Course Level: UG Level

Course Code: PSY-305

Course Objectives:

- The paper on Environmental Psychology offers a research-based introduction to the psychological relationship between humans and their built and natural environments and discusses how sustainable environments can be created to the benefit of both people and nature.

Pre-requisites: The students must possess fair understanding of concept of environmental education

Course Content:	Weightage
Module I: Introduction to Environmental Psychology	10%
<ul style="list-style-type: none"> • Concept of Environment: Physical, Social and Institutional • Origin & Scope • Methods to study the environment 	
Module II: Approaches/ Theories of Environment- Human Behaviour Relationship	20%
<ul style="list-style-type: none"> • Arousal Approach • Adaptation Level Approach • Behavior Constraint Approach • Environmental Stress Approach • Stimulus Overload Theory • Ecology Theory 	
Module III: Environmental Perception, Cognition and Attitudes	20%
<ul style="list-style-type: none"> • Cognitive Maps: its components, errors, functions, factors influencing cognitive mapping • Various Approaches to Environmental Perception: the Kaplan and Kaplan Model of Environmental Preference, Berlyne's Method of assessing Landscape Aesthetics • Role of changing attitude towards environment 	
Module IV: Environmental Stress	10%
<ul style="list-style-type: none"> • Environmental Stressors (their characteristics and effects on mental health) : Noise, Thermal, Air, Crowding, Natural Disasters • Various Approaches: Environmental Remodeling, Environmental Competence, Environmental Awakening, Social Accommodation • Coping with Environmental Stress 	
Module V: Environmental Assessment	10%
<ul style="list-style-type: none"> • Architecture, Design and Behaviour in various environments i.e. Residents, Schools, Hospitals, Workplace • Importance to study the designing of various environments • Environmental solutions to urban environment 	
Module VI: Applications of Environmental Psychology to Community Problems	20%
<ul style="list-style-type: none"> • Human responses to save the environment • Principles of Environmental Education • Reinforcement Techniques/ Approaches to eliminate the environmentally destructive behavior 	

Student Learning Outcomes:

- Explore the environment's effects on human wellbeing and behaviour, factors influencing environmental behaviour and ways of encouraging pro-environmental action
- This course will enable students to apply psychological theories – broadly defined to include attitudes, values and ethics – to the relationships between humans and the natural environment.
- Integrate the various theories with environmental politics and policy and develop an idea of how human psychology, preferences and values, as well as resulting behaviour, aids or hinders solutions to environmental pollution and natural resource problems.

Pedagogy for Course Delivery:

The class will be taught focusing on the application of science and theory to the solution of problems involving natural and altered environments. The environmental psychology subject will review the application of practical solutions to everyday environmental problems.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Nagar D., Environmental Psychology. New Delhi: Concept Publishing Company.
- Trivedi, P.R., Environmental Education. New Delhi: APH Publishing Corporation

References:

- Paul A. Bell, Thomas C Greene, Jeffery D. Fisher, Andrew S. Baum, Environmental Psychology Published by Routledge, 2005
- Mirilia Bonnes, Gianfranco Secchiaroli, Claire Montagna, Environmental psychology: a psycho-social introduction. Published by SAGE, 1995



Course structure: Psychology - Basic Practical- I - Course Code: PSY-300

Course Title: Psychology - Basic Practical- I

Credit Units: 2

Course Level: UG Level

Course Code: PSY-300

Course Objectives:

- To apply the general concepts of psychology through the medium of experiments Every student is expected to perform 5 experiments mentioned below:

Pre-requisites: The students must possess fair understanding of administration of psychological tests

Course Content:													
1. N.K. Chadha and Usha Ganesan Social Intelligence Scale 2. Rotter's Locus of Control Scale 3. Self Concept Scale 4. Social Maturity Scale (VSMS) 5. Youth self Report													
Student Learning Outcomes: <ul style="list-style-type: none"> Understand the concepts of psychology through the mediums of the experiments Develop With the skills of conducting & documenting experiments in the field of psychology. 													
Pedagogy for Course Delivery: The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically. Insights would be given on conducting test on individuals with an objective to understand criminal behavior													
Assessment/ Examination Scheme: <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Theory L/T (%)</td> <td>Lab/Practical (%)</td> <td>End Term Examination</td> </tr> <tr> <td>30%</td> <td>70%</td> <td>100%</td> </tr> </table>				Theory L/T (%)	Lab/Practical (%)	End Term Examination	30%	70%	100%				
Theory L/T (%)	Lab/Practical (%)	End Term Examination											
30%	70%	100%											
Theory Assessment (L&T): <table border="1" style="width: 100%; text-align: center;"> <tr> <td colspan="3">Continuous Assessment/Internal Assessment</td> <td rowspan="3">End Term Examination</td> </tr> <tr> <td>Components (Drop down)</td> <td>Practical File</td> <td>Attendance</td> </tr> <tr> <td>Weightage (%)</td> <td>25%</td> <td>5%</td> </tr> </table>				Continuous Assessment/Internal Assessment			End Term Examination	Components (Drop down)	Practical File	Attendance	Weightage (%)	25%	5%
Continuous Assessment/Internal Assessment			End Term Examination										
Components (Drop down)	Practical File	Attendance											
Weightage (%)	25%	5%											



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Term Paper – II - Course Code: NTP-303

Course Title: Term Paper – II

Credit Units: 2

Course Level: UG Level

Course Code: NTP-303

Course Objective:

The rationale behind introducing the term paper for BA Students (II Year) is to enhance the reading and writing habits of the students and to make them aware about the process of carrying out a research work. This helps them to develop insight into the course they are studying which creates an academic interest among the students. Presentation of the term paper plays an important role as it facilitates knowledge sharing and improvement in presentation skills which will further enhance the confidence of the students. The overall objective of this term paper is to develop research orientations in students and to make them understand and enhance skills in Research Methodology

Guidelines for Term Paper:

- 1) Topic
- 2) Introduction
- 3) Review Research
- 4) Discussion
- 5) Conclusion
- 6) References

Examination Scheme:

Compilation of Term Paper:	50 Marks
Viva Voce:	25 Marks
Presentation of Term Paper:	25 Marks
Total	100 Marks



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Summer Internship Project (Evaluation) - Course Code: NSP-306

Course Title: Summer Internship

Credit Units: 2

Course Level: UG Level

Course Code: NSP-306

Course Objective:

- To enable the students with the practical exposure in their core area of interest (Corporate Sector, NGOs, Hospitals etc.), which in turn will be the pathway to their personal and professional training.
- It will also help students to develop report writing skills.

Duration: Four Weeks (June- July) Methodology:

Students get opportunity in diversified Institutes e.g. Corporate Sector, Schools, NGOs and Hospitals. They will be guided by an internal and external supervisor from their respective Institute. Students will submit their summer project reports with their supervised daily reporting. Immediately after returning from their summer vacations. This would require primary data collection.

Examination Scheme:

Internal Faculty Interaction:	20 Marks
Feedback from External Supervisor:	20 Marks
Viva Voce:	30 Marks
Report Writing:	30 Marks

Total **100 Marks**



Course structure: Introductory Counseling Psychology - Course Code: PSY-401

Course Title: Introductory Counseling Psychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY-401

Course Objectives

- This course will provide each student to develop and demonstrate theoretical models supported by a substantial body of idea related to approaches to counseling skills.
- Students to develop a theoretical foundation upon which to base counseling approach.

Pre-requisites: The students must possess fair understanding of counselling process

Course Content:	Weightage
Module I: Counselling: The Art and Science of Helping	20%
<ul style="list-style-type: none"> • Meaning, purpose and goals of counseling with special reference to India • Professional issues, ethics, education and training of the counselor • Characteristics of a good counselor 	
Module II: Counselling Process	
<ul style="list-style-type: none"> • Counselling relationship • Counselling interview • Counselling Termination 	20%
Module III: Theories and Techniques of Counselling	20%
<ul style="list-style-type: none"> • Psychodynamic Approaches • Freudain • Neo Freudian • Existentialism • Client centered 	
Module IV: Cognitive Approaches	
<ul style="list-style-type: none"> • REBT:Rational emotive behaviour Therapy 	20%
Module V: Behavioural Approaches	20%
<ul style="list-style-type: none"> • Cognitive Behaviour Therapy • Behaviour Modifications 	

Student Learning Outcomes: Student will be able to:

- Evaluate various psychotherapies and schools in counseling techniques.
- Develop skills of eclectic therapeutic plans.
- Identify the techniques to practice in the therapy encounter and how those techniques should be implemented with a variety of disorders and psychosocial issues

Pedagogy for Course Delivery: Through lecture, role-play, video feedback and the use of creative (expressive) arts, students are provided

an in-depth experience in skill development using individual and small group counseling and therapy.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

1. Encyclopedia of Psychotherapy vol. 2
2. Michael P. Nichis: The essentials of Family therapy: A Pearson Education Company 2001
3. Prochaska, James, A: system of Psychotherapy: Pacific Grove; Brooks/Cole publishing core 1998
4. Ravi Rana: Counselling students- A psychodynamic Perspective: Mac Millan Press Ltd: 2000
5. Samuel .T.Gladding : Counselling A Comprehensive Profession : A Pearson Education company
6. S P K Jena: Behaviour Therapy Technique, Research and Application: Sage Publications India Pvt Ltd: 2008



Course structure: Abnormal Psychology - Course Code: PSY-402

Course Title: Abnormal Psychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY-402

Course Objectives:

- The purpose of Abnormal Psychology is to introduce students to fundamental concepts and scientific principles underlying abnormal human behavior.
- This course will impart in students an appreciation of the complex issues surrounding how both scientists and laypersons think about abnormal behavior.
- Students would be able to diagnose a disorder, prescribe a treatment, and make a prognosis. A students would also get an insight into the skills which are required by a psychologist. The type of knowledge this course imparts is precisely the type used by professional practitioners.

Pre-requisites: The students must possess fair understanding of concept of abnormality and normality

Course Content:	Weightage
Module I: Introduction	10%
<ul style="list-style-type: none"> • Concept of abnormality: Criteria and Perspectives • Classification: DSM V & ICD-10 • Casual factors in Psychopathological Behaviour <ul style="list-style-type: none"> ○ Biological determinants ○ Psychological determinants ○ Socio-cultural determinants 	
Module II: Anxiety Disorders & Somatoform Disorders	20%
<ul style="list-style-type: none"> • Generalized anxiety disorders • Obsessive– Compulsive disorders • Phobic Disorders • Conversion disorders • Hypochondriasis 	
Module III: Dissociative Disorder	10%
<ul style="list-style-type: none"> • Psychogenic Amnesia and Fugue • Dissociative Identity Disorder 	
Module IV: Mood Disorders	20%
<ul style="list-style-type: none"> • Bipolar disorders: Mixed, Manic, Depressive • Depressive disorder: Major depression and dysthymia, 	
Module V: Schizophrenia	20%
<ul style="list-style-type: none"> • Catatonic • Disorganized • Paranoid 	
Module VI: Personality Disorders	20%
<ul style="list-style-type: none"> • Personality Disorder: Narcissistic Personality, Histrionic Personality, • Antisocial (Psychopathic) Personality, Borderline Personality, Paranoid Personality, and Schizotypal Personality 	

Student Learning Outcomes:

- Explain multiple definitions of the terms “normal” and “abnormal.”
- Review psychological, biological, and sociocultural theoretical perspectives of abnormal behavior.
- Describe the diagnostic criteria, symptoms, course, incidence, prevalence, etiology, prognosis, and correlates of major mental disorders.
- Evaluate biological, social, learning, and developmental influences on psychopathology.
- Apply diagnostic criteria and case formulations to the assessment and diagnosis of major mental disorders
- Review current research findings and trends relative to the development and description of maladaptive behavior, as well as gender and demographic influences on the prevalence of psychological illness.

Pedagogy for Course Delivery:

- The course will be structured to facilitate learning about psychopathological behavior, which will be explored from various theoretical frameworks, including psychological, biological, and socio-cultural perspectives. Psychological disorders will be discussed according to DSM-IV diagnostics with special attention paid to etiological considerations, disorder-specific descriptions, and theories underlying classification. Specific disorders will be reviewed using Current empirically done researches. Movie review would also be done to make the sessions more interesting and knowledge imparting

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100 %	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

- Carson, R.C. & Butcher, J.N. (1992), Abnormal Psychology and Modern Life; (1st Ed.) New York: Harper Collins.
- Davison, G.S, & Neale, J.M. (1990): Abnormal Psychology; (Vth Ed.), New York: John Wiley and Sons.
- Kaplan, H.I. & Saddock, B.J. (Eds.) (1998), A Comprehensive Text Book of Psychiatry; (4th Ed.) Volume I & II Baltimore: Williams and Wilkins.
- Korchin, S.J. (1986). Modern Clinical Psychology; New York: Harper/ Delhi: C behavioural Science Publications.



Course structure: Introduction to Organizational Psychology - Course Code: PSY-403

Course Title: Introduction to Organizational Psychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY-403

Course Objectives

- This course will provide to enable students to understand concepts, theories and research of industrial psychology.
- To help students to learn applications of industrial psychology in various organizational settings.

Pre-requisites: The students must possess fair understanding of types of different type of organization culture

Course Content:	Weightage
Module I Organizational Communication	20%
<ul style="list-style-type: none"> • Types of organizational communication • Interpersonal communication • Improving employee communication skills 	
Module II Organizational Change	
<ul style="list-style-type: none"> • The prevalence of change in Organization • The nature of change process • Forces behind unplanned change • Managing Organizational Change 	20%
Module III Performance Appraisal	20%
<ul style="list-style-type: none"> • Definition • Appraisal Process, Appraisal Methods • Absolute Standard- Essay method, Critical incident method, Checklist method, Graphic rating scale, Forced choice method, Behavior Anchored Rating Scale (BARS) • Relative standards – Group Order Ranking, Individual Ranking, Paired comparison, Management by objectives, 360 degree appraisal, Errors in appraising 	
Module IV Working Conditions and Human Factors	20%
<ul style="list-style-type: none"> • Work schedules • Work Environment • Ergonomics and Human Factors 	
Module V Organizational Environment	20%
<ul style="list-style-type: none"> • Structure and design • Individual in organization • Organizational culture 	

Student Learning Outcomes: Students will be able to

- Describe concepts of psychology in the process of manpower training .
- Design training & development process of an organizations
- apply various methods in organizational setting

Pedagogy for Course Delivery: The class will be taught using theory and case based method.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Dwivedi, R. S. (2000). Managing human resources: Personal management; SPS Press: N. Delhi.
- Haslam, S. A. (2002). Psychology in organization; Sage Publication: Thousand Oaks.
- Tosi, L.H., Mrero, N.P. Johr R. Rizzo (1999) Managing organizational behaviour; Oxford: Blackwell.
- Walton, J. (1999). Strategic human resource development; Prentice – Hall: London.



Course structure: Sports Psychology - Course Code: PSY 404

Course Title: Sports Psychology

Credit Units: 3

Course Level: UG Level

Course Code: PSY 404

Course Objectives

- To trace the development of sports psychology as an independent discipline with its multidimensional perspectives.
- To identify the relationship of personality and situational factors with performance on individual and team events; and to apply the psychological interventions in sports.
- To present the overview of Sport Psychology theories, methodology & interventions.

Pre-requisites: The students must possess fair understanding of need and scope of sport psychology

Course Content:	Weightage
Module I - Perspectives in Sport Psychology	20%
<ul style="list-style-type: none"> • Nature, Historical & recent perspectives on sports psychology • Need and scope of sports psychology • Sport performance, Performance enhancement of Elite athletes, • Nature, Historical & recent perspectives on sport psychology, • Personality profiles of successful sports persons, Performance under pressure 	
Module II- Overview of Sport Performance	20%
<ul style="list-style-type: none"> • The role of stress, arousal, anxiety and attention in the performance of individual and team sports • Role of cognitive -motor processes, • Psycho-physiological processes and conscious-unconscious attentional processes in Sport Performance • Motivation & deliberate practice 	
Module III Athlete Assessment	20%
<ul style="list-style-type: none"> • Overview of self-report based athlete assessments • Advances in Athlete assessment using Neuro-cognitive measures and emerging protocols 	
Module IV - Social Psychological aspects, Sport Psychology Lab Work, Ethical & Professional perspectives	20%
<ul style="list-style-type: none"> • social psychological dimensions of individual & team sports • Role of networking in sports, team v/s individual team game strategies • Sport Psychology considerations for Individual and team games, • Inter-personal communication and contributing to team goals in team sports, • Sport Psychology Lab Work – Either Manual or computerized – • Neuro-cognitive tests or Biofeedback Practical perspectives, Ethical & professional considerations	
Module V- Enhancement of Sport Performance	20%
<ul style="list-style-type: none"> • Training/Coaching techniques, • cognitive and behavioral interventions, the role of Sports Psychologists • Intervention techniques - Goal setting & deliberate practice, • Mental Imagery, Cognitive strategies, Hypnosis 	

Student Learning Outcomes:

- Students will analyze the history and development of sports psychology.
- Students will be able to relate to the theoretical foundation of sports psychology
- Analyze the Psychological strategies of enhancement of sport performance
- Employ skills about Sport Psychology Laboratory
- List the Ethical & professional perspectives

Pedagogy for Course Delivery:

The class will be taught using theory and case based method. Practical, theoretical and conceptual exposure is given through psychological intervention & laboratory work. Guest speakers or experts from the industry would be invited for a lecture on particular expert areas as well.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- J. Mohan, N.K. Chadha and S. Sulan Akhtar (Eds.) (1992) Psychology of Sports- The Indian Perspective. Friends Publications (India): Delhi
- Jarvis, M. Sport psychology. Routledge Publication

References:

- Evidence Based Applied Sport Psychology – A Practioner’s manual By Dr. Roland Carlstedt, Springer Publishing Company



Course structure: Psychology and Life skills -Course Code: PSY-405

Course Title: Psychology and Life skills

Credit Units: 3

Course Level: UG Level

Course Code: PSY-405

Course Objectives:

- To enable students to understand various concepts and phenomenon in psychology.
- Help the students to assess the human personality

Pre-requisites: The students must possess fair understanding of nature and scope of psychology

Course Content:	Weightage
Module I Introduction	20%
<ul style="list-style-type: none"> • Definition of Psychology • Nature and scope of the field 	
Module II Research in psychology	20%
<ul style="list-style-type: none"> • Introduction to research methods • Types of research (experimental and non-experimental) • Scope of research 	
Module III Individual differences & human personality	20%
<ul style="list-style-type: none"> • Concept of individual differences & human personality • Theories of personality (in brief) • Assessing human personality 	
Module IV Psychology in Indian context	20%
<ul style="list-style-type: none"> • Emergence of psychology in India • Scope of psychology in India • Indigenous psychology 	
Module V Application of psychology in everyday life	20%
<ul style="list-style-type: none"> • Application of psychology for the reduction of poverty, violence and other social problems • Tackling burning issues with psychology such as terrorism rape and hate crimes. 	

Student Learning Outcomes:

- Develop an understanding of the field of psychology
- Analyze emergence of psychology in Indian context
- Appreciate the use of psychology in tackling various social problems

Pedagogy for Course Delivery: Lectures, presentations, group discussions,

project **Assessment/ Examination Scheme:**

Theory L/T (%)	Lab/Practical(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Texts:

- Misra, G. (2011). Handbook of Psychology in India. Oxford University Press
- Pandey, J. (2004). Psychology in India Revisited - Developments in the Discipline, Volume 1-4. Sage publications India Pvt. Ltd.
- Zimbardo, P., & Gerrig, R. J. (2008). Psychology and Life. Pearsons Education.



Course structure: Educational Psychology - Course Code: PSY-406

Course Title: Educational Psychology

Credit Units: 3

Course Level: UG Level

Course Code: PSY-406

Course Objectives:

- To familiarize students with the aims of education and their psychological significance.
- To help understanding the relationship between self, school, and society.
- To give an overview of the ways in which children think and learn.
- To understand the relationship between learning, motivation and creativity.

Pre-requisites: The students must possess fair understanding of learning and motivational theories

Course Content:	Weightage
Module 1. Introduction	
<ul style="list-style-type: none">• Aims of education in relation to relationship of self, society and education.• Education and self-knowledge: Becoming a reflective practitioner.• Brief introduction to problems of schooling in contemporary India.• Transformative education for individual and social change.	25%
Module 2. Cognition and Learning	
<ul style="list-style-type: none">• An overview of the key theoretical approaches: Behaviorism, Individual-Constructivism, Social-constructivism, Social learning theory.• Indian perspectives: Learning through deep contemplation and purified perception, learning through silence.• Mindfulness in learning.	25 %
Module 3. Learning and Motivation	
<ul style="list-style-type: none">• Critical reflection on the folk understanding of 'intelligence', 'ability' and 'achievement' in contemporary India.• Motivation and developmental dynamics.• Creativity and Imagination, Learning Styles, Cooperative Learning.• Creating an emotionally secure classroom that encourages Democracy, self-expression, and self-determination.	25%
Module 4. Education in the Indian Context	
<ul style="list-style-type: none">• Understanding the hidden curriculum of education; learner diversity and hidden discrimination.• Understanding educational stress and anxiety, bullying, parental and peer pressure.• Education, consumerism and the market.• Enhancing mental health and well-being of learners and teachers.• Education and technology in contemporary India.	25 %

Student Learning Outcomes:

- Develop an understanding of the field of Teaching and Learning
- Analyse education system from psychological point of view
- Appreciate the use of psychology in tackling various educational problems

Pedagogy for Course Delivery: Lectures, presentations, group discussions, project

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Readings:

- Badheka, G. (1997). *Divaswapan*. New Delhi, India: NBT.
- Bodrova, E., & Leong, D. J. (1996). *Tools of the mind: The Vygotskian approach to early childhood education*. NJ, USA: Prentice-Hall.
- Bruner, J. (1996). *The culture of education*. Cambridge: Harvard University Press.
- Cornelissen, M., Misra G., & Varma, S. (2010). *Foundations of Indian psychology* (Vol. 2). New Delhi, India: Pearson.
- Huppes, N. (2001). *Psychic education: A workbook*. Pondicherry, India: Sri Aurobindo Ashram.
- Joshi, K. (Ed.) (1988). *The good teacher and the good pupil*. Auroville, India: Sri Aurobindo International Institute of Educational Research.
- Kapur, M. (2007). *Learning from children what to teach them*. New Delhi, India: Sage Publications.
- Krishnamurti, J. (1974). *On education*. Ojai, California: Krishnamurti Foundation Trust.
- National Council of Educational Research and Training. (2006). Position paper: National focus group on aims of education. In *National Curriculum Framework 2005*. New Delhi, India: NCERT.
- Rogers, C. (1983). *Freedom to learn in the 80s*. USA: Charles R. Merrill Pub. Co.
- Sri Aurobindo, & The Mother. (1956). *On education*. Pondicherry, India: Sri Aurobindo Ashram Press.
- Thapan, M. (Ed.) (2014). *Ethnographies of schooling in contemporary India*. New Delhi, India: Sage Pub.
- Woolfolk, A., Misra, G., & Jha, A. (2012). *Fundamentals of educational psychology*. New Delhi, India: Pearson Pub.



Course structure: Psychology of Health and Yoga - Course Code: PSY-407

Course Title: Psychology of Health and Yoga

Credit Units: 3

Course Level: UG Level

Course Code: PSY-407

Course Objectives:

- To introduce health psychology and arrive at the introduction to the philosophy and practice of yoga
- To introduce the concepts of transformation of person as the core objective of Indian Psychology, through the study of different traditions of yoga
- To study the role of bhakti as a historical movement well as a concept in social transformation through personal transformation

Pre-requisites: The students must possess fair understanding of concept and philosophy of yoga

Course Contents:	Weightage
Module 1. Health psychology and health promotion through yoga <ul style="list-style-type: none">• Health psychology: Definition, need and importance of health psychology; Difference between health psychology and clinical psychology• Health psychology and behavioural medicine• Health promotion: Importance of health psychology in medical and organizational set up• The assumptions surrounding the study of a person/human development, human cognition, human emotion, self/personality and motivation, pertaining to health• A critical evaluation of the applications of psychological knowledge in the area of health, and identification of gaps	25%
Module 2. Stress and lifestyle disorders <ul style="list-style-type: none">• Meaning and definitions, Development of stress; Nature of stressors: Frustration pressure• Factors predisposing stress: Stress: Life events and daily hassles• Coping with stress: Problem oriented and emotion oriented• Stress Management: Meaning and definition; Changing thoughts, behavior, and physiological responses	25%
Module 3. Yoga and health: The idea of 'sva-Astha' <ul style="list-style-type: none">• The assumptions of development and personhood/self, motivation, cognition, emotion and action in yoga• The centrality of consciousness as such (Nija, Tat, Svaroop, Vastu)• Introduction to the idea of health and well-being in the panchakosha	25%
Module 4. Health promotion through Yoga <ul style="list-style-type: none">• Yoga and human development: Yoga in Schools; Research evidence on yoga in schools• Yoga for specific lifestyle disorders: Asthma, sleeplessness, diabetes, BP and cardiac heart diseases Research evidence on the impact of yoga intervention on lifestyle Disorder	25%

Student Learning Outcomes:

- Develop an understanding of health from Indian theoretical perspective
- Apply psychological theories in matters of health

Pedagogy for Course Delivery: Lectures, presentations, group discussions, project

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Readings:

Babu, R. K. (2011). *Asana sutras*. Vizianagaram, India: Home of Yoga Publications.

Desikachar, T. K. V. (2003). *Reflections on Yoga Sutras of Patanjali*. Krishnamacharya Yoga Mandiaram.

Iyengar, B. K. S. (1976). *Light on yoga*. London: UNWIN Paperbacks.

Niranjanananda Saraswathi, Swami. (1994): *Prana, pranayama, prana vidya*. Munger, India: Bihar School of Yoga.

Rama, R. R. (2006). *Journey to the real Self*. Vijnigiri, India: Yoga Consciousness Trust.

Satyananda S, Swami. (2002). *Asana, pranayama, mudra, bandha*. Munger, India: Yoga Publications Trust.



Course structure: Psychology Basic Practical II - Course Code: PSY-400

Course Title: Psychology Basic Practical II

Credit Units: 2

Course Level: UG Level

Course Code: PSY-400

Course Objectives:

- To apply the general concepts of psychology through the medium of experiments.

Pre-requisites: The students must possess fair understanding of psychological assessment and interpretation

Course Content:

- Family Pathology Scale
- Sinha's Comprehensive Anxiety Test
- Work Motivation Scale
- Verbal Test of Creative Thinking
- WHO Quality of life (BREF)

Student Learning Outcomes:

- Understand the concepts of psychology through the mediums of the experiments
- Develop With the skills of conducting & documenting experiments in the field of psychology.

Pedagogy for Course Delivery:

The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically. Insights would be given on conducting test on individuals with an objective to understand criminal behavior

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
30%	70%	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment			End Term Examination
Components (Drop down)	Practical File	Attendance	
Weightage (%)	25%	5%	70%



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Case Study Presentation - Course Code: NCS-408

Course Title: Case Study Presentation

Credit Units: 2

Course Level: UG Level

Course Code: NCS-408

Course Objective:

- To develop in students the skills of documentation of data for conducting theoretically correct and practically relevant research.

Methodology:

Each student will engage themselves in interaction and observation of Psychological Processes in a subject/field of their choice.

Students will then present the findings in the form of a paper for Case Study Presentation discussion.

Examination Scheme of Case Study Presentation-

Faculty Interaction - 25 Marks

Viva Voce - 30

Marks Presentation of Case Study - 20

Marks Report Writing - 25

Marks

Total 100 Marks



Course structure: Clinical Psychology - Course Code: PSY-501

Course Title: Clinical Psychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY-501

Course Objectives:

- To familiarize with the history and development of clinical psychology as a field in India and its evolving professional identity.
- To orient students to major theoretical models which guide clinical psychological practice and research.
- To orient about clinical assessment process and its applications in various domains.

Pre-requisites: The students must possess fair understanding of different psychological approach

Course Content:	Weightage
Module 1. Foundations	25%
<ul style="list-style-type: none">• Historical background: Early & recent history.• Nature of discipline: Theory and research.• Developing a professional identity: Education & training, professional activities and employment settings, sub-specializations.	
Module 2. Psychodynamic approach	25%
<ul style="list-style-type: none">• Brief orientation to four psychoanalytic psychologies – Drive, ego, object relations & self psychology• Understanding psychological defenses, regression, and the true and false self-systems.	
Module 3. Other major approaches	25%
<ul style="list-style-type: none">• Behavioural and cognitive-behavioural• Humanistic• Existential• Family systems• Biological• Attempt at integration: Bio-psycho-social	
Module 4. Clinical assessment	25%
<ul style="list-style-type: none">• Rationale and planning• Clinical interviewing• Areas of applications: Intellectual and educational; personality and interpersonal; behavioural and psycho-diagnostic	

Student Learning Outcomes:

- Describe the developmental stages from birth to old age
- Recognize the various issues faced and adjustments required at different developmental stages.
- Develop an awareness regarding the stages the development and review the various theoretical paradigms associated with the same.

Pedagogy for Course Delivery:

- Theory classes using lecture & discussion mode
- PowerPoint presentations including videos

Assigning students task of collecting researches/case studies relevant to each topic in current times & then having an interaction based discussion in the class

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Readings:

Hecker, J. E., & Thorpe, G. L. (2005). *Introduction to clinical psychology: Science, practice, and ethics*. Delhi, India: Pearson Education.

Hersen, M., Kazdin, A. E., & Bellack, A. S. (Eds.) (1991). *The clinical psychology handbook* (2nd ed.). New York: Pergamon Press.

Marks, D. F., & Yardley, L. (Eds.) (2004). *Research methods for clinical and health psychology*. New Delhi, India: Sage.

Osborne, R. E., Lafuze, J., & Perkins, D. C. (2000). *Case analysis for abnormal psychology: Learning to look beyond the symptoms*. Philadelphia, USA: Psychology Press.

Pomerantz, A. M. (2008). *Clinical psychology: Science, practice, and culture*. New Delhi, India: Sage Publications.

Trull, T. J., & Phares, E. J. (2001). *Clinical psychology: Concepts, methods, and profession* (6th ed.). Belmont, CA: Wadsworth/Thomson Learning.



Course structure: Gender Psychology - Course Code: PSY-502

Course Title: Gender Psychology

Credit Units: 4

Course Level: UG Level

Course Code: PSY-502

Course Objectives:

- This course is designed to introduce students to psychological theories and research regarding the differences and similarities between men and women and the effects of gender in social situations.
- Students will learn to understand the complexity and diversity of gendered experiences in the social settings of their own and other cultures

Pre-requisites: The students must possess fair understanding of biological basis of gender

Course Content:	Weightage
Module I Introduction to Gender Psychology	20%
<ul style="list-style-type: none"> • Defining Sex and Gender within Psychology • Perspectives in Gender: Social, Economical, Political & Biological • Gender Identity: Biological basis of Gender 	
Module II Gender and Life Course	20%
<ul style="list-style-type: none"> • Physical , Social and Moral Development • Module III Gender Roles & Stereotypes • Masculinity and Femininity in Religious Context • Global/Cultural Context • Effects of stereotypes and roles • Media and Depiction of gender 	
Module III Gender Roles & Stereotypes	20%
<ul style="list-style-type: none"> • Masculinity and Femininity in Religious Context • Global/Cultural Context • Effects of stereotypes and roles • Media and Depiction of gender 	
Module IV Gender Difference	20%
<ul style="list-style-type: none"> • Emergence of Gender Differences: Cognitive abilities • Determinants of gender differences: Social and affective behavior 	
Module V Gender and Mental Health	20%
<ul style="list-style-type: none"> • Health & Fitness • Stress & Coping • Treatment for Mental Disorders 	

Student Learning Outcomes:

- Review biological, social, psychological aspect of gender identity with the help of theories and research
 - Interpret the complexity and diversity of gender experiences in social setting
- Pedagogy for Course Delivery:
- Power Point Presentations
 - Lectures

- Case Studies

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

Text:

- Brannon, L. (2001), Gender: Psychological Perspectives (3rd edition); Needam Heights, MA: Allyn and Bacon.
- Kimmel, M. S. and Aronson, A. (2000), The Gendered Society Reader; New York: Oxford University Press.

References:

- Mustin R.T. & Marecek J., (1990) ,Making a Difference: Psychology and the Construction of Gender; New Haven, CT: Yale UP
- Golombok S. & Fivush R., (1994), Gender Development ;Cambridge, UK: Cambridge UP



Course structure: Psychology of Motivation and Leadership - Course Code: PSY-503

Course Title: Psychology of Motivation and Leadership

Credit Units: 3

Course Level: UG Level

Course Code: PSY-503

Course Objectives:

- To understand the concept of motivation and leadership in the work place and application of these psychological concepts in various organizational settings

Pre-requisites: The students must possess fair understanding of different theories of motivation and leadership

Course Content:	Weightage
Module I Introduction	
<ul style="list-style-type: none">Introduction to the study of motivation and leadershipBasic concepts and theoretical focuses in biological area	20%
Module II Understanding of Motivation	
<ul style="list-style-type: none">Biological Motivation: Hunger & ThirstCerebral basis of reinforcement, motivation and addictive behaviorCognitive approach to motivationCognitive theories of Motivation: Intrinsic Motivation and Extrinsic Motivation	20%
Module III Workplace Motivation	
<ul style="list-style-type: none">Theories: Content theories: Maslow's need hierarchy, Herzberg two factor theory, Alderfer's ERG theory, McClelland's achievement theory. Process theories: Vroom's expectancy theory, Adam's equity theory, Porter & Lawler's model.Applications in day-to-day lifeMotivation and Job Satisfaction identifying the linksAssessment and prediction of Motivation at work	20%
Module IV Introduction to leadership	
<ul style="list-style-type: none">Selection MethodsSelection TestsInterview (elimination process)	20%
Module V Psychology of Leaders	20%
<ul style="list-style-type: none">Psychological assumptions and implications of various theories of management and leadershipInfluence processes; Change of managerial behavior; Impact of the larger environment.	

Student Learning Outcomes:

- Synthesize the knowledge of biological bases of motivation with leadership
- Explore basic motivational psychology applied to working places
- Illustrate the relevance of motivation theories to optimize employees' satisfaction
- Apply leadership skills in various organizational settings.

Pedagogy for Course Delivery: Case studies, Interactive lectures, Role play, Group discussion, Research articles.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Luthan, F (2013). Organizational Behavior evidence based approach 12th edition. McGraw Hill
- Yulk, G (2006). Leadership in organization. Sixth edition. Pearson Edu., Inc.
- Miner J, (2007). Organizational Behavior. Prentice Hall
- Greenberg, J & Baron, R.A. (2003). Behaviour in organizations Understanding and managing the human side of work Pearson Edu., Inc.
- Robbins, Stephen P, (2005). Organizational Behavior. Prentice Hall
- Singh, K(2013). Organizational Behavior Text and cases. Dorling Kindersley. Pearson education.



Course structure: Psychological Practices in Organizations - Course Code: PSY-504

Course Title: Psychological Practices in Organizations

Credit Units: 3

Course Level: UG Level

Course Code: PSY-504

Course Objectives:

- To enable students to understand various concepts and phenomenon in organizational psychology

Pre-requisites: The students must possess fair understanding of organizations from psychological perspective

Course Content:	Weightage
Module I Introduction	20%
<ul style="list-style-type: none"> Introduction to I/O psychology Understanding organizations from psychological perspective 	
Module II Psychological processes in organization	20%
<ul style="list-style-type: none"> Motivation Emotion 	
Module III Social Processes in Organizations	20%
<ul style="list-style-type: none"> Leadership Cooperation & Competition Group processes 	
Module IV Working Organizations	
<ul style="list-style-type: none"> Problem solving in organizations Decision making in organization 	20%
Module V Communication in organization	20%
<ul style="list-style-type: none"> Process of communication Barriers to communication Models of communication 	

Student Learning Outcomes:

- Develop an understanding of the field of organizational psychology
- Analyze various psychological processes in organizations
- Appreciate the working of organizations through various psychological processes

Pedagogy for Course Delivery:

- Lectures, presentations, group discussions, project and practicals

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Muchinsky, P.M. (2006). Psychology Applied to Work. (8th Edition). Wadsworth Publishers.
- Anderson, N. (2001). Handbook of Industrial, Work & Organizational Psychology. Sage Publications Ltd.



Course structure: School Counseling - Course Code: PSY 505

Course Title: School Counseling

Credit Units: 3

Course Level: UG Level

Course Code: PSY 505

Course Objectives:

- This is to enable the students to develop an understanding of counseling within school setup, which is collaborative work of counselor and other school staff.
- It would also focus on prevention and intervention of mental health and disorders of children and adolescents.

Pre-requisites: The students must possess fair understanding of basic concept and nature of counselling

Course Content:	Weightage
Module I - Introduction to School Counselling <ul style="list-style-type: none"> • Historical and Current Issues • Need, Scope of School Counselling • Difference between Educational Psychologist and School Counsellor • Transformations of the Roles, Responsibilities & skills of School Counselors • Professional and Ethical Codes of conduct in school counseling • Guidance & Counseling Need and importance of guidance and counseling at school settings 	10%
Module II- Counselor in Educational Setting <ul style="list-style-type: none"> • The Profession of School Counseling: School Counselor as Program Coordinator, Educational Leader, The Guidance Curriculum / Demonstrating Accountability, Becoming a Systematic Change Agent- Advocacy • Need for Counselling at various levels: Elementary School, Middle School, Secondary School & Higher Secondary School • Counseling & Curriculum Development • Counseling & Family Intervention for Children Counselling & School Management 	20%
Module III Role of Personal Guidance <ul style="list-style-type: none"> • Principal, Teacher, Counselor, Career Counselor, Parents & other Specialists • Holistic Model- 5 aspects: Personal, Temperamental, Professional, Social, Environmental • Importance of Holistic Approach in School Counselling Overview of the other approaches to counseling children 	20%
Module IV - Mental Health of Students <ul style="list-style-type: none"> • Working with various types of students: mental and emotional disorders; • chemically dependent adolescents, ODD; Anger control issues, ADHD, Depression in youth suicide, Self-esteem/ social anxiety disorder, Eating disorders, Sexual Abuse • Supportive Services including programmes of Intervention and Prevention & Self Help Material • Role of Faith & Spirituality in Students mental HealthStudents' perspective of Mental Health 	20%
Module V- Experience of Transition	20%

<ul style="list-style-type: none"> • Concept of change, Adjustment & Transition • Transition & Students' experiences • Adjustment Difficulty for students, family & teachers • Resilience • Physical, Psychosocial Changes in Adolescence 	
Module VI: Indian Education System: The Changing Perspective	10%
<ul style="list-style-type: none"> • Growth & policies • New Measures Psychology of deprived 	

Student Learning Outcomes: Student will be able to:

- Apply guidance & counseling skills in schools at various level.
- Analyze career counseling as an important aspect of assessment
- Design and develop holistic plan for various types of students and their needs
- Comprehend the challenges and risk involved in the management of a classroom with individual differences

Pedagogy for Course Delivery: The class will be taught using theoretical and case based method. An applied knowledge and information for effective counseling support within school settings will be given.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Belkin, G.S. (1998), Introduction to Counselling; W.C.: Brown Publishers
- Nelson, J. (1982), The Theory and Practice of Counselling Psychology; New York: Holt Rinehart & Winston.

References:

- Ben, N. Ard, Jr. (Ed.) (1997), Counselling and Psychotherapy: Classics on Theories and Issues; Science and Behaviour Books Co.
- Brammer, L.M. & Shostrom, E.L. (1977), Therapeutic psychology: Fundamentals of Counselling Psychotherapy; (3rd Ed.) , Englewood Cliffs: Prentice Hall
- Udupa, K.N. (1985). Stress and its Management by Yoga; Delhi: Moti Lal Bansari Das.
- Windy, D. (1988) (ed.), Counselling in Action; New York: Sage Publication.



Course structure: Forensic Mental Health - Course Code: PSY-506

Course Title: Forensic Mental Health

Credit Units: 3

Course Level: UG Level

Course Code: PSY-506

Course Objectives:

- The students will be able to demonstrate an awareness of legal aspects related to crimes committed by those who suffer from mental disorders. Discuss the differences between forensic psychology, forensic psychiatry and forensic medicine.
- Understand the allied fields and differential role responsibilities of the professional in each field.

Pre-requisites: The students must possess fair understanding of different personality disorders

Course Content:	Weightage
Module I Introduction	10%
<ul style="list-style-type: none"> • Definition • Domains of field • Applications 	
Module II Current Mental Health Legislation	20%
<ul style="list-style-type: none"> • Laws related to mental health in India • For victim • For perpetrator 	
Module III Mental Disorders & Crime	30%
<ul style="list-style-type: none"> • Crime and its causes; • crime committed under the effect of a disorder; • relationship between crime and mental disorders: specific disorders which have been empirically linked with crime like psychopathy, impulse control, schizophrenia 	
Module IV Mental Health aspects of specific crimes	30%
<ul style="list-style-type: none"> • For both victim & perpetrator • Homicide • Suicide • Infanticide • Sexual offences • Stalking • Rape • Child abuse & abduction 	
Module V Ethical issues related to law enforcement	10%
<ul style="list-style-type: none"> • Code of ethics in Indian legal system 	

Student Learning Outcomes:

- Recognize the legal associations to mental disorders and role of mental health professionals.
- Judge psyche of victims of crime.
- Analyze and judge psyche of perpetrators of crime.
- Appraise ethical issues for forensic mental health professionals during assessment and therapies.

Pedagogy for Course Delivery:

- Theory classes using lecture & discussion mode
- Power point presentations including videos
- Assigning students task of collecting researches/case studies relevant to each topic in current times & then having an interaction based discussion in the class

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T)

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Blau, T.H., (1988). The Psychologist as Expert Witness, (2nd Edn.) John Wiley & Sons, New York
- Gelder, M. et al, (2001), Short Oxford Text Book of Psychiatry, Oxford University Press, New York
- Hess, A.K., & Winer, I.V., (1999). Handbook of forensic Psychology (2nd Edn.) John Wiley & Sons, New York
- James, S.H., and Nordby, J.J., (Eds) (2003). Forensic Science; An Introduction to Scientific and Investigative Techniques, CRC Press, London
- Shapiro, D.L., (1991). Forensic Psychological Assessment – An Integrative Approach Allyn & Bacon, Boston



Course structure: Psychology of Caregivers - Course Code: PSY- 507

Course Title: Psychology of Caregivers

Credit Units: 3

Course Level: UG Level

Course Objectives:

Course Code: PSY- 507

- The students will understand the importance of caregivers Informal caregivers play a central role in patient care, and care giving can provide positive and negative experiences.
- It will enhance awareness of those factors that underlie the motivation to care for others.
- The students will appreciate caregivers’ understanding as to the dynamics that support and undermine self-caring activity.
- The Students will be able to help and encourage caregivers’ to experiment with changing existing self-defeating patterns and acquiring or strengthening more constructive ways of being.

Pre-requisites: The students must possess fair understanding of concept and nature of caregivers

Course Content:	Weightage
Module I Introduction	20%
<ul style="list-style-type: none"> • Concept of care-giving • Nature & Scope • Historical Foundations 	
Module II: Classification	20%
<ul style="list-style-type: none"> • Primary Care-givers • Secondary Care-givers • Tertiary Care-givers 	
Module III: Care-giving in different settings	20%
<ul style="list-style-type: none"> • Rehabilitation & Palliative Care • Orphanages • De-addiction centers • Old Age Home • Hospitals • Schools 	
Module IV Psychological Perspective	20%
<ul style="list-style-type: none"> • Quality of Life • Hope, Optimism, Love, Happiness • Social Support • Religion & Spirituality 	
Module V: Burn Out in Caregivers	20%
<ul style="list-style-type: none"> • Identification of Burn Out • Types of Burn Outs: Physical, Social, Emotional, Cognitive • Dealing with Burn out: Remedial Measure 	

Student Learning Outcomes:

- Recognize the importance of caregivers and their psychological perspective
- Analyze physical, social, emotional and cognitive issues of the caregivers
- Apply their understanding for betterment of caregivers.

Pedagogy for Course Delivery:

The class will be taught using theory and case based method. In addition to assigning the application based teaching, the course instructor will create learning environments that encourage caregivers' to experiment with changing existing self-defeating patterns and acquiring or strengthening more constructive ways of being. Class content and structure are presented, along with preliminary data on class efficacy that is based on psycho educational & positive intervention.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

- Hilary Schofield, Sidney Bloch, Victorian Health Promotion Foundation, Helen Herrman, Barbara Murphy, Julie Nankervis, Bruce Singh, Family caregivers: disability, illness and ageing. Published by Allen & Unwin, 1998

References:

- Ilene Morof Lubkin, Pamala D. Larsen, Chronic illness: impact and interventions. Published by Jones & Bartlett Publishers, 2005
- Karen Dahlberg Vander Ven, Ethel Tittnich , Competent caregivers--competent children: training and education for child care practice, Haworth Press, 1986.



Course structure: Introduction to Community Psychology - Course Code: PSY-508

Course Title: Introduction to Community Psychology

Credit Units: 3

Course Level: UG Level

Course Code: PSY-508

Course Objectives:

- To help students understand community-based research and to encourage them to think about how research findings can be used to address social problems.
- This course will provide students with an introduction to the field of community psychology.
- This area of psychology is concerned with the scientific study of social problems and their solutions.

Pre-requisites: The students must possess fair understanding of basic concept of community

Course Content:	Weightage
Module I: Community Psychology: Basic concept of community work	10%
<ul style="list-style-type: none">• Introduction and Orientation to Community Psychology• Aims of Community Psychology• History of CMH movement; Socio-Environmental Context; Structure, Design, & Organization	
Module II: Key Issues in Community Psychology	30%
<ul style="list-style-type: none">• Urbanization; urban and/or rural physical environment, pollution• Poverty & homelessness• community-integration and mental health• immigration and adjustment• discrimination & prejudice• unemployment• intergroup conflict• issues in childhood and adolescence (e.g. child abuse, youth violence)• aging and health• Drug Addiction, Alcoholism and their Rehabilitation• HIV/AIDS Awareness	
Module III: Research and Program Evaluation in Community Psychology	20%
<ul style="list-style-type: none">• Aims of Community Research• Methods of Community Psychology Research• Models and Interventions	
Module IV: The School System	20%

<ul style="list-style-type: none"> • Role of Psychologist in school • Gifted Children, Scholastic backwardness • Truancy and discipline related issues • Behavioral Problems in Children • Puberty Related Problems • Classroom management. 	
Module V: The Family System	20%
<ul style="list-style-type: none"> • Family Disorganization, Separated and/Divorced Couples, single parenting. • Family Environment and maladaptive Behaviour • Introduction to Family Life Cycle • Psychological Interventions with the family 	

Student Learning Outcomes:

- Implement community based intervention for various psychosocial issues.
- Analyze key contemporary issues in the area of community psychology
- Develop insight and analyze the important concerns in community psychology.

Pedagogy for Course Delivery:

The class will be taught using theory and case based method. through lectures, , tutorial and field assignment activities in particular.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Mann, A.P. Community Psychology and Applications
- Sheldon J Korchin, Modern Clinical Psychology
- Rappaport, J: Community Psychology: Values, Research and Action

References:

- Bates, A. P. and Julian, J. :Sociology— Understanding Social Behaviour
- Browning, C. J.: differential Impact of Family Disorganization on Male Adolescents
- Burgers, E.W., and Lock, H.J.: The Family
- Nimkoff, M.E. :The Family
- Cohen Albert K.: Deviance and Control
- Gobbons, D. C.: Deviant Behaviour (2nd ed.)
- Vijoy K Verma, Param Kulhara, Christine, Social psychiatry: A Global Perspective
- R Srinivasa Murthy, Barbara J Burns, Community Mental Health – Proceedings of the Indo US Symposium.



Course structure: Science of Well-being - Course Code: PSY-509

Course Title: Science of Well-being

Credit Units: 3

Course Level: UG Level

Course Code: PSY-509

Course Objectives:

- To understand the concepts related to theory and science of well-being and their applications to the betterment of self and others.

Pre-requisites: The students must possess fair understanding of the developmental origin well-being

Course Content:	Weightage
Module I Evolution & Development	20%
<ul style="list-style-type: none"> Natural selection & the elusiveness of happiness- Evolutionary Psychology Understanding well-being in the evolutionary context of brain development The developmental origins of well-being 	
Module II Physiology & Neuroscience	
<ul style="list-style-type: none"> Well-being and Affective style: neural substrates and bio behavioural correlates Physically active lifestyle and well-being Potential of Nutrition to promote physical and behavioural well being 	20%
Module III A Brief Philosophy of Well-being	20%
<ul style="list-style-type: none"> The Basic Triad of Human Needs The way of Positive Philosophers, Negative Philosophers and Humanists What Makes Life Stressful? 	
Module IV Cultural Perspective	
<ul style="list-style-type: none"> Subjective Well-Being : Introduction Process underlying SWB ; Adaption, Goals and Temperament Cultural Differences in the Definition and Causes of Well- Being Role of Natural Environment & Well-being 	20%
Module V Social & Economic Consideration	20%
<ul style="list-style-type: none"> Social Context of Well-being Peace & Development Income & SWB: Can money buy happiness? 	

Student Learning Outcomes:

- Enable students to relate theory and science of well-being to make the life stress free
- Application of social and economic contexts of well-being for the peace and development of world
- Design and develop models for physical and Behavioural wellbeing

Pedagogy for Course Delivery: The class will be taught using theory and case based method.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text

- Miley, William M: The Psychology of Well Being
- Daniel Kahneman, Ed Diener, Norbert Schwarz, Russell: Well Being: The Foundations of Hedonic Psychology, Sage Foundation

References

- Sirgy, M. Joseph: The Psychology of Quality of Life
- Stanley L. Brodsky: Psychology of Adjustment & Well Being



Course structure: Psychology Basic Practical III - Course Code: PSY-500

Course Title: Psychology Basic Practical

Credit Units: 2

Course Level: UG Level

Course Code: PSY-500

Course Objectives:

- To apply the general concepts of psychology through the medium of experiments

Pre-requisites: The students must possess fair understanding of different types of psychological tests

Course Content:														
1. DEO Mohan's Achievement Motivation Scale 2. PGI Memory Scale 3. State-Trait Anxiety Scale 4. Global Adjustment Scale (Form-A) 5. Standard Progressive Matrices (SPM)														
Student Learning Outcomes: <ul style="list-style-type: none"> Understand the concepts of psychology through the mediums of the experiments Develop With the skills of conducting & documenting experiments in the field of psychology. 														
Pedagogy for Course Delivery: The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically. Insights would be given on conducting test on individuals with an objective to understand criminal behavior														
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AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Term Paper – III - Course Code: NTP-503

Course Title: Term Paper – III

Credit Units: 2

Course Level: UG Level

Course Code: NTP-503

Course Objectives:

The rationale behind introducing the term paper for BA Students (II Year) is to enhance the reading and writing habits of the students and to make them aware about the process of carrying out a research work. This helps them to develop insight into the course they are studying which creates an academic interest among the students. Presentation of the term paper plays an important role as it facilitates knowledge sharing and improvement in presentation skills which will further enhance the confidence of the students. The overall objective of this term paper is to develop research orientations in students and to make them understand and enhance skills in Research Methodology

Guidelines for Term Paper:

- 1) Topic
- 2) Introduction
- 3) Review Research
- 4) Discussion
- 5) Conclusion
- 6) References

Examination Scheme:

Compilation of Term Paper:	50 Marks
Viva Voce:	25 Marks
Presentation of Term Paper:	25 Marks
Total	100 Marks



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Summer Internship Project (Evaluation) - Course Code: NSP-506

Course Title: Summer Internship Project (Evaluation)

Credit Units: 2

Course Level: UG Level

Course Code: NSP-506

Course Objective:

- To enable the students with the practical exposure in their core area of interest (Corporate Sector, NGOs, Hospitals etc.), which in turn will be the pathway to their personal and professional training.
- It will also help students to develop report writing skills.

Duration: Four Weeks (June-

July) Methodology:

Students get opportunity in diversified Institutes e.g. Corporate Sector, Schools, NGOs and Hospitals. They will be guided by an internal and external supervisor from their respective Institute. Students will submit their summer project reports with their supervised daily reporting. Immediately after returning from their summer vacations. This would require primary data collection.

Examination Scheme:

Internal Faculty Interaction:	20 Marks
Feedback from External Supervisor:	20 Marks
Viva Voce:	30 Marks
Report Writing:	30 Marks
Total	100 Marks



Course structure: Psychology of Differentially-abled Children (Special Education) Course Code: PSY-601

Course Title: Psychology of Differentially-abled Children (Special Education). Credit Units: 4

Course Level: UG Level

Course Code: PSY-601

Course Objectives:

- Students will understand and apply concepts of psychology in differentially-abled children
- To the development of education of challenged and gifted children.

Pre-requisites: An introduction to the basic concepts and practices of the field of Clinical Psychology.

Course Content:	Weightage	
Module I Children with mild differences in behavior & learning	20%	
<ul style="list-style-type: none"> • Children with Speech & Learning Disabilities • Children with Learning Disabilities • Children with Intellectual Disabilities • Children and youth with behavior disorders Children who are Gifted, Creative and Talented 		
Module II Children with Sensory Impairments		10%
<ul style="list-style-type: none"> • Children and youth with Hearing Impairments • Children with Visual Impairments 		
Module III Children with Low Incidence Disabilities	10%	
<ul style="list-style-type: none"> • Children with Special Health Care Needs • Children with Neurological Disabilities • Children with Pervasive Developmental Disorders • Children with Severe & Multiple Disabilities 		
Module IV Interventions with Infants, Preschoolers, young adults and families		20%
<ul style="list-style-type: none"> • Teaching Strategies • Educational Provisions • Transition from School to Work • Vocational Training & Rehabilitation • Social benefits and Schemes - State and Central governments, NGOs. 		
Module V Special Education across the Life Span	20%	
<ul style="list-style-type: none"> • Early Childhood Special Education • Transitioning to Adulthood • Develop competence for assessment of adaptive behavior among children with special needs 		
Module VI Special Education- Curriculum for the Handicapped		

<ul style="list-style-type: none"> • Special Education • Individualized Education Program (IEP) • Integrated Education- Models of Integration • Inclusive Education • Community based instruction (Ecological) • Action Research- Meaning and Nature 	20%
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Student Learning Outcomes:

- Enable students develop insight to understand the concepts of psychology to the development of education of challenged & gifted students
- Identify and Enumerate the characteristics of exceptional children
- Enable students to apply the concepts in helping challenged and gifted children through interventions and community based programs

Pedagogy for Course Delivery: The class will be taught using theory and case based method. In addition to assigning the case studies, the course instructor will spend considerable time in applying the concepts of psychology to special education. The instructor will cover the ways to think innovatively liberally using thinking techniques.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Panda K.C, Education of Exceptional Children
- Pillai M.G, Exceptional Children- Causes & Assessment
- Prasad S.B, Special Education
- Horn, John Louis: The Education of Exceptional Children
- Robert T. Brown, Cecil R. Reynolds, Psychological perspectives on childhood exceptionality: a handbook (Edition: 99)



Course structure: Planning, Recruitment and Selection - Course Code: PSY-602

Course Title: Planning, Recruitment and Selection

Credit Units: 3

Course Level: UG Level

Course Code: PSY-602

Course Objectives:

- Student will be able to understand the aspects and concept of Planning, Recruitment & Selection as HR personnel. From the initial phase of understanding the basic HR policies and practices,
- Students will be introduced to planning process for the hiring personnel in an organization. Useful models and frameworks, complemented by practical advice and guidelines, shall provide students with a solid foundation to apply Planning, Recruitment & Selection.

Pre-requisites: The students must possess fair understanding of recruitment and selection policies

Course Content:	Weightage
Module I : Introduction	
<ul style="list-style-type: none"> • Application of HR policies & practices Impact of Power on Belief, feeling, Behaviour Pattern of Self & others 	20%
Module II: Planning	
<ul style="list-style-type: none"> • Organisational Structure& Planning • Job Analysis • Job Design • Legal issues in Recruitment & Selection, • OD, Intervention 	20%
Module III: Process of Recruitment and Selection	
<ul style="list-style-type: none"> • Advertisement for Positions • Reference Scanning • Resume writing • Matching and Evaluation 	20%
Module IV: Techniques of Recruitment and Selection	
<ul style="list-style-type: none"> • Selection Methods • Selection Tests • Interview (elimination process) 	20%
Module V: Post Recruitment & Selection Issues	
<ul style="list-style-type: none"> • Training and Development • Managing Diversity • Developing global mind set Promotion and succession planning. 	20%

Student Learning Outcomes:

- Design and develop viable innovative techniques for recruitment and selection.
- Analyze and attract the vital resources required to turn a planning of the selection procedure into reality.
- Identify the need for strategic planning for recruitment and selection.
- Apply the concept of recruitment and selection process at workplace.

Pedagogy for Course Delivery: The class will be taught using theory and case based method. In addition to assigning the case studies, the course instructor will understand the current trends in recruitment and selection. The instructor will cover the innovative ways of recruitment and selection.

Lab/ Practicals details, if applicable:

NA Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Blum & Naylor, Industrial Psychology, CBS Publishers & Distributors
- B.D.Singh (2007). Compensation and Reward Management, Excel Books, New Delhi.
- Luthans, F. Organizational Behavior, McGraw – Hill International, 1998.
- Kaji H. Hona, Syndrome in workers occupationally exposed, Journal of Hard Surgery.
- Halder, Uday K, Human Resource Development (2009) Oxford University Press
- Bhattacharya, Dipak Kumar, Human Resource Management (2002) Excel Books
- Rao, VSP, Human Resource Management (2004) Excel Books
- Kadefore. R., Ergonomic model for workplace assessment, Human Factors Association of Canada.
- Malik P.L., Industrial Law Eastern, Lucknow, 1991.
- Muchinshy. M. Paul, Psychology Applied to Work - Wadsworth



Course structure: Introduction to Industrial Relations - Course Code: PSY-603

Course Title: Introduction to Industrial Relations

Credit Units: 3

Course Level: UG Level

Course Code: PSY-603

Course Objectives:

- To enable students to get a basic understanding of the role of industrial relationships, legal and social aspects and their applications related to the organizational settings.
- Students will also know about the trade union acts and legal framework Union Recognition.
- Students will understand about the settlement of industrial disputes.

Pre-requisites: The students must possess fair understanding of organizational relationship

Course Content:	Weightage
Module I	
<ul style="list-style-type: none">• Industrial Relations Management• Concept- Evaluation- Background of Industrial Relations in India, Influencing factors of IR in enterprise and the consequences	10%
Module II Economic, Social and Political Environments	
<ul style="list-style-type: none">• Employment Structure- Social Partnership, Wider Approaches to Industrial Relations Labor Market	10%
Module III Trade Unions	
<ul style="list-style-type: none">• Introduction- Definition and Objectives, Growth of Trade Unions in India, Trade area analysis, development and mapping, Trade Unions Act (1926) and Legal framework Union Recognition, Union Problems• Employees Association- Introduction, Objectives, Membership, Financial Status• Management related case study	20%
Module IV Quality of Work Life	
<ul style="list-style-type: none">• Workers Participation in Management- Workers Participation in India, Shop Floor, Plant Level, Board Level- Workers' Welfare in Indian Scenario- Collective Bargaining concepts & characteristics- Promoting Peace	20%
Module V: Wage & Salary Administration	
<ul style="list-style-type: none">• Nature & Significance of Wage, Salary Administration, Essentials, Minimum Wage, Fair Wage, Real Wage, Incentives & Fringe Benefits, Issues and constraints in Wage Determination in India	10%
Module VI: Social Security	
<ul style="list-style-type: none">• Introduction and types of Social Security in India, Health and Occupational Safety Programs- Salient features of Workmen Compensation Act and Employees' State Insurance Act relating to Social Security, Workers' Education objectives rewarding	10%
Module VII: Employee Grievances	

<ul style="list-style-type: none"> Causes of Grievances- Conciliation, Arbitration and Adjudication, Procedural aspects for Settlement of Grievances, Standing Orders, Code Discipline 	10%
Module VIII: Industrial Disputes	
<ul style="list-style-type: none"> Meaning, Nature and Scope of Industrial Disputes Cases & Consequences of Industrial Disputes Prevention and Settlement of Industrial Disputes in India 	10%

Student Learning Outcomes: On completion of the course the student will be able to-

- Recognize the issues related to industrial relations.
- Identify and review latest issues of management

Identify employee grievances and assess industrial disputes

Pedagogy for Course Delivery: Lecture, group discussion and case study

Assessment/ Examination Scheme:

Continuous Assessment/Internal Assessment	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Assessment Plan:

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Arora M, Industrial Relations (2000), Excel Books

References:

- Dynamics of Industrial Relations (2004) Himalaya Publishing House
- Manappa A, Industrial Relations (2004), Tata McGraw Hill



Course structure: Psychology of Exceptional and Gifted children - Course Code: PSY-604

Course Title: Psychology of Exceptional and Gifted children.

Credit Units: 3

Course Level: UG Level

Course Code: PSY-604

Course Objectives:

- Students will aware about the knowledge and understanding of the complexity of the exceptional child.
- Students will help the exceptional child.

Pre-requisites: The students must possess fair understanding of basic concept of child behavior

Course Content:	Weightage
Module I Foundations of Special Education	
<ul style="list-style-type: none">• Introduction to children who are exceptional• Issues and trends in special education• Risk factors & children at risk• Collaborating with parents & families	20%
Module II Special Education- Curriculum for the Gifted	
<ul style="list-style-type: none">• Approaches to curriculum• Differentiated curriculum• Enrichment approaches• Interdisciplinary instruction• Independent Study• Mentorship Programs• Internship• Enrichment triad/revolving door model• Curriculum compacting programs• Acceleration approach• Advanced placement• Ability grouping• Individualized instruction	20%
Module III Identify and discuss Individualized Educational Plans	
<ul style="list-style-type: none">• Developing, Implementation & Assessment, Implications for curriculum development	10%
Module IV Critical Attitudes towards Special Children & Youth	
<ul style="list-style-type: none">• Legislation & litigation concerning the Education of Special Children• RPWD Act, 2016	10%
Module V Attitudes, Expectations and Alternative Approaches in teaching Special Children	
<ul style="list-style-type: none">• Mainstreaming, Integration, Inclusion, Special Services• Dealing with teachers, parents, Special students & Non-handicapped Students	20%

Module VI Instructional Planning for each of the Exceptionality	20%
<ul style="list-style-type: none"> • Developing appropriate instructional strategies for use with each of the Exceptionalities • Modification of given instructional units to meet the needs of students with each of the Exceptionalities • Development of a management plan for working with Special students within the regular classroom 	

Student Learning Outcomes:

- Gain knowledge of Exceptional and Gifted Children
- Appraise various interventions for children with exceptional needs
- Reflect on the legislations for Exceptional children

Pedagogy for Course Delivery: The class will be taught utilizing case studies and practical experience in the field. They would be provided with an opportunity to reflect on the legislations provided for Exceptional children

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Panda K.C, Education of Exceptional Children
- Pillai M.G, Exceptional Children- Causes & Assessment

References:

- Prasad S.B, Special Education
- Horn, John Louis: The Education of Exceptional Children
- Robert T. Brown, Cecil R. Reynolds, Psychological perspectives on childhood exceptionality: a handbook (Edition: 99)



Course structure: Teaching & Learning Techniques - Course Code: PSY-605

Course Title: Teaching & Learning Techniques

Credit Units: 3

Course Level: UG Level

Course Code: PSY-605

Course Objectives:

- To enable the students to gather knowledge about the need and scope of Educational counseling with focus on various teaching & learning styles, cognitive issues, and various sources of measurement of learning.
- Students will be able to know the assessments in teaching & learning methodologies.

Pre-requisites: The students must possess fair understanding of basic counselling style.

Course Content:	Weightage
Module I: Introduction	20%
<ul style="list-style-type: none">• Need and scope of Educational Counseling• Specific issues in education	
Module II: Learning & Studying Styles	20%
<ul style="list-style-type: none">• Kolb's Experiential Learning Style• Honey & Mumford Learning Style• Gregore Learning Styles• Howard Gardener Multiple Intelligences• Note Taking Skills: Cornell Method, The Outline Method, The Mapping method, The charting Method & The Sentence Method• Types of Study Skills: Role of Self Awareness & Time Management• Study Methods: PQRST Method, PRWR Method, Acronyms & Acrostics, Location, Verbal repetition	
Module III: Teaching Styles	20%
<ul style="list-style-type: none">• Command Style• Task style• Reciprocal Style• Small Group Style• Guided Discovery Style• Problem Solving style	
Module IV: Assessments in Teaching & Learning Methodologies	20%
<ul style="list-style-type: none">• Observations, interviews, rating scales• Cumulative record & anecdotal record• Case study, sociometry, questionnaire & projective tests• Psycho educational assessments: Intelligence, memory, creativity, personality, motivation, aptitude, interest	
Module V: Consultation Model & Skills	

<ul style="list-style-type: none"> • Counselor as Educational consultant • Career Guidance & counseling: theories & influences • Behavioral Model • Play therapy • Individualized Educational Programs 	20%
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Student Learning Outcomes:

- Apply Learning Styles & Teaching Strategies in various educational settings
- Evaluate different methods of enhancing learning & Psycho educational assessment
- Analyze consultation model & skills

Pedagogy for Course Delivery:

The class will be taught using theory, case studies & extensive discussion methods & practical work.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Mangal, S. K., (2004), Advance Educational Psychology; New Delhi : Prentice Hall

References:

- M Dash, Neena Dash; Fundamentals of Educational Psychology: Atlantic Publishers & Distributors, New Delhi.
- L S Vygotsky, (1999) Educational Psychology ; Vanit Books, New Delhi
- R K Prithi (Ed.2004) Educational Psychology: Discovery Publishing House, New Delhi



Course structure: Human Skill Development - Course Code: PSY-606

Course Title: Human Skill Development

Credit Units: 3

Course Level: UG Level

Course Code: PSY-606

Course Objectives:

- To equip the students to develop skills enabling them to handle issues and challenges of health & wellness.
- Students also Identifying important skills needed to maintain healthy Living
- Students will also know about the lifestyle management

Pre-requisites: The students must possess fair understanding of concept of the health and wellness

Course Content:	Weightage
Module I: Introduction	25%
<ul style="list-style-type: none"> • Introduction to the main issues & challenges of healthy living. • Identifying important skills needed to maintain healthy Living 	
Module II: Developing Soft Skills	25%
<ul style="list-style-type: none"> • The power of creative thinking • Handling Emotions Effectively • Developing positive attitude • Problem Solving & Critical Thinking 	
Module III: Health & Nutrition	25%
<ul style="list-style-type: none"> • Balanced Diet: Definition, Concept, Need & Importance • BMR: Definition, Concept, Need & Importance • Nutritional requirements at different life stages • Fighting Illness • Lifestyle Management: Dealing with Obesity, CHD, Hypertension, HIV/AIDS etc. 	
Module IV: Health Management	25%
<ul style="list-style-type: none"> • Yoga & Meditation • Science of Spirituality • Stress Management • Community Health 	

Student Learning Outcomes:

- Define issues of health and wellness
- Develop soft skills and creative thinking and positive attitude required for human skills development.
- Design techniques of health management

Pedagogy for Course Delivery: The class will be taught using theory and case based method. In addition to assigning the case studies, the course instructor will spend considerable time in understanding the concept of human skills development.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Michael Feuerstein, Elise E. Labbé, Andrzej R. Kuczmierczyk, Health psychology: a psychobiological perspective, Published by Springer, 1986

References:

- David Marks, Brian Evans, Michael Murray, Carla Willig, Cailine Woodall, Catherine Marie Sykes, Health psychology: theory, research and practice, Published by SAGE, 2005
- Douglas Carroll, Health psychology: stress, behaviour and disease. Published by Routledge, 1992



Course structure: Psychology of Aging - Course Code: PSY-607

Course Title: Psychology of Aging

Credit Units: 3

Course Level: UG Level

Course Code: PSY-607

Course Objectives:

- This paper will enable the students to have a better understanding of the needs, theories and processes of ageing. Also,
- To empower the students with the wider knowledge on how to deal with the issues and problems related to old age.

Pre-requisites: The students must possess fair understanding of historical perspective of Ageing

Course Content:	Weightage
Module I : Introduction	
<ul style="list-style-type: none">• Gerontology- Meaning, Nature & Scope• Historical perspective of Ageing• Global Picture- Researches & Studies in Indian and Western Context• Morbidity & Mortality• Ageing- Myths & Facts• Major Needs of Older Adults	20%
Module II : The Process of Ageing	
<ul style="list-style-type: none">• Developmental Aspects of Ageing• Biological & Physiological Aspects of Ageing• Psychological Aspects of Ageing• Social Aspects of Ageing	20%
Module III : Health Needs & Care for Older Adults	
<ul style="list-style-type: none">• Assessment, Diagnosis & Planning• Major Illnesses- Physical & Psychological• Care giving- Mild & Chronic Illnesses• Mental Health• Palliative Care	20%
Module IV : Individual & Social Issues	
<ul style="list-style-type: none">• Adaptation to Old Age, Attitudes towards Old People• Adjustment to Changes:• Family Patterns• Loss of Spouse• Living Alone• Remarriage in Old Age• Physical, Motor & Mental Abilities	20%
Module V : Ethical, Legal & Financial Issues	
<ul style="list-style-type: none">• Role of Ethics• Welfare Policy for Elderly• Old Age/Shelter Homes for Elderly, Retirement• Identifying Excellence in Care of Elderly• Ethical Theories & Principles• Constitutional Rights, Policy & Services• Legislation & Public Policy	20%

Student Learning Outcomes:

- Enables the students to have a better perceptive of the needs, theories and processes of ageing
- Applying the knowledge to deal with the issues and problems related to old age.
- Creating a better and conducive environment for the elderly population to make ageing a pleasurable experience.

Pedagogy for Course Delivery:

Students will be given a new perspective to the needs and desires of the elderly. They were trained through case study method about their issues and challenges and how are they supposed to be worked out.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Kenneth F. Ferraro: Gerontology: perspectives and issues, Published by Springer Pub. Co., 1990
- Nicholas Coni, William Davison, Stephen Webster: Ageing: the facts
- Ian Stuart-Hamilton: The Psychology of Ageing: An Introduction, 4th Edition



Course structure: Science of Happiness - Course Code: PSY-608

Course Title: Science of Happiness

Credit Units: 3

Course Level: UG Level

Course Code: PSY-608

Course Objectives:

- Student to acquire meaningful knowledge of various aspects of happiness.
- Students will also to apply the concepts with a holistic view to deal with the barriers in day-to-day life.
- Course will provide an overview of positive psychology and introduces the theoretical models of adolescence and early adulthood.

Pre-requisites: The students must possess fair understanding of positive and negative emotions and its effects

Course Content:	Weightage
Module I Happiness	20%
<ul style="list-style-type: none"> • Positive and Negative Affectivity • The Effects & Causes of Happiness • Culture and Happiness • Relationships and Happiness • Geography of Bliss 	
Module II Happiness and its Physical Aspects	
<ul style="list-style-type: none"> • Physical aspects of happiness • Living quality life through positive psychology • Satisfaction with life 	
Module III : Happiness and its Mental Aspects	
<ul style="list-style-type: none"> • Psychological effects of happiness • Flow experiences • Preventing mental distress 	
Module IV Happiness and its Social Aspects	20%
<ul style="list-style-type: none"> • Social correlates of Happiness • social cohesion, particularly in the light of the aging population • Sense of belongingness for happiness 	
Module V Happiness and Morality	20%
<ul style="list-style-type: none"> • The Religious and Spiritual Concepts of Happiness • Relationship between Happiness and corruption • Reciprocal Altruism 	

Student Learning Outcomes:

- Acquire meaningful knowledge of various aspects of happiness
- Apply a holistic and spiritual view of psychology to deal with stressors of day to day life
- Develop and design the social model to promote happiness

Pedagogy for Course Delivery: The class will be taught using theory and case based method. In addition to assigning the case studies, the course instructor will spend considerable time in understanding the concept

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/(%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Midterm Examination	Home Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Williams, H.S., The Science of Happiness, Oxford University
- C. R. Snyder, Shane J. Lopez, Positive Psychology: The Scientific and Practical Explorations of Human Strengths
- C. R. Snyder, Shane J. Lopez, The Handbook of Positive Psychology.

References:

- Rich Gilman, Michael Furlong, E. Scott Huebner, A Handbook of Positive Psychology in Schools
- Ilona Boniwell, Positive Psychology in a Nutshell
- Goleman, Daniel: Emotional Intelligence



Course structure: Psychology Basic Practical– IV - Course Code: PSY-600

Course Title: Psychology Basic Practical– IV.

Credit Units: 2

Course Level: UG Level

Course Code: PSY 600

Course Objectives:

- To apply the general concepts of psychology through the medium of experiments. Every student is expected to perform and write all experiments out of the following.

Pre-requisites: The students must possess fair understanding of different psychometric assessment

Course Content:			
<ul style="list-style-type: none"> Heartland’s Forgiveness Scale Colored Progressive Matrices (CPM) 16 PF Family Environment Scale Parent Child Relationship Scale 			
<p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> Understand the concepts of psychology through the mediums of the experiments Develop With the skills of conducting & documenting experiments in the field of psychology. <p>Pedagogy for Course Delivery: The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically. Insights would be given on conducting test on individuals with an objective to understand criminal behavior</p>			
Assessment/ Examination Scheme:			
Theory L/T (%)	Lab/Practical/(%)	End Term Examination	
30%	70%	100%	
Theory Assessment (L&T):			
Continuous Assessment/Internal Assessment			End Term Examination
Components (Drop down)	Practical File	Attendance	
Weightage (%)	25%	5%	



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Major Project - Course Code: NMP-601

Course Title: Major Project

Credit Units: 6

Course Level: UG Level

Course Code: NMP-601

Course Objectives:

- To enable the students with the practical exposure in their core area of interest (Corporate Sector, NGOs, Hospitals etc.), which in turn will be the pathway to their personal and professional training.
- It will also help students to develop report writing skills.

Duration: Four Months (Jan. - April) Methodology:

Students get opportunity in diversified Institutes e.g. Corporate Sector, Schools, NGOs and Hospitals. They will be guided by an internal and external supervisor. Students will submit their reports after **90 Hrs of Fieldwork (15 days* 6hrs per day)**, with their supervised daily reporting, at the end of the academic year. **The days for fieldwork are Fridays & Saturdays.** The student will submit the Log Sheet to their internal supervisor on every Monday.

Examination Scheme:

Internal Faculty Interaction	20 Marks
Feedback from External Supervisor	20 Marks
Viva Voce	30 Marks
Report Writing	30 Marks
Total	100 Marks

AMITY INSTITUTE OF BEHAVIOURAL & ALLIED SCIENCES

Behavioural Science Course

(PG Programme)

**ONE & TWO YEAR POST-GRADUATE
2019-2021**

FIRST SEMESTER

Self-Development for Interpersonal Skills

(Total Credits: 1)

Course Code: BSP-143

S. NO.	COURSE	DURATION (IN HOURS)
1	Understanding Self	2
2	Self-Esteem: Sense of Worth	2
3	Emotional Intelligence: Brain Power	2
4	Managing Emotions and Building Interpersonal Competence	2
5	Leading Through Positive Attitude	2
TOTAL HOURS		10

SECOND SEMESTER

CONFLICT RESOLUTION & MANAGEMENT

(Total Credits: 1)

Course Code: BSP-243

S. NO.	COURSE	DURATION (IN HOURS)
1	Conflict Management	2
2	Behavioural & Interpersonal Communication	2
3	Relationship Management for Personal & Professional Development	2
4	Stress Management	2
5	Conflict Resolution & Management	2
TOTAL HOURS		10

THIRD SEMESTER
Professional Competencies & Career Development
 (Total Credits: 1)
Course Code: BSP-343

S. NO.	COURSE	DURATION (IN HOURS)
1	Professional Competence	2
2	Managing Personal Effectiveness	2
3	Components of Excellence	2
4	Career Development	2
5	Personal & Professional Success	2
TOTAL HOURS		10

FOURTH SEMESTER

LEADERSHIP & MANAGING SKILLS
 (Total Credits: 1)
Course Code: BSP-443

S. NO.	COURSE	DURATION (IN HOURS)
1	Leadership Excellence	2
2	Team: An Overview	2
3	Team Building for Leadership Excellence	2
4	Team & Sociometry	2
5	Team Leadership for Managing Excellence	2
TOTAL HOURS		10



Course structure: Self-Development And Interpersonal Skills - Course Code: BSP-143

Course Title: Self-Development And Interpersonal Skills

Credit Units: 1

Course Level: PG Level

Course Code: BSP-143

Course Objectives:

This course aims at imparting an understanding of:

- Self and the process of self exploration
- Learning strategies for development of a healthy self esteem
- Importance of attitudes and their effect on work behavior
- Effective management of emotions and building interpersonal competence.

Course Contents:

Module I: Understanding Self

(2 Hours)

- Formation of self concept
- Dimension of Self
- Components of self
- Self Competency

Module II: Self-Esteem: Sense of Worth

(2 Hours)

- Meaning and Nature of Self Esteem
- Characteristics of High and Low Self Esteem
- Importance & need of Self Esteem
- Self Esteem at work
- Steps to enhance Self Esteem

Module III: Emotional Intelligence: Brain Power

(2 Hours)

- Introduction to EI
- Difference between IQ, EQ and SQ
- Relevance of EI at workplace
- Self assessment, analysis and action plan

Module IV: Managing Emotions and Building Interpersonal Competence

(2 Hours)

- Need and importance of Emotions
- Healthy and Unhealthy expression of emotions
- Anger: Conceptualization and Cycle
- Developing emotional and interpersonal competence
- Self assessment, analysis and action plan

Module V: Leading Through Positive Attitude

(2 Hours)

- Understanding Attitudes

- Formation of Attitudes
- Types of Attitudes
- Effects of Attitude on
 - Behavior
 - Perception
 - Motivation
 - Stress
 - Adjustment
 - Time Management
 - Effective Performance
- Building Positive Attitude

Student learning outcomes:

- Student will Develop accurate sense of self
- Student will nurture a deep understanding of personal motivation
- Student will develop thorough understanding of personal and professional responsibility
- Student will able to analyse the emotions of others for better adjustment.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

- The above evaluation scheme shall not be applicable for LLM Course.

Suggested Readings:

- Towers, Marc: Self Esteem, 1st Edition 1997, American Media
- Pedler Mike, Burgoyne John, Boydell Tom, A Manager’s Guide to Self-Development: Second edition, McGraw-Hill Book company.
- Covey, R. Stephen: Seven habits of Highly Effective People, 1992 Edition, Simon & Schuster Ltd.,
- Khera Shiv: You Can Win, 1st Edition, 1999, Macmillan
- Gegax Tom, Winning in the Game of Life: 1st Edition, Harmony Books
- Chatterjee Debashish, Leading Consciously: 1998 1st Edition, Viva Books Pvt.Ltd.,
- Dr. Dinkmeyer Don, Dr. Losoncy Lewis, The Skills of Encouragement: St. Lucie Press.
- Singh, Dalip, 2002, Emotional Intelligence at work; First Edition, Sage Publications.
- Goleman, Daniel: Emotional Intelligence, 1995 Edition, Bantam Books
- Goleman, Daniel: Working with E.I., 1998 Edition, Bantam Books.



Course structure: Conflict Resolution & Management - Course Code: BSP-243

Course Title: Conflict Resolution & Management

Credit Units: 1

Course Level: PG Level

Course Code: BSP-243

Course Objectives:

This course aims at imparting an understanding of:

- To develop an understanding the concept of stress its causes, symptoms and consequences.
- To develop an understanding the consequences of the stress on one's wellness, health, and work performance.
- Enhancing personal effectiveness and performance through effective interpersonal communication
- Enhancing their conflict management and negotiation skills

Course Contents:

Module I: Conflict Management

(2 Hour)

- Meaning and nature of conflicts
- Types of Conflict
- Styles and Techniques of conflict management
- Conflict management and interpersonal communication

Module II: Behavioural & Interpersonal Communication

(2 Hours)

- Importance of Interpersonal Communication
- Rapport Building – NLP, Communication mode
- Steps to improve interpersonal communication
- Meaning and Nature of Behavioural Communication
- Relevance of Behavioural Communication

Module III: Relationship Management for Personal and professional Development

(2 Hours)

- Importance of relationships
- Maintaining healthy relationships
- Communication Styles
- Types of Interpersonal Relationships

Module IV: Stress Management

(2 Hours)

- Understanding of Stress & GAS Model
- Symptoms of Stress
- Individual and Organizational consequences with special focus on health
- Healthy and Unhealthy strategies for stress management
- Social support for stress management and well being
- Stress free, Successful and Happy Life

Module V: Conflict Resolution & Management

(2 Hours)

- Conflict Resolution Strategies
- Ways of Managing Conflict (Healthy & Unhealthy)
- Impact of Conflict Resolution & Management

Student learning outcomes

- Students develop the ability to identify their strengths and weaknesses.
- Students will know how to develop positive healthy relationship .
- Students will know how to manage their daily life conflicts.
- Students will know how to be resilient during stressful situations.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

- **The above evaluation scheme shall not be applicable for LLM Course.**

Suggested Readings:

- Vangelist L. Anita, Mark N. Knapp, Inter Personal Communication and Human Relationships: Third Edition, Allyn and Bacon
- Julia T. Wood. Interpersonal Communication everyday encounter
- Simons, Christine, Naylor, Belinda: Effective Communication for Managers, 1997 1st Edition Cassel
- Goddard, Ken: Informative Writing, 1995 1st Edition, Cassell
- Harvard Business School, Effective Communication: United States of America
- Foster John, Effective Writing Skills: Volume-7, First Edition 2000, Institute of Public Relations (IPR)
- Beebe, Beebe and Redmond; Interpersonal Communication, 1996; Allyn and Bacon Publishers.



Course structure: Professional Competencies & Career Development - Course Code: BSP-343

Course Title: Professional Competencies & Career Development Credit Units: 1

Course Level: PG Level

Course Code: BSP-343

Course Objectives:

This course will help the students to:

- Importance of Personal and Professional excellence
- Inculcating the components of excellence
- Explore interest, attitude and Explore career opportunities
- Set career goals

Course Contents:

Module I: Professional Competence

(2 Hours)

- Understanding Professional Competence
- Component of Competence:
 - Knowledge
 - Skills
 - Attitude
 - Self awareness
 - Self Promotion & Presentation,
 - Self confidence
 - Skills
 - Performance
- Political awareness, Coping with uncertainty
- Developing positive attributes at work place (personal and professional)
- Time management
- Handling criticism and interruptions
- Managing difficult people

Module II: Managing Personal Effectiveness

(2 Hours)

- Dimensions of personal effectiveness (self disclosure, openness to feedback and perceptiveness)
- Integration of personal and organizational vision for effectiveness
- A healthy balance of work and play

Module III: Components of Excellence

(2 Hours)

- Positive Imagination & Focused
- SMART Goal
- Controlling Distraction
- Commitment
- Constructive Evaluation
- Creativity & Success

Module IV: Career Development**(2 Hours)**

- Understanding Development Process
- Knowing and assessing one's Interest
- Knowing and assessing one's Aptitude
- Selecting from available resources
- Career planning and development

Module V: Personal & Professional Success**(2 Hours)**

- Career Selection & Motivation
- Action planning, Networking, Negotiation
- Accept Change & Challenge for Successful Career

Student learning outcomes

- Students develop the ability to identify their strengths and weaknesses.
- Students will know how to develop positive healthy relationship.
- Students will know how to manage their daily life conflicts.
- Students will know how to be resilient during stressful situations.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company
- Smither Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers
- Raman, A.T. (2003) Knowledge Management: A Resource Book. Excel Books, Delhi.
- Kamalavijayan, D. (2005). Information and Knowledge Management, Macmillan India Ltd. Delhi



Course structure: Leadership & Managing Excellence - Course Code: BSP-443

Course Title: Leadership & Managing Excellence

Credit Units: 1

Course Level: PG Level

Course Code: BSP-443

Course Objectives:

This course aims to enable students to:

- Understand the concept and building of teams
- Understand the concept of Self Leadership and Leadership Excellence
- Understand the leadership Styles in organizations
- Facilitate better team management and organizational effectiveness through universal human values.

Course Contents:

Module I: Leadership Excellence

(2Hours)

- Leadership
- Self- Leadership
- Self- Leadership Competencies

Module II: Teams: An Overview

(2Hours)

- Team Design Features: Team vs. Group
- Effective Team Mission and Vision
- Life Cycle of a Project Team
- Rationale of a Team, Goal Analysis and Team Roles

Module III: Team Building for Leadership Excellence

(2Hours)

- Types and Development of Team Building
- Stages of Team
- Profiling your Team: Internal & External Dynamics
- Team Strategies for organizational vision

Module IV: Team & Sociometry

(2Hours)

- Patterns of Interaction in a Team
- Sociometry: Method of studying attractions and repulsions in groups
- Construction of sociogram for studying interpersonal relations in a Team
- Team communication

Module V: Team Leadership for Managing Excellence

(2Hours)

- Leadership styles in organizations
- Situational Leadership Style
- Power to Empower : Team & Individual

Student learning outcomes

- Students develop the ability to identify their leadership skills.
- Students will know how to manage their personal and professional conflicts..
- Students will know how to maintain their healthy interpersonal relationships.
- Students will know how to be develop self-leadership.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

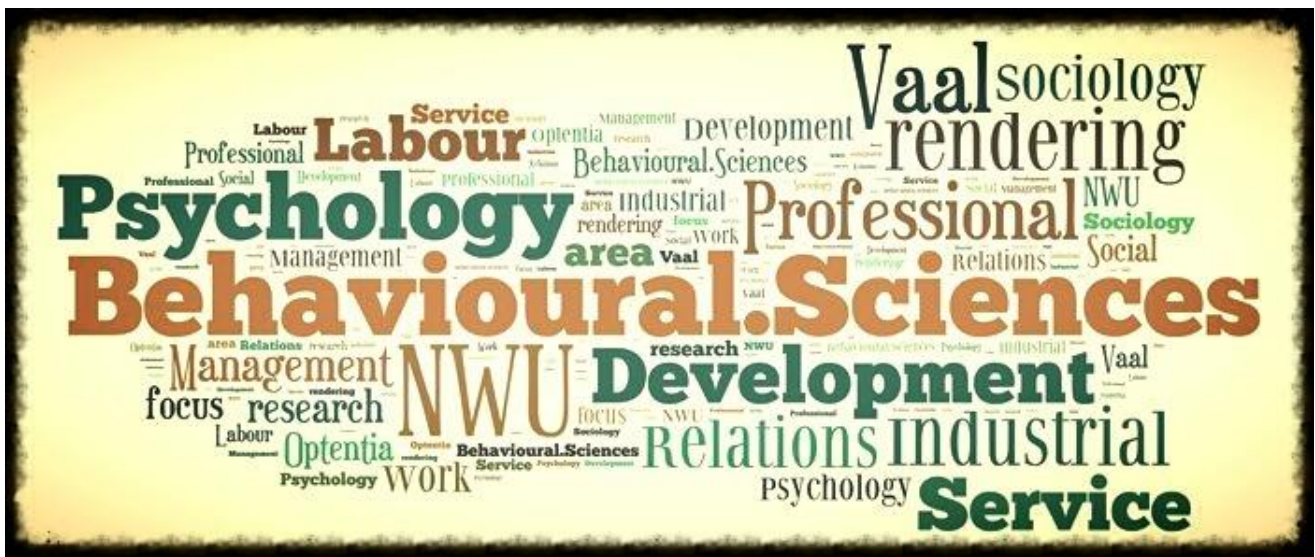
Suggested Readings:

- Organizational Behaviour, Davis, K.
- Hoover, Judhith D. Effective Small Group and Team Communication, 2002,Harcourt College Publishers
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company

AMITY INSTITUTE OF BEHAVIOURAL & ALLIED SCIENCES

Behavioural Science Course

(UG Programme)



“The best Contribution one can make to humanity is to improve oneself”.

Objective: To inculcate Behavioural Skills for Personal & Professional growth in Amity students of higher education

Special Feature:

❖ Activities:

- Games
- Exercise

- Group Discussion
 - Role Plays
 - Situation Analysis
 - Movie Analysis
 - Quiz
 - Story telling
 - Case Studies
 - Presentation
 - Behavioural Observation Etc.
-
- ❖ **Psychometric Testing** will be used for self assessment of the students which would give them an insight for required improvements and changes in their behavior and personality.
 - ❖ Journal for Success would be maintained every semester, where the learning from various activities would be compiled for Self analysis and assessment by the students to decide their own action plan for self improvement with the help of a mentor.
 - ❖ Project on Scripture and Current issues would be made to imbibe tolerance and universal human values to become effective as an individual and a team player.

NEW BEHAVIOURAL SCIENCE COURSE

THREE, FOUR & FIVE YEARS UNDER-GRADUATE PROGRAMME

2019 – 2024

AMITY UNIVERSITY MADHYA PRADESH

THREE, FOUR & FIVE YEARS UNDER-GRADUATE PROGRAMME PROGRAMME STRUCTURE AND CURRICULUM

FIRST SEMESTER UNDERSTANDING SELF FOR EFFECTIVENESS (Total Credits: 1) Course Code: BSU-143

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Self: Core Competency	2
2	Techniques of Self Awareness	2
3	Self Esteem & Effectiveness	2
4	Building Positive Attitude	2
5	Building Emotional Competence	2
TOTAL HOURS		10

SECOND SEMESTER INDIVIDUAL, SOCIETY AND NATION (Total Credits: 1) Course Code: BSU-243

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Individual Differences and Personality	2
2	Managing Diversity	2
3	Socialization	2
4	Patriotism and National Pride	2
5	Human Rights, Values and Ethics	2
TOTAL HOURS		10

THIRD SEMESTER

PROBLEM SOLVING & CREATIVE THINKING

(Total Credits: 1)

Course Code: BSU-343

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Thinking as a tool of Problem Solving	2
2	Hindrances to Problem Solving process	2
3	Problem Solving	2
4	Plan of Action	2
5	Creative Thinking	2
TOTAL HOURS		10

FOURTH SEMESTER

VALUES & ETHICS FOR PERSONAL & PROFESSIONAL DEVELOPMENT

(Total Credits: 1)

Course Code: BSU-443

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Introduction to Values & Ethics	2
2	Values Clarification & Acceptance	2
3	Morality	2
4	Ethical Practice	2
5	Personal & Professional Values	2
TOTAL HOURS		10

FIFTH SEMESTER

GROUP DYNAMICS AND TEAM BUILDING

(Total Credits: 1)

Course Code: BSU-543

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Groups Formation	2
2	Group Functions	2
3	Teams	2
4	Leadership	2
5	Power to Empower	2
TOTAL HOURS		10

SIXTH SEMESTER

STRESS AND COPING STRATEGIES

(Total Credits: 1)

Course Code: BSU-643

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Stress	2
2	Stages and Models of Stress	2
3	Causes and Symptoms of Stress	2
4	Consequences of Stress	2
5	Strategies for Stress management	2
TOTAL HOURS		10

SEVENTH SEMESTER

CAREER PLANNING & DEVELOPMENT

(Total Credits: 1)

Course Code: BSU-743

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Career Planning	2
2	Career Success: Interest, Aptitude & Attitude	2
3	Explore Career for Growth	2
4	Self-Reliance and Employability Skills	2
5	Impression Management for Career Enhancement	2
TOTAL HOURS		10

EIGHTH SEMESTER

POSITIVE PERSONAL GROWTH

(Total Credits: 1)

Course Code: BSU-843

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Positive Personality	2
2	Positive Emotions	2
3	Hope, Optimism and Resilience	2
4	Application of Positive Emotions	2
5	Happiness and Well Being	2
TOTAL HOURS		10

NINETH SEMESTER

PERSONAL AND PROFESSIONAL EXCELLENCE

(Total Credits: 1)

Course Code: BSU-943

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Components of Excellence	2
2	Managing Personal Effectiveness	2
3	Personal success strategy	2
4	Positive Personal Growth	2
5	Professional Success	2
TOTAL HOURS		10

TENTH SEMESTER LEADERSHIP EXCELLENCE

(Total Credits: 1)

Course Code: BSU-1043

WORKSHOP NO.	COURSE	DURATION (IN HOURS)
1	Self Leadership	2
2	Behavioural Communication & Effective Leadership	2
3	Conflict Management for Effective Leadership	2
4	Interpersonal Relationship & Leading Teams	2
5	Leadership Excellence	2
TOTAL HOURS		10



Course structure: Understanding Self for Effectiveness - Course Code: BSU-143

Course Title: Understanding Self for Effectiveness

Credit Units: 1

Course Level: UG Level

Course Code: BSU-143

Course Objectives:

This course aims at imparting an understanding of:

- Understanding self & process of self-exploration
- Learning strategies for development of a healthy self esteem
- Importance of attitudes and its effective on personality
- Building Emotional Competency

Course Contents:

Module I: Self: Core Competency

(2 Hours)

- Understanding of Self
- Components of Self – Self identity
- Self-concept
- Self confidence
- Self-image

Module II: Techniques of Self Awareness

(2 Hours)

- Exploration through Johari Window
- Mapping the key characteristics of self
- Framing a charter for self
- Stages – self-awareness, self-acceptance and self-realization

Module III: Self Esteem & Effectiveness

(2 Hours)

- Meaning
- Importance
- Components of self esteem
- High and low self esteem
- Measuring your self esteem

Module IV: Building Positive Attitude

(2 Hours)

- Meaning and nature of attitude
- Components and Types of attitude
- Importance and relevance of attitude

Module V: Building Emotional Competence

(2 Hours)

- Emotional Intelligence – Meaning, components, Importance and Relevance
- Positive and negative emotions
- Healthy and Unhealthy expression of emotions

Student learning outcomes

- Student will Develop accurate sense of self
- Student will nurture a deep understanding of personal motivation
- Student will develop thorough understanding of personal and professional responsibility
- Student will able to analyse the emotions of others for better adjustment.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Organizational Behaviour, Davis, K.
- Hoover, Judhith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
- Dressler, David and Cans, Donald: The Study of Human Interaction
- Lapiere, Richard. T – Social Change
- Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.
- Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company
- Smither Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers



Course structure: Individual, Society and Nation - Course Code: BSU-243

Course Title: Individual, Society and Nation

Credit Units: 1

Course Level: UG Level

Course Code: BSU-243

Course Objectives:

This course aims at enabling students towards:

- Understand the importance of individual differences
- Better understanding of self in relation to society and nation
- Facilitation for a meaningful existence and adjustment in society
- Inculcating patriotism and national pride

Course Contents:

Module I: Individual differences & Personality (2 Hours)

- Personality: Definition & Relevance
- Importance of nature & nurture in Personality Development
- Importance and Recognition of Individual differences in Personality
- Accepting and Managing Individual differences
- Intuition, Judgment, Perception & Sensation (MBTI)
- BIG5 Factors

Module II: Managing Diversity (2 Hours)

- Defining Diversity
- Affirmation Action and Managing Diversity
- Increasing Diversity in Work Force
- Barriers and Challenges in Managing Diversity

Module III: Socialization (2 Hours)

- Nature of Socialization
- Social Interaction
- Interaction of Socialization Process
- Contributions to Society and Nation

Module IV: Patriotism and National Pride (2 Hours)

- Sense of pride and patriotism
- Importance of discipline and hard work
- Integrity and accountability

Module V: Human Rights, Values and Ethics (2 Hours)

- Meaning and Importance of human rights
- Human rights awareness
- Values and Ethics- Learning based on project work on Scriptures like- Ramayana, Mahabharata, Gita etc.

Student learning outcomes

- Student will be able to identify, understand, and apply contemporary theories of leadership to a wide range of situations and interactions
- Student will be able to understand and respect individual difference, so to enhance the relationship
- Learn social responsibility and develop a sense of citizenship
- Student will be able to identify and understand the impact of culture on one's leadership style

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Davis, K. Organizational Behaviour,
- Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
- Dressler, David and Cans, Donald: The Study of Human Interaction
- Lapiere, Richard. T – Social Change
- Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.
- Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.
- Robbins O.B.Stephen;. Organizational Behaviour



Course structure: Problem Solving and Creative Thinking- Course Code: BSU-343

Course Title: Problem Solving and Creative Thinking

Credit Units: 1

Course Level: UG Level

Course Code: BSU-343

Course Objectives:

To enable the students:

- Understand the process of problem solving and creative thinking.
- Facilitation and enhancement of skills required for decision-making.

Course Contents:

Module I: Thinking as a tool for Problem Solving

(2 Hours)

- What is thinking: The Mind/Brain/Behavior
- Critical Thinking and Learning:
 - Making Predictions and Reasoning
 - Memory and Critical Thinking
 - Emotions and Critical Thinking
- Thinking skills

Module II: Hindrances to Problem Solving Process

(2 Hours)

- Perception
- Expression
- Emotion
- Intellect
- Work environment

Module III: Problem Solving

(2 Hours)

- Recognizing and Defining a problem
- Analyzing the problem (potential causes)
- Developing possible alternatives
- Evaluating Solutions
- Resolution of problem
- Implementation
- Barriers to problem solving:
 - Perception
 - Expression
 - Emotion
 - Intellect
 - Work environment

Module IV: Plan of Action**(2 Hour)**

- Construction of POA
- Monitoring
- Reviewing and analyzing the outcome

Module V: Creative Thinking**(2 Hours)**

- Definition and meaning of creativity
- The nature of creative thinking
 - Convergent and Divergent thinking
 - Idea generation and evaluation (Brain Storming)
 - Image generation and evaluation
 - Debating
- The six-phase model of Creative Thinking: ICEDIP model

Student learning outcomes

- Student will be able to understand and solve the problems effectively in their personal and professional life.
- Students will outline multiple divergent solutions to a problem,
- Student will be able to create and explore risky or controversial ideas, and synthesize ideas/expertise to generate innovations.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Michael Steven: How to be a better problem solver, Kogan Page, New Delhi, 1999
- Geoff Petty: How to be better at creativity; Kogan Page, New Delhi, 1999
- Richard Y. Chang and P. Keith, Kelly: Wheeler Publishing, New Delhi, 1998.
- Phil Lowe Koge Page: Creativity and Problem Solving, New Delhi, 1996
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management (1996); Pfeiffer & Company
- Bensley, Alan D.: Critical Thinking in Psychology – A Unified Skills Approach, (1998), Brooks/Cole Publishing Company.



Course structure: Value & Ethics for Personal & Professional Development - Course Code: BSU-443

Course Title: Value & Ethics For Personal & Professional Development

Credit Units: 1

Course Level: UG Level

Course Code: BSU-443

Course Objectives:

This course aims at imparting an understanding of Values, Ethics & Morality among students for making a balanced choice between personal & professional development.

Course Contents:

Module I: Introduction to Values & Ethics

(2 Hours)

Meaning & its type

Relationship between Values and Ethics

Its implication in one's life

Module II: Values Clarification & Acceptance

(2Hours)

Core Values-Respect, Responsibility, Integrity, Resilience, Care, & Harmony

Its process-Self Exploration

Nurturing Good values

Module III: Morality

(2 Hours)

Difference between morality, ethics & values

Significance of moral values

Module IV: Ethical Practice

(2 Hours)

Ethical Decision making

Challenges in its implementation

Prevention of Corruption & Crime

Module V: Personal & Professional Values

(2 Hours)

Personal values-Empathy, honesty, courage, commitment

Professional Values-Work ethics, respect for others

Its role in personality development

Character building-"New Self awareness"

Student learning outcomes

- Able to answer the question: What do I stand for?
- Ability to apply a coherent set of moral principles within professional and specialized contexts
- Willing to make unpopular but right decision
- Committed to working for justice and peace locally and globally

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Text & References:

- Cassuto Rothman, J. (1998). From the Front Lines, Student Cases in Social Work Ethics. Needham Heights, MA: Allyn and Bacon.
- Gambrill, E. & Pruger, R. (Eds). (1996). Controversial Issues in Social Work Ethics, Values, & Obligations. Needham Heights, MA: Allyn and Bacon, Inc.



Course structure: Group Dynamics and Team Building - Course Code: BSU-543

Course Title: Group Dynamics and Team Building

Credit Units: 1

Course Level: UG Level

Course Code: BSU-543

Course Objectives:

- To inculcate in the students an elementary level of understanding of group/team functions
- To develop team spirit and to know the importance of working in teams

Course Contents:

Module I: Group formation

(2 Hours)

- Definition and Characteristics
- Importance of groups
- Classification of groups
- Stages of group formation
- Benefits of group formation

Module II: Group Functions

(2 Hours)

- External Conditions affecting group functioning: Authority, Structure, Org. Resources, Organizational policies etc.
- Internal conditions affecting group functioning: Roles, Norms, Conformity, Status, Cohesiveness, Size, Inter group conflict.
- Group Cohesiveness and Group Conflict
- Adjustment in Groups

Module III: Teams

(2 Hours)

- Meaning and nature of teams
- External and internal factors effecting team
- Building Effective Teams
- Consensus Building
- Collaboration

Module IV: Leadership

(2 Hours)

- Meaning, Nature and Functions
- Self leadership
- Leadership styles in organization
- Leadership in Teams

Module V: Power to empower: Individual and Teams

(2 Hours)

- Meaning and Nature
- Types of power
- Relevance in organization and Society

Student learning outcomes

- Students will Develop critical and reflective thinking abilities
- Students will Demonstrate an understanding of group dynamics and effective teamwork
- Student will develop a range of leadership skills and abilities such as effectively leading change, resolving conflict, and motivating others
- Student will Gain knowledge and understanding of organization resources, policies, and involvement opportunities.
- Student will Develop strategies to recruit, retain, and continually motivate contributing members to the organization

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Organizational Behaviour, Davis, K.
- Hoover, Judith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
- Dressers, David and Cans, Donald: The Study of Human Interaction
- Lapiere, Richard. T – Social Change
- Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.
- Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company
- Smither Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers



Course structure: Stress & Coping Strategies - Course Code: BSU-643

Course Title: Stress & Coping Strategies

Credit Units: 1

Course Level: UG Level

Course Code: BSU-643

Course Objectives:

- To develop an understanding the concept of stress its causes, symptoms and consequences.
- To develop an understanding the consequences of the stress on one's wellness, health, and work performance.

Course Contents:

Module I: Stress

(2 Hours)

- Meaning & Nature
- Characteristics
- Types of stress

Module II: Stages and Models of Stress

(2 Hours)

- Stages of stress
- The physiology of stress
- Stimulus-oriented approach.
- Response-oriented approach.
- The transactional and interact ional model.
- Pressure – environment fit model of stress.

Module III: Causes and symptoms of stress

(2Hours)

- Personal
- Organizational
- Environmental

Module IV: Consequences of stress

(2 Hours)

- Effect on behavior and personality
- Effect of stress on performance
- Individual and Organizational consequences with special focus on health

Module V: Strategies for stress management

(2 Hours)

- Importance of stress management
- Healthy and Unhealthy strategies
- Peer group and social support
- Happiness and well-being

Student learning outcomes

- Student will able demonstrate thorough understanding of stress and its effects
- Student will able to learn various coping strategies to deal stress effectively so to overcome the consequences and impact of stress on their health and wellbeing, ultimately it will enhance their performance.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Blonna, Richard; Coping with Stress in a Changing World: Second edition
- Pestonjee, D.M, Pareek, Udai, Agarwal Rita; Studies in Stress And its Management
- Pestonjee, D.M.; Stress and Coping: The Indian Experience



Course structure: Career Planning & Development - Course Code: BSU-743

Course Title: Career Planning & Development

Credit Units: 1

Course Level: UG Level

Course Code: BSU-743

Course Objectives:

This course will help the students to:

- Explore interest and attitude
- Explore career opportunities
- Set career goals
- Developing attributes that employers value

Course Contents:

Module I: Career Planning

(2 Hours)

- Importance of Career Planning & Development
- Career Development Plan
- Assessment of Career Development

Module II: Career Success: Interest, Aptitude & Attitude (Personality)

(2 Hours)

- Interest, Aptitude & Attitude
- Knowing and assessing one's Interest
- Knowing and assessing one's Aptitude

Module III: Explore Career for Growth

(2 Hours)

- Selecting from available resources
- Career selection (Jobs)
- Career planning and development

Module IV: Self Reliance and Employability skills

(2 Hours)

- Self awareness, Self promotion and Presentation, Self confidence
- Action planning, Networking, Negotiation
- Political awareness, Coping with uncertainty,
- Developing positive attributes at work place (personal and professional)
- Time Management as Self Management

Module V: Impression Management for Career Enhancement

(2 Hours)

- Meaning & Components of Impression Management
- Impression Management Techniques(Influencing Tactics)
- Impact of Impression Management on Career Planning and Development

Student learning outcomes

- Students develop the ability to identify suitable career options and to create a suitable career plan based on the utilization of the counseling process, assessment tools, and other resources.
- Students will know how to assess their skills, interests and values.
- Students will know how to make informed career choices based on their self- assessment.
- Students will know how to explore relevant career options and build skills pertinent to those of greatest interest.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Organizational Behaviour, Davis, K.
- Hoover, Judith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
- Dressers, David and Cans, Donald: The Study of Human Interaction
- Lapiere, Richard. T – Social Change
- Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.
- Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company
- Smither Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers



Course structure: Positive Personal Growth - Course Code: BSU-843

Course Title: Positive Personal Growth

Credit Units: 1

Course Level: UG Level

Course Code: BSU-843

Course Objectives:

- To have a great deal of insight into one's character.
- Understanding of positive emotions
- To explore the dimensions of happiness, well-being, Optimism and hope
- Quick understanding of different situations and grasp new concepts.

Course Contents:

Module I: Positivity in personality

(2 Hours)

- Importance of Positivity in personality
- Positivity Vs. Negativity
- Introspection and personal growth

Module II: Positive Emotions

(2 Hours)

- Understanding positive emotions
- Importance of Positive emotion
- Types and identification of positive emotions (Love, happiness, Contentment, Resilience, etc.)

Module III: Hope, Optimism and Resilience

(2 Hours)

- Positive approach towards future
- Benefits of Positive approach
- Resilience during challenge and loss

Module IV: Application of Positive Emotions

(2 Hours)

- Application of positive emotions in relationships, and organizations
- Creating healthy organizational climate
- Positive emotions enhances performance

Module V: Happiness and Well Being

(2 Hours)

- Concept of Happiness & Well-Being
- Secret of happy mind and healthy life
- Work life balance

Student learning outcomes:

- Students develop the ability to identify and regulate positive emotions for personal and professional excellence .
- Students will know how to develop resilience.
- Students will know how to role of happiness to attain wellbeing.
- Students will know how to nurture personality by positivity.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Raman, A.T. (2003) Knowledge Management: A Resource Book. Excel Books, Delhi.
- Kamalavijayan D. (2005). Information and Knowledge Management Macmillan India Ltd. Delhi



Course structure: Personal and Professional Excellence - Course Code: BSU-943

Course Title: Personal and Professional Excellence

Credit Units: 1

Course Level: UG Level

Course Code: BSU-943

Course Objectives:

- Importance of Personal and Professional excellence
- Inculcating the components of excellence

Course Contents:

Module I: Components of Excellence

(2 Hours)

- Personal Excellence:
 - Identifying long-term choices and goals
 - Uncovering the talent, strength & style
- Analyzing choke points in your personal processes by analysis in area of placements, events, seminars, conference, extracurricular activities, projects etc.

Module II: Managing Personal Effectiveness

(2 Hours)

- Setting goals to maintain focus
- Dimensions of personal effectiveness (self disclosure, openness to feedback and perceptiveness)
- Integration of personal and organizational vision for effectiveness
- A healthy balance of work and play
- Managing Stress creatively and productively

Module III: Personal Success Strategy

(2 Hours)

- Time management
- Handling criticism and interruptions
- Managing difficult people
- Mapping and evaluating the situations
- Identifying long-term goals

Module IV: Personal Positive Growth

(2 Hours)

- Understanding & Developing positive emotions
- Positive approach towards future
- Resilience during loss and challenge

Module V: Professional Success

(2 Hours)

- Building independence & interdependence
- Reducing resistance to change
- Continued reflection (Placements, events, seminars, conferences, projects extracurricular Activities etc.)

Student learning outcomes

- Students develop the ability to identify their strengths and weaknesses.
- Students will know how to assess their skills, interests and values.
- Students will know how to excel in their career choices based on their self- assessment.
- Students will know how to be resilient during loss and challenge

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Organizational Behaviour, Davis, K.
- Hoover, Judith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company



Course structure: Leadership Excellence - Course Code: BSU-1043

Course Title: Leadership Excellence

Credit Units: 1

Course Level: UG Level

Course Code: BSU-1043

Course Objectives:

This course aims to enable students to:

- Understand the concept of Self Leadership and Leadership Excellence
- Understand the leadership Styles in organizations
- Managing conflict within team
- Importance of Healthy Relationship with teams for high performance

Course Contents:

Module: I Self Leadership

(2 Hours)

- Understanding Leadership
- Self-Leadership
- Techniques of Self Leadership
- Self-Leadership Competencies

Module: II Behavioural Communication & Effective Leadership

(2 Hours)

- Importance of Interpersonal Communication
- Rapport Building – NLP, Communication mode
- Steps to improve interpersonal communication
- Meaning and Nature of Behavioural Communication
- Relevance of Behavioural Comm. In Personal and professional Development

Module: III Conflict Management for Leadership Excellence

(2 Hours)

- Meaning and nature of conflicts
- Styles and techniques of conflict management
- Meaning and Negotiation approaches (Traditional and Contemporary)
- Process and strategies of negotiations

Module: IV Interpersonal Relationship Leading Teams

(2 Hours)

- Importance of relationships
- Maintaining healthy relationships
- Communication Styles
- Types of Interpersonal Relationships
- Interpersonal Styles (Personal & Professional)

Module: V Leadership Excellence

(2 Hours)

- Traits of Effective Leader
- SPARKLE Model effective leadership
- Leadership Styles
- Situational Leadership Style for Excellence

Student learning outcomes

- Students develop the ability to identify their leadership skills.
- Students will know how to manage their personal and professional conflicts..
- Students will know how to maintain their healthy interpersonal relationships.
- Students will know how to be develop self-leadership.

Examination Scheme:

Evaluation Components	Attendance	Journal of Success (JOS)	Social Awareness Program (SAP) SAP Report/SAP Presentation	End Semester Exam	Total
Weightage (%)	5	10	15	70	100

Suggested Readings:

- Organizational Behaviour, Davis, K.
- Hoover, Judhith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company



Model Framework for Programme Structure & Curriculum

Institution: AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

Programme Title: M.A. CLINICAL PSYCHOLOGY

Duration of the program (in yrs): 2 Years

Level – PG

Batch – 2019-2021

Semesters: 4

Programme Mission: To provide excellent education at par with international standards to professionally train students who will become adept at fundamentals of Clinical psychology making careers in clinical psychology and healthcare and rehabilitation. The emphasis of clinical psychology Programme is on the principles of scholarly excellence leading to analytical skills, interdisciplinary collaboration, and wide-ranging humanistic services to focus on preventive and curative approaches to promote Positive Mental Health in Society. Thus, creating Critical Work-Force groomed to provide services in various settings namely, educational institutions, corporate, primary and tertiary health care setting, policy-developing institutes etc.

Programme Description: The MA Clinical Psychology Program assists students to develop the knowledge, skills, and understanding necessary to work as professional psychologist in a wide variety of settings. It also aims at enhancing their understanding of human behaviour, psychopathology and the treatment options. It also aims to make students aware of the evidence based practices in the field of clinical psychology along with key ethical issues. Students get an opportunity to integrate core professional skill and develop a niche for their future clinical practice.

Programme Structure as per prescribed Programme model Framework

Semester I

S.No.	Course Code	Course Title	Course Type	L	T	P	Credit Units
1	PSY-111	Cognitive Psychology	Core Course	2	1	-	3.00
2	PSY-112	Research Methodology in Psychology	Core Course	3	1	-	4.00
3	PSY-113	Personality Theories	Core Course	2	1	-	3.00
4	PSY-114	Philosophical foundations in Psychology	Core Course	2	1	-	3.00
5	PSY-115	Psychopathology – I	Core Course	2	1	-	3.00
6	PSY-116	Clinical Psychology : Concepts, Methods and Issues	Core Course	2	1	-	3.00
7	NOS-117	Observational Study	Core Course	-	-	-	2.00
8	PSY-110	Psychology- Advanced Practical - I	Core Course	-	-	2	2.00
9	BCP 141	Advanced Communication I	Value Added Cours	1	-	-	1.00
10	BSP 143	Behavioural Science – I	Value Added Cours	1	-	-	1.00
11	FLP 144	French	Value Added Course	2	-	-	2.00

Semester II

S.No.	Course Code	Course Title	Course Type	L	T	P	Credit Units
1	PSY-211	Applied Positive Psychology	Core Course	2	1	-	3.00
2	PSY-212	Statistics and Qualitative Analysis	Core Course	3	1	-	4.00
3	PSY-213	Psychological Assessment and Diagnosis	Core Course	2	1	-	3.00
4	PSY-214	Community Mental Health and Rehabilitation	Core Course	2	1	-	3.00
5	PSY-215	Psychopathology – II	Core Course	2	1	-	3.00
6	PSY-210	Psychology- Advanced Practical - II	Core Course	-	-	2	2.00
7	NFW-216	Field work	Non Teaching Credit Course	-	-	-	2.00
9	BCP 241	Advanced Communication II	Value Added Course	1	-	-	1.00
10	BSP 243	Behavioural Science – II	Value Added Course	1	-	-	1.00
11	FLP 244	French	Value Added Course	2	-	-	2.00

Semester III

S.No.	Course Code	Course Title	Course Type	L	T	P	Credit Units
1	PSY-311	Counseling Skills and Techniques	Core Course	2	1	-	3.00
2	PSY-312	Psychopathology - III	Core Course	2	1	-	3.00
3	BCP 341	Advanced Communication III	Value Added Course	1	-	-	1.00
4	BSP 343	Behavioural Science – III	Value Added Course	1	-	-	1.00
5	FLP 344	French	Value Added Course	2	-	-	2.00
6	NTT-315	Treatise	Non Teaching Credit Course	-	-	-	3.00
7	NSP-310	Summer Internship	Non Teaching Credit Course	-	-	-	4.00
PICK ANY FIVE COURSES OF YOUR CHOICE OUT OF THE FOLLOWING COURSES							
8	PSY-313	Positive Interventions in Health	Specialisation Elective Course	2	1	-	3.00
9	PSY-314	New Age Psychological Disorders	Specialisation Elective Course	2	1	-	3.00
10	PSY-315	Developmental Psychopathology	Specialisation Elective Course	2	1	-	3.00
11	PSY-316	Positive Psychotherapy	Specialisation Elective Course	2	1	-	3.00
12	PSY-317	Assessment and Therapies with Children	Specialisation Elective Course	2	1	-	3.00
13	PSY-318	Developmental Psychology: Theory and Practice	Specialisation Elective Course	2	1	-	3.00
14	PSY-319	Understanding Forensic Psychology	Specialisation Elective Course	2	1	-	3.00

Semester IV

S.No.	Course Code	Course Title	Course Type	L	T	P	Credit Units
1	PSY-411	Basics of Neuropsychology	Core Course	2	1	-	3.00
2	PSY-412	Behaviour and Cognitive Therapies	Core Course	2	1	-	3.00
3	BCP 441	Advanced Communication IV	Value Added Course	1	-	-	1.00
4	BSP 443	Behavioural Science – IV	Value Added Course	1	-	-	1.00
5	FLP 444	French	Value Added Course	2	-	-	2.00
6	NMP-410	Dissertation	Non Teaching Credit Course	-	-	-	8.00
PICK ANY SEVEN COURSES OF YOUR CHOICE OUT OF THE FOLLOWING COURSES							
7	PSY-413	Family and Marital Therapy	Specialisation Elective Course	2	1	-	3.00
8	PSY-414	Psychology of Consciousness	Specialisation Elective Course	2	1	-	3.00
9	PSY-415	Emotions and Implications	Specialisation Elective Courses	2	1	-	3.00
10	PSY-416	Psycho-Oncology	Specialisation Elective Course	2	1	-	3.00
11	PSY-417	Neuropsychological Rehabilitation	Specialisation Elective Course	2	1	-	3.00
12	PSY-418	Neuropsychological Assessment	Specialisation Elective Course	2	1	-	3.00
13	PSY-419	Psychodynamic Therapies	Specialisation Elective Course	2	1	-	3.00
14	PSY-410	Spirituality and Positive Growth	Specialisation Elective Course	2	1	-	3.00



Course structure: Cognitive Psychology - Course Code: PSY-111

Course Title: Cognitive Psychology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-111

Course Objectives:

- The Students are able to understand the concept of cognition and its application in cognitive psychology.
- Students develop the cognitive skills in themselves and others.

Pre-requisites: The students must possess fair understanding of cognitive functions of brain

Course Contents/Syllabus:	Weightage
Module I: Historical Background	10%
<ul style="list-style-type: none"> • Psychophysical approach • Information processing approach • Ecological Approach • Contemporary Cognitive Psychology Consciousness Processes	
Module II Attention	15%
<ul style="list-style-type: none"> • Capacity and Attention • Theories of Attention • Neuropsychological architecture of attention 	
Module III Perception	15%
<ul style="list-style-type: none"> • Perceptual learning and development • Perception of shape, space and movement • Implicit perception and sensory integration theory • Weiner's theory of attribution. 	
Module IV Learning	15%
<ul style="list-style-type: none"> • Major types of learning: Classical conditioning, Instrumental conditioning, Verbal learning • Theoretical issues of learning 	
Module V : Memory & Forgetting	15%
<ul style="list-style-type: none"> • Sensory memory, STM, LTM, Working memory • Metamemory; Semantic & episodic Memory • Models of Semantic knowledge • Theories of forgetting • Mnemonics 	
Module VI: Thinking and Concept Formation	15%
<ul style="list-style-type: none"> • Concept formation and categorization • Judgment and Decision-making • Reasoning & Problem solving • Creativity 	

Module VII: Language Formation	15%
<ul style="list-style-type: none"> • Structure of language and its acquisition • Speech perception • Limitations • Chomsky's Language development theory 	

Student Learning Outcomes:

- Getting theoretically and practically oriented to concepts of attention, perception, memory, learning, thinking, concept formation, language formation.
- Analyze each situation rationally and take decisions better and faster than others.
- Comprehend the role of mental processing in day today life and solving problems.
- Identify the building blocks that enable a student to identify one 's strengths and weaknesses so that they can further help others in doing so.

Pedagogy for Course Delivery:

The teaching would include Lectures, presentations, group discussions, and case studies from relevant areas of study.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

Text:

- Solso, R.L.,(2004), Cognitive Psychology, 6th ed.; Delhi: Pearson Education

References:

- Ittyearh, M., & Broota, K.D. (1983). Inter and Intra Model Processing of Sensory-Specific Information. Perceptual and Motor Skills 56. 507-517
- Mark, L.E. (1978). Unity of the senses. London: Academic Press
- Newell, A., & Simon H. (1972). Human Problem solving; NJ: Prentice Hall.
- Posner, M. (Ed.) (1989). Foundations of cognitive science. London: MIT Press
- Rock, I. (1995). Perception; NY: Scientific American
- Sen, A. (1983). Attention and distraction; ND: Sterling
- Baddeley, A.D. (1997). Human memory; Washington: Psychology Press.
- Crowder, R.G. (1976). Principles of learning and memory; NY: Lawrence Erlbaum.
- Demjber, & Warm, J.S. (1979). Psychology of perception; NY: Holt
- Gardner, H. (1985). The mind's new science: A history of the cognitive resolution; Cambridge Mass: Bert Books
- Sen, A.K. & Pande, P. (Eds.) (1998). Current issues in cognitive psychology, Delhi Campus
- Wilhit, S.C., & Payne, D.E. (1992). Learning and Memory: The Basis of Behaviours; Needham Heights, Mass: Allyn and Bacon



Course structure: Research Methodology in Psychology - Course Code: PSY-112

Course Title: Research Methodology In Psychology

Credit Units: 4

Course Level: PG Level

Course Code: PSY-112

Course Objectives:

- Students will be able to understand the basic principles of Research Methodology.
- To equip students with skills of various methods and techniques for scientific conduct of social science research
- Students will learn and discuss in-detail the sampling, data collection, analysis of data and report writing

Pre-requisites: The students must possess fair understanding of basic concept of research methodology

Course Contents/Syllabus:	Weightage
Module I: Introduction to Research Methodology	15%
<ul style="list-style-type: none">• Introduction to research methodology in social sciences• Objectives of social scientific research• Steps in research(including synopsis and report writing)• Double blind procedures.• Research Design: experimental and Non – experimental, quasi-experimental design, cross- sectional .• Types of research: Experimental research; Survey research; Expost-facto research, Case study and research based on documentation•	
Module II: Problem, Hypotheses and Research Design	15%
<ul style="list-style-type: none">• What is a Research Problem? ,Selecting the Problem ,Necessity of Defining the Problem Technique Involved in• Defining a Problem Hypothesis: definition, concept and types• Research design in exploratory, descriptive and casual research	
Module III: Sampling	20%
<ul style="list-style-type: none">• Concept, definition, Steps in Sampling Design ,Criteria of Selecting a Sampling Procedure• Characteristics of a Good Sample Design ,• Different Types of Sample and Sample Designs	
Module IV: Tools in data collection	20%
<ul style="list-style-type: none">• Case study• Survey• Rating Scale• Observation• Interview• Standardized psychometric tools	
Module V: Reliability, Validity and Tool Construction	20%
<ul style="list-style-type: none">• Concept of reliability and types• Concept of validity and types• Steps in tool construction• Item difficulty, Item discrimination• Norm development	
Module VI: Qualitative Research	10%

- Difference between qualitative and quantitative Research
- In-depth interviewing, case study, Ethnography, grounded theory, focus group, conversation analysis.
- Content analysis and Thematic Analysis

Student Learning Outcomes:

- On completion of the course the student will be able to understand, participate and conduct various steps involved in research.
- Differential understanding of appropriate techniques to be used in various types of scientific research in social sciences.

Pedagogy for Course Delivery: Lecture, Case presentation, Audio-visual

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Texts:

- Kerlinger, F.,(1983), Foundations of Behavioural Research, Surjeet Publications, Delhi

References:

- Katz, and Kahn, (1979). Research in Behavioural Sciences, Methuen, USA
- Smith, Jonathan, A. (Ed.) (2003) – Qualitative Psychology: A Practical Guide to Research Methods, Sage Publications.



Course structure: Personality Theories - Course Code: PSY-113

Course Title: Personality Theories

Credit Units: 3

Course Level: PG Level

Course Code: PSY-113

Course Objectives:

- Students will be able to understand the major theories and traditions related to the study of personality and personal growth.
- Student will be able to clear the underlined themes, methodology and assumption of each theory to enhance understanding of personality and behaviour.

Pre-requisites: The students must possess fair understanding of basic concept of important personality theories

Course Contents	Weightage
Module I: Introduction to Personality	10%
<ul style="list-style-type: none"> • Nature of personality theory: Present status • Theory in Broader perspective • Grouping among theories: Different perspectives on personality 	
Module II: The Dispositional Perspective	
<ul style="list-style-type: none"> • Type and trait approaches to personality • Allport, Cattell & Eysenck. • Alternative Five factor Model. 	20%
Module III: Psychoanalytic Approach	20%
<ul style="list-style-type: none"> • The Freudian Theory of personality • Topographic model, structural model. • Instincts, tension reduction; defense mechanism 	
Module IV: The Neo Analytic Theory	20%
<ul style="list-style-type: none"> • Alfred Adler: Striving for superiority; parental influence on personality development, birth order • Carl Jung: Collective Unconscious • Erik Erikson: Concept of Ego, Stages of Personality Development • Harry Stock Sullivan: Personifications 	
Module V: Humanistic & Phenomenological Perspectives:	
<ul style="list-style-type: none"> • Maslow's Hierarchy of Motives • Existential Psychology 	
Module VI: Behavioural/ Cognitive approach	15%
<ul style="list-style-type: none"> • Skinnners Radical Behaviours • Albert Bandura's Social-Cognitive theory 	

Student Learning Outcomes:

- Illustrate various theories of personality.
- Develop capability to apply knowledge of personality theories for self and societal growth

Pedagogy for Course Delivery: Lecture, Discussion, Audio Visual Aids, Case study, Psychological Training on personality assessment

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Adams, D.P., (1990), An Introduction to Personality Psychology; New York: Harcourt brace & Javan vich.
- Hall, C.S. & Lindzey, G. (1998), Theories of Personality; New Delhi: Wiley Eastern Ltd.
- Feist, J. (1985), Theories of personality; New York, Holt Rineharat & Winston

References:

- Paranjpe, A.C. (1984), Theoretical Psychology, Meeting of East and West; New York, Penguin Press
- Mairet, P. (1977), Existentialism & Humanism of J.P. Sartre; London, Methuen
- Kuppuswamy, B. (1990), Elements of Ancient Indian Psychology; Delhi: Konark publishers
- Allport, G.W. (1996), Pattern in Growth in Personality; New York: Holt Rinechart & Winton
- McClland, D.C. (1951), Personality; New York: Holt Rinechart & Winston.
- Cambridge, M.A. (1982) The Evolving Self Problem and Process in Human Development; New York: Harvard University Press
- Monte, F.E. (1977) Beneath the Mask-An Introduction to Theories of Personality; New York: Prager.
- Allport, G.W.(1961), Pattern & Growth in personality; New York; Halt
- Hall, G.S. & Lindzey, G.(1985), Theories of Personality (3rd ed.). New Delhi; Wiley Eastern,.
- Eysenck, H.J. (1981), Model of Personality. New York: Springer & Verlog.
- Cattell, R.B. & Klings, P.(1977),The scientific analysis of Personality & Motivation: London Academic Press



Course structure: Philosophical Foundations in Psychology - Course Code: PSY-114

Course Title: Philosophical Foundations in Psychology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-114

Course Objectives:

- Enable students to understand the philosophical background to psychology
- Students will develop discipline from the various schools of philosophy

Pre-requisites: The students must possess fair understanding of concept of Philosophy

Course Contents/Syllabus:	Weightage
Module I - Introduction to Philosophy of Psychology & Indian Philosophy <ul style="list-style-type: none">• Focus on Unus Mundus• Materia Prima, Psyche, Universal Indian Philosophy	20%
Module II- Greek Philosophy & Medieval Philosophy <ul style="list-style-type: none">• Pre-Socratic Philosophers Socrates, Plato and Aristotle• Patristic Philosophy – Focus on Augustine, Scholastic• Philosophy – Focus on Aquinas	20%
Module III Modern Philosophy Including Existential Philosophy & Logic <ul style="list-style-type: none">• Modern Philosophy Including Existential Philosophy Logic	20%
Module IV - Schools of psychology <ul style="list-style-type: none">• Structuralism• Functionalism• Gestalt• Psychoanalysis• Behaviourism	20%
Module V- Forces <ul style="list-style-type: none">• Humanistic• Transpersonal• Spiritual	20%

Student Learning Outcomes:

- Analyzing the history and development of psychology as a discipline through a discussion of various schools in psychology.
- Employing reasoning and logic that further leads to ability to contribute new perspectives to the field.
- Defining the different perspectives of Indian schools of Psychology

Pedagogy for Course Delivery:

The class will be taught using theory and case based method. In addition to assigning the application based teaching through lectures, , tutorial and field assignment .

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Radhakrishnan, S. (2003). Indian Philosophy, Vol. 1 & 2. New Delhi; Oxford University Press.
- Pojman, L. (2002). Philosophy, Quest for Truth. New York; Oxford University Press.

Any other Study Material:

- Sorley, W.R. (1999). A History of Philosophy. New Delhi; Omsons Publications.
- Cunningham, G.W. (1999). Problems of Philosophy. New Delhi; Omsons Publications.
- Angermeier, W.F. (1984). The Evolution Of Operant Learning and Memory, A Comparative Ethological Psychology
- Brennan, J.F., (1982) History of Modern Psychology.



Course structure: Psychopathology-I - Course Code: PSY-115

Course Title: Psychopathology-I

Credit Units: 3

Course Level: PG Level

Course Code: PSY-115

Course Objectives:

- The students will understand signs and symptoms of psychopathology.
- Students will be able to assess the symptoms, nature, causes and dysfunctions associated with these disorders and discuss the intervention programs with regard to the goals of therapy. It also discusses new age psychological disorders.

Pre-requisites: The students must possess fair understanding of classification of disorders

Course Contents / Syllabus:	Weightage
Module I Introduction to Psychopathology	20%
Concept and History of mental illness, Terms and concepts used in Psychopathology, Description of Symptoms and Signs, Organizing principles of classification (Organic and functional; Neurosis and Psychosis; Categories, dimensions, and multiple axes; Hierarchies of diagnosis; Comorbidity), Current Psychiatric Classifications, i.e., DSM-V & ICD-10.	
Module II Anxiety disorders	20%
Classification of anxiety disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment <ul style="list-style-type: none"> • Generalized Anxiety Disorder and Social Anxiety Disorder (Social Phobia) and specific phobias, Panic Disorder, Panic Attack and Agoraphobia 	
Module III Schizophrenia spectrum and other psychotic disorders	20%
Classification of psychotic disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment <ul style="list-style-type: none"> • Schizophrenia, Schizoaffective Disorder, Catatonia, Schizophreniform Disorder, Schizotypal (Personality) Disorder, Delusional Disorder, Brief Psychotic Disorder 	
Module IV Depressive disorders	20%
Classification of Depressive disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment <ul style="list-style-type: none"> • Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia), Premenstrual Dysphoric Disorder 	
Module V Bipolar and related disorders	10 %
Classification of Bipolar disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment <ul style="list-style-type: none"> • Bipolar I Disorder, Bipolar II Disorder, Cyclothymic Disorder 	
Module VI New Age Psychological Disorders	10%
Skin Picking, Temper tantrums, Hoarding disorder, Gambling disorders, Internet Gaming Disorder	

Student Learning Outcomes:

- Identify different types of anxiety and mood disorders, their clinical picture and management
- Analyse Impact of socio-occupational & personal functioning.
- Formulate the case with the help of psychological testing.
- Plan Therapeutic programs for management based on goals of therapy

Pedagogy for Course Delivery:

- Theory classes using lecture & discussion mode
- Power point presentations including videos
- Assigning students task of collecting researches/case studies relevant to each topic in current times & then

having an interaction based discussion in the class

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

- Carson, R.C., Butcher, J.N. & Coleman, J.C. (1988). Abnormal psychology and modern life (8th ed.). Glenview, Illinois: Scott, Foreman & Co.
- Carr, A. (2001). Abnormal Psychology. Psychology Press.
- Davison, G.C., & Neale, J.M. (1986). Abnormal psychology: An experimental clinical approach. New York: John Wiley & Sons.
- Eysenck, H.J. (2005). Handbook of Abnormal Psychology. Pitman Medical Publishing Co. Ltd., London.
- Griez, Eric J. L., Faravelli, Carlo, Nutt David & Zohar Joseph (2002) – Anxiety Disorders – An Introduction to Clinical Management and Research, John Willey & Sons Inc, USA.



Course structure: Clinical Psychology: Concepts, Methods & Issues - Course Code: PSY-116

Course Title: Clinical Psychology: Concepts, Methods & Issues

Credit Units: 3

Course Level: PG Level

Course Code: PSY-116

Course Objectives:

- The purpose of this course is to acclimatize students with the field of clinical psychology.
- Students will be able to understand the concepts, methods and issues that are pertinent to the clinical psychology.

Pre-requisites: The students must possess fair understanding of clinical psychology and assessments

Course Contents / Syllabus	Weightage
Module I Clinical Psychology: An Introduction	20%
<ul style="list-style-type: none">• Definition of clinical psychology• Relation to mental health professions• Clinical Psychology as a helping profession• Activities of clinical psychologists• Clinical psychology training programs• Women in clinical psychology	
Module II Historical overview of clinical psychology	20%
<ul style="list-style-type: none">• Historical roots• Diagnosis & assessment• Interventions: advent of the modern era, between the war, World War-II and beyond• Research: Beginning, modern era, between era, world war-II	
Module III Clinical Assessment	20%
<ul style="list-style-type: none">• Assessment in clinical psychology• Interview techniques• Varieties of interviews• Art and science of interviewing• Assessment of intelligence and personality	
Module IV Research methods in clinical psychology	10%
<ul style="list-style-type: none">• Introduction to research• Methods• Statistical vs practical significance• Research & ethics	
Module V Current issues in clinical psychology	20%
<ul style="list-style-type: none">• Models of training in clinical psychology• Professional regulation• Private practice• Cost of health care• Prescription privileges• Technological innovations• Status of clinical psychology in Indian context	
Module VI Ethical Standards in clinical psychology	10%
<ul style="list-style-type: none">• Ethics, Code of Conduct in the field of Clinical Psychology	

Student Learning Outcomes:

The students on completion of this course,

- Recognize concepts and historical events that have shaped the field of clinical psychology.
- Acquire basic understanding of assessment, research methods and issues in relation to clinical psychology.
- Appraise field of clinical psychology.
- Develop interest in the field of clinical psychology

Pedagogy for Course Delivery:

- The class will be taught using theory and case based method. In addition to assigning the case studies, the course instructor will spend considerable time in understanding the concept of innovation through the eyes of the consumer. The instructor will cover the ways to think innovatively liberally using thinking techniques.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

- Korchin, S.J. (1986). Modern Clinical Psychology; New York: Harper/ Delhi: C behavioural Science Publications
- Hecker, J.E., & Thorpe, G.L. (2005). Introduction to clinical psychology: Science, practice, and ethics (Low Price Edition). Delhi: Pearson Education.
- Pomerantz, A.M. (2008). Clinical Psychology: Science, practice, and culture. Sage Publications: New Delhi
- Trull, T.J., & Phares, E.J. (2001). Clinical psychology: Concepts, methods, and profession (6th Ed.). Belmont, CA: Wadsworth/Thomson Learning
- Gelder, M., Sath, D., Mayou, R., Oxford Text Book of Psychiatry. Oxford University Press, Oxford, 1983



Course structure: Psychology Advanced Practical – I - Course Code: PSY-110

Course Title: Psychology Advanced Practical – I

Credit Units: 2

Course Level: PG Level

Course Code: PSY-110

Course Objectives:

- This course will provide each student with an exposure to the general concepts of psychology through experimentation and testing.
- Every student is expected to perform and write any 6 practical's each out of the following options

Pre-requisites: The students must possess fair understanding of psychological assessment tools

Course Contents/Syllabus:

List of Experiment	Weightage
<ul style="list-style-type: none">• Personality Assessment NEO-PI• WAPIS• Employee Motivation Scale• Advanced Progressive Matrices (APM)• Personal Value Questionnaire• Job Satisfaction Scale• Practicing Wisdom Scale• Sentence Completion Test	100%

Student Learning Outcomes:

- Ability to administer, analyze and interpret results from various psychological tools.
- Expanded knowledge of various assessment procedures

Pedagogy for Course Delivery:

The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Lab/Practical Assessment:

Continuous Assessment/Internal Assessment			End Term Examination
Components	Practical File	Attendance	
Weightage (%)	25%	5%	70%



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Observational Study - Course Code: NOS-117

Course Title: Observational Study

Credit Units: 2

Course Level: PG Level

Course Code: NOS-117

Course Objectives:

- To enable the students with the practical exposure in the area of mental health, this in turn will be the pathway to their personal and professional training.
- To develop skill to establish therapeutic communication with the psychiatric/ non psychiatric population.
- To be able to use psychological theoretical knowledge in to clinical settings.
- To be able to develop report writing skills.

Duration: Four Months (Aug. – Nov.)

Methodology:

Students get opportunity in clinical Institutes e.g. Mental Hospital, NGOs and clinics. They will be guided by an internal and external supervisor. Students will submit at least one case study at the end of semester.

Examination Scheme:

Internal Faculty Interaction	20 Marks
Feedback from External Supervisor	20 Marks
Viva Voce	30 Marks
Report Writing	30 Marks
Total	100 Marks



Course structure: Applied Positive Psychology - Course Code: PSY-211

Course Title: Applied Positive Psychology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-211

Course Objectives:

- To enable students to understand in depth, the theory and research related to Positive Psychology
- To equip students with skills to develop the use of different aspects of Positive Psychology in themselves and others in everyday life.

Pre-requisites: The students must possess fair understanding of historical background and perspective of positive psychology

Course Contents/Syllabus:	Weightage
Module I Introduction to Positive Psychology	20%
Historical back ground, Various Perspectives, Basic Concepts	
Module II Psychological Testing in Positive Psychology	20%
Importance of assessment in positive psychology Ethical Issues Areas of Assessment (Optimism, Life Satisfaction, Gratitude, Happiness, Strength, Motivation, Close relationships, Attachment	
Module III Research Methods and Evaluation	20%
Descriptors/Topics Assessment of positive emotions, character strengths, and meaning in life. Reliability and Validity	
Module IV Approaches in Individual and Positive Psychology	20%
Emotion-Focused Approaches Self- Based/Narrative Approaches Behavioural Approaches Cognitive Approaches Interpersonal Approach	
Module V Positive Interventions	20%
Theoretical, empirical, and experiential nature of positive interventions.	

Student Learning Outcomes:

- o Develop insight into the traits, virtues, motives to facilitate happiness.
- o Understanding basic principles and terminologies in positive psychology.
- o Apply experimental nature of positive interventions

Pedagogy for Course Delivery: The class will be taught using theory and case based method. In addition to assigning the case studies, the course instructor will create learning environments that encourage positive social interaction, active engagement in learning, interventions and self- motivation so that the students recognize, participate in, and contribute to positive psychology in professional domains.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Goleman & Daniel, Emotional Intelligence
- C. R. Snyder, Shane J. Lopez, The Handbook of Positive Psychology
- C. R. Snyder, Shane J. Lopez, Positive Psychology: The Scientific and Practical Explorations of Human Strengths
- Rich Gilman, Michael Furlong, E. Scott Huebner, A Handbook of Positive Psychology in Schools
- Ilona Boniwell, Positive Psychology in a Nutshell
- Seligman Martin : Authentic Happiness
- Frankl, Victor : Man’s search for meaning
- Positive Psychology: Baumgardner and Crothers



Course structure: Statistics & Qualitative Analysis - Course Code: PSY-212

Course Title: Statistics & Qualitative Analysis

Credit Units: 4

Course Level: PG Level

Course Code: PSY-212

Course Objectives:

- Students will understand basic concepts of statistics and qualitative techniques as applied to psychology.
- Students will be able to understand the basic principles of Research Methodology.
- To equip students with skills of various methods and techniques for scientific conduct of research in psychology

Pre-requisites: The students must possess fair understanding of concept of statistics and research

Course Contents/Syllabus:	Weightage
Module I: Introduction	20%
Data: definition, nature, characteristics and analysis of data	
Parametric and non-parametric statistics and tests (Chi square)	
Descriptive statistics and inferential statistics	
Quantitative and Qualitative data analysis	
Module II: Hypothesis testing	20%
t test, one way and two-way ANOVA	
Module III: Correlation	20%
Meaning, types: parametric, non-parametric and special correlation (Phi Co-efficient)	
Module IV: Regression	20%
Meaning, types: simple linear and hierarchical correlation	
Module V: Introduction to Qualitative analysis	20%
Content analysis, narrative analysis, grounded theory	

Student Learning Outcomes:

- Analyze the basic concept of statistics in psychology
- Explore parametric and non parametric statistical analysis
- Illustrate hypothesis testing
- Apply qualitative data analysis

Pedagogy for Course Delivery: Lecture, Discussion, Audio Visual Aids

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

Garrett, H. E. Statistics in Psychology and Education. India: Cosmo Publication

Bear, G., King, & Minium, E. W. (1970). Statistical Reasoning In Psychology And Education. India

Strauss, A.L. (1987). Qualitative Analysis for Social Scientists. Cambridge University Press



Course structure: Psychological Assessment & Diagnosis - Course Code: PSY-213

Course Title: Psychological Assessment & Diagnosis

Credit Units: 3

Course Level: PG Level

Course Code: PSY-213

Course Objectives:

- The course teaches the students about the objectives, characteristics and wide ranging effects of psychological testing.
- Students will be able to understand the various testing methodologies and outlines capabilities and limitations of these testing methods.

Pre-requisites: The students must possess fair understanding of psychometric testing

Course Contents/Syllabus:	Weightage
Module I Introduction	25%
Purpose of testing, types of test used, Bias & Fairness Ethical Issues in Psychological Testing Overview of Tests Norms, Scoring Interpretation and Report Writings Issues in measurement Emerging trends of online testing	
Module II Cognitive functions and their assessment	20%
Concept of Attention, Knox Cube Test PGI Memory Scale Cognitive Style Inventory Intelligence Tests Bhatia Battery Weschler's Adult Performance Intelligence Scale Raven's Progressive Matrices	
Module III Personality and Interpersonal Adjustment	20%
Cattell's 16 Personality Factor Inventory California Q-Sort Tests Myers Briggs Type Indicator (MBTI) Minnesota Multiphasic Personality Inventory EPQ (R)	
Module IV Aptitude Tests	10%
Introduction to Interest Inventories Differential Aptitude Test	
Module V Projective Tests	25%
Introduction to projective test Sentence Completion Test Thematic Apperception Test Rorschach Inkblot Test	

Student Learning Outcomes:

- Develop capabilities of assessment of tools, methodologies and testing procedures.
- Demonstrate ability to handle ethical concerns surrounding psychological testing
- Apply the learning of test conduction and report generation in real life setting

- Demonstrate the ability to handle psychological assessment

Pedagogy for Course Delivery: The course would be an eclectic mix of theory and administration of psychometric tools. The theory of tool development would be followed by applications of the tools in various testing scenarios.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

Freeman, F. S., (1965), Theory and Practice of Psychological Testing; New Delhi: Oxford & IBTT.

References:

- Jackson C., (1998), Understanding Psychological Testing; Jaico Publishing House.
- Anastasi A. & Urbina S. (2000), Psychological Testing, 7th Edition; Person Education (Singapore) Pte. Ltd.,
- Guilford J.P.: Psychometric Methods.



Course structure: Community Mental Health & Rehabilitation - Course Code: PSY-214

Course Title: Community Mental Health & Rehabilitation

Credit Units: 3

Course Level: PG Level

Course Code: PSY-214

Course Objectives:

- The course will deals with community mental health aspects related to preventive approach, therapeutic community and rehabilitation measures which deal in detail about how to get a mentally ill person gradually on the road to recovery step by step.
- Students will able to understand the Community-based Rehabilitation in detail

Pre-requisites: The students must possess fair understanding of basic concept of rehabilitation

Course Contents / Syllabus	Weightage
Module I Introduction	20%
<ul style="list-style-type: none"> • Concept, evolution and current issues in community mental health • Community mental health movement in India • Definition of rehabilitation • Overview of the profession • Professional role and functions in rehabilitation 	
Module II Community Mental Health and Related Field	15%
<ul style="list-style-type: none"> • Community mental health and its relation to psychiatry, clinical psychology, community psychiatry and community psychology. 	
Module III Models of Community Mental health	20%
<ul style="list-style-type: none"> • Community mental health: models, current concepts of positive mental health; community resources in mental health; new perspectives in mental patient care, DMHP, NPHP. 	
Module IV Psychological Assessment	15%
<ul style="list-style-type: none"> • Importance of assessment, Assessment in disability • Assessment of psychopathology • Assessment of work functioning • Assessment of daily functioning 	
Module V Community-based Rehabilitation	15%
<ul style="list-style-type: none"> • Definition, goals and objectives • Key principles of CBR • Primary, secondary and tertiary prevention • Community issues 	
Module V: Rehabilitation Facilities and Programmes	15%
<ul style="list-style-type: none"> • Rehabilitation programmes- institutional treatment; halfway homes, day care centers and sheltered workshop 	

Student Learning Outcomes:

- Explain various models of rehabilitation.
- Appraise working with communities and how to deal with mental disorders that arise in the community.
- Analyze rehabilitation measures that could be taken up to completely integrate a mentally sick person back into community.

Pedagogy for Course Delivery: Lectures, Presentations, & Group Discussions

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

- Koch, Hugh C.H. (Ed.) (1986). Community Clinical Psychology. Croon Helm, London.
- Leon George De' (2000) Therapeutic Community: Theory, Model and Methods. Springer Pub. Co.
- Mosher Loren R, Burti Lorenzo, (1994), Community Mental Health: A Practical Guide. W.W Norton & CO.



Course structure: Psychopathology-II - Course Code: PSY-215

Course Title: Psychopathology-II

Credit Units: 3

Course Level: PG Level

Course Code: PSY-215

Course Objectives:

- The students will learn about the psychological disorders and also make them clear about classification of these disorders, help them to arrive at a correct diagnosis based on two major classification systems, DSM-V and ICD-10 and learn about symptoms of specific disorders.
- Students will also understand the differential diagnosis of the disorders

Pre-requisites: The students must possess fair understanding of abnormal and clinical psychology

Course Contents / Syllabus:	Weightage
Module I Obsessive-compulsive and related disorders	20%
Classification of Obsessive- Compulsive disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Obsessive-Compulsive Disorder, Body Dysmorphic Disorder, and Trichotillomania	
Module II Dissociative disorders	20%
Classification of dissociative disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Dissociative Identity Disorder, Dissociative Amnesia, and Depersonalization/Derealization Disorder	
Module III Somatic symptom disorders	20%
Classification of somatic disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Illness Anxiety Disorder, Conversion Disorder (Functional Neurological Symptom Disorder), Psychological Factors Affecting Other Medical Conditions, Factitious Disorder	
Module IV Trauma- and stressor-related disorders	20%
Classification of the disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Posttraumatic Stress Disorder, Acute Stress Disorder, and Adjustment Disorders	
Module V Eating disorders	20%
Classification of Eating disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Anorexia Nervosa and Bulimia Nervosa	

Student Learning Outcomes:

- Classify the psychological disorders and arrive at a correct diagnosis based on two major classification systems.
- Identify symptoms of specific disorders.
- Formulate the cases
- Plan the therapeutic interventions.

Pedagogy for Course Delivery:

- The class will be taught using theory and case studies method. In addition, students will be trained to write case histories and mental status examination for the disorders. In Class discussions, they will be help to differentially diagnose the cases.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Ahuja, N. A Short Textbook of Psychiatry. Jaypee Brothers.; N. Delhi.
- Gelder, M. et al, (2001), Short Oxford Test Book of Psychiatry (Fifth edition), Oxford University Press, New York.
- Haddock, G. Cognitive behaioural interventions with psychotic disorders. Routledge.
- Sadock, B.J. Kaplan & Sadock's synopsis of psychiatry. Lippincott William
- Tasman, A. Psychiatry, Vol.1& 2. Jonh Wiley
- Vyas, J. N. Textbook of postgraduate psychiatry, Vol 1& 2. Jaypee Brothers



Course structure: Psychology-Advanced Practical II - Course Code: PSY-210

Course Title: Psychology-Advanced Practical II

Credit Units: 2

Course Level: PG Level

Course Code: PSY-210

Course Objectives:

- This course will provide each student with an exposure to the general concepts of psychology through experimentation and testing. Every student is expected to perform and write any 6 practical's each out of the following options

Pre-requisites: The students must possess fair understanding of psychometric testing and scoring

Course Contents/Syllabus:

List of Experiment	Weightage
<ul style="list-style-type: none"> • MBTI • Eysenck's Personality Questionnaire-R (EPQ-R) • TAT • Comprehensive Interest Inventory • Organization Climate Inventory • Rorschach Inkblot Test • Leadership Preference Scale • Bell's Adjustment Inventory 	100%

Student Learning Outcomes:

- Ability to administer, analyze and interpret results from various psychological tools.
- Expanded knowledge of various assessment procedures

Pedagogy for Course Delivery: The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
30%	70%	100%

Lab/Practical Assessment:

Continuous Assessment/Internal Assessment			End Term Examination
Components (Drop down)	Practical File	Attendance	
Weightage (%)	25%	5%	70%



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Field Work - Course Code: NFW-216

Course Title: Field Work

Credit Units: 2

Course Level: PG Level

Course Code: NFW-216

Course Objective:

- To enable the students with the practical exposure in their core area of interest (Corporate Sector, NGOs, Hospitals etc.), which in turn will be the pathway to their personal and professional training.
- It will also help students to develop report writing skills.

Duration: Four Months (Jan. - April)

Methodology:

Students get opportunity in diversified Institutes e.g. Corporate Sector, Schools, NGOs and Hospitals. They will be guided by an internal and external supervisor. Students will submit their reports after **90 Hrs of Fieldwork (15 days × 6hrs per day)** with their supervised daily reporting, at the end of the academic year. **The days for fieldwork are Friday & Saturday.** The student will submit the Log Sheet to their internal supervisor on every Monday.

Examination Scheme:

Internal Faculty Interaction	20 Marks
Feedback from External Supervisor	20 Marks
Viva Voce	30 Marks
Report Writing	30 Marks
Total	100 Marks



Course structure: Counselling Skills and Techniques - Course Code: PSY-311

Course Title: Counselling Skills and Techniques

Credit Units: 3

Course Level: PG Level

Course Code: PSY-311

Course Objectives:

- The student will be introduced to the various techniques and strategies to enable better socio occupational and personal adaptation of their clients and also the skills one needs to inculcate in the process.
- Students will familiarize the students to apply this learning in professional setting.
- This course is an examination of the theoretical perspectives as well as practical prerequisites to function in the field of psychology as a mental health professional.

Pre-requisites: The students must possess fair understanding of major psychotherapies

Course Contents/Syllabus:	Weightage
Module I : Introduction to Counselling & Counsellor as a Person	10%
<ul style="list-style-type: none"> • Concept of Counselling • History & Recent Trends in Counselling & Guidance • Skills of a counselor: listening, questioning & feedback • Five Stage Model of Counselling 	
Module II : Psychodynamic-Humanistic-Gestalt Approaches to Counseling.	20%
<ul style="list-style-type: none"> • Psychoanalysis & Adlerian Counselling • Humanistic & Existential Counselling • Gestalt Counselling • Practice & Applications 	
Module III : Cognitive Behavioral Approaches to Counselling	25%
<ul style="list-style-type: none"> • Behavioral Counselling • Cognitive Counselling • Reality oriented Counselling • Rational Emotive Behavioral Therapy • Practice & Applications 	
Module IV : Systemic Approaches to Counselling	20%
<ul style="list-style-type: none"> • Behavioral Family Counselling • Structural Family Counselling • Strategic Family Counselling • Experiential Family Counselling • Practice & Application 	
Module V : Brief Counselling Interventions	15%
<ul style="list-style-type: none"> • Solution Focused Counselling • Narrative Counselling • Crisis Counselling • Group Counselling • Practice & Application 	
Module VI: Professional Issues	10%

- Ethical Issues in Counselling
- Legal Issues in Counselling

Student Learning Outcomes:

- Acquire knowledge about strategies of counseling
- Develop skills and qualities to be an effective counselor
- Enhance their understanding of practical applications of the skills and techniques

Pedagogy: The class will be taught using theory and power point presentations. Class discussions will focus on students discussing their perspectives to current problems in the society.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

Feltham C. & Horton, I. (2000). Handbook of Counseling and Psychotherapy.
 Kohler, J. A. & Shepard, D. S. (2008). Counseling: Theories and Practice. US: Brooks/ Cole-Cengage Learning.

References:

McLeod, J. (2003). An Introduction to Counseling.
 Patterson, J. V. & Nisenholz, B. (1999). Orientation to counseling (4th edition). USA: Allyn and Bacon.
 Welfel, E.R & Patterson, L.E. (2005). The Counseling Process – A Multi-theoretical integrative approach. N.Delhi: Cengage Learning India Pvt. Ltd. (6th edition).
 Wolfe, R. and Dryden, W. (1998). Handbook of Counseling Psychology.



Course structure: Psychopathology-III - Course Code: PSY-312

Course Title: Psychopathology-III

Credit Units: 3

Course Level: PG Level

Course Code: PSY-312

Course Objectives:

- The students will understand of different types of sleeping, sexual and impulse control disorders and assess the symptoms, nature, causes and dysfunctions associated with these disorders.
- Students will also understand the intervention programs with regard to the goals of therapy and demonstrate an understanding of different substances and their differential impact on physical & psychological health.

Pre-requisites: The students must possess fair understanding of psychopathology –I & II

Course Contents / Syllabus:	Weightage
Module I Personality disorders	20 %
Classification of Personality disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Cluster A, B , and C	
Module II Sexual dysfunctions	20 %
Phases of Sexual cycle. Classification of Sexual Dysfunctions as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, and treatment. Delayed Ejaculation, Erectile Disorder, Female Orgasmic Disorder, Female Sexual Interest/Arousal Disorder, Genito-Pelvic Pain/Penetration Disorder, Male Hypoactive Sexual Desire Disorder, and Premature (Early) Ejaculation	
Module III Gender dysphoria & Paraphillias	10 %
Classification of gender related disorders and Paraphillias as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Gender dysphoria, Voyeuristic Disorder, Exhibitionistic Disorder, Frotteuristic Disorder, Sexual Masochism Disorder, Sexual Sadism Disorder, Pedophilic Disorder, Fetishistic Disorder, Transvestic Disorder	
Module IV Substance Related and Addictive Disorders	20 %
Classification of substance related and addictive disorders disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Intoxication, abuse, dependence, and withdrawal	
Module V Sleep-wake disorders	15 %
Stages of Sleep. Classification of sleeping disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, and treatment Dyssomnias and Parasomnias	
Module VI Disruptive, impulse control disorders	15 %
Classification of the disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Intermittent Explosive Disorder, Antisocial Personality Disorder, Pyromania, and Kleptomania	

Student Learning Outcomes:

- Identify different types of sleeping, sexual and impulse control disorders, their clinical picture and management
- Explain substances & associated terminology with substance use disorders
- Review impact of socio-occupational & personal functioning

- Plan therapeutic programs for management based on goals of therapy

Pedagogy for Course Delivery:

- Theory classes using lecture & discussion mode
- Power point presentations including videos
- Assigning students task of collecting researches/case studies relevant to each topic in current times & then having an interaction based discussion in the class

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Ahuja, N.A Short Textbook of Psychiatry. Jaypee Brothers.; N. Delhi.
- Freedman, A.M., Kaplan, H.I. and Sadock, B.J. (1989). Comprehensive Text Book of Psychiatry (IIIrd Edition) Vol. 1.2. William and Wilkins, Batrimore, London.
- Gelder, M. et al, (2001), Short Oxford Test Book of Psychiatry (Fifth edition), Oxford University Press, New York
- Poceta, J. & Mitler, M. (1998); Sleep Disorders, Humana Press, New Jersey.
- Sadock, B.J. Kaplan & Sadock's synopsis of psychiatry. Lippincott William
- Vyas, J. N. Textbook of postgraduate psychiatry. Vol 1& 2. Jaypee Brothers



Course structure: Positive Interventions in Health - Course Code: PSY-313

Course Title: Positive Interventions in Health

Credit Units: 3

Course Level: PG Level

Course Code: PSY-313

Course Objectives:

- Students will able to understand the applications of positive psychology in intervention designing and administration.
- To Develop an ability to perform need analysis for interventions
- Students will able to develop the skills to design content and deliver trainings/interventions based in positive psychology
- Help students establish the relationship between positive living and health

Pre-requisites: The students must possess fair understanding of positive psychology

Course Contents/Syllabus:	Weightage
Module I Module I: Positive Psychology and Health	20%
<ul style="list-style-type: none"> • Psychological Health and Well being • Character Strengths and Virtues in relation to health • Positive Psychology and Organizational Enhancement 	
Module II Designing Interventions	
<ul style="list-style-type: none"> • Need analysis • Content development • Skills of positive interventionist 	15%
Module III Gratitude Intervention	15%
<ul style="list-style-type: none"> • How to measure gratitude • Findings in gratitude research • Gratitude interventions for children and adults 	
Module IV Empathy Interventions	
<ul style="list-style-type: none"> • What is empathy • Measurement of empathy • Empathy interventions 	15%
Module V Enhancing flow and Engagement	15%
<ul style="list-style-type: none"> • Research on flow and productivity • Interventions to enhance flow • Introductory activities to mindfulness 	
Module VI: Issues in Positive Interventions	
<ul style="list-style-type: none"> • Role of culture ,race and ethnicity • Person-activity fit • Ethical Practices in promoting positive psychology 	20%

Student Learning Outcomes:

- Illustrate the use of various positive psychological constructs in everyday life.
- Skills to perform need analysis, design content and deliver trainings in positive psychology
- Developed the link between positive living and health.

Pedagogy for Course Delivery: Lecture, Discussion, Tool administration, Audio Visual Aids

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Aracia Parks (2014) Positive Psychological Interventions
- Stewart I. Donaldson, Mihaly Csikszentmihalyi, Jeanne Nakamura(2011) Applied Positive Psychology: Improving Everyday Life, Health, Schools, Work, and Society (Applied Psychology Seriesby
- Robert Biswas-Diener(2010)Practicing Positive Psychology Coaching: Assessment, Activities and Strategies for Success



Course structure: New Age Psychological Disorders - Course Code: PSY-314

Course Title: New Age Psychological Disorders

Credit Units: 3

Course Level: PG Level

Course Code: PSY-314

Course Objectives:

- Help the students to learn about the new psychological disorders and also make them clear about classification of these disorders,
- Students will able to attain at a correct diagnosis based on two major classification systems, DSM-V and ICD-10 and to make them learn about symptoms of new specific disorders.

Pre-requisites: The students must possess fair understanding of Abnormal Psychology

Course Contents / Syllabus	Weightage
Module I Introduction of DSM-V	20%
Objective, approach, and History of DSM. Sections I: Basics Organizational Structure Section II: Diagnostic criteria and codes Section III: Emerging measures and models	
Module II Approaches	15%
Differences between DSM-IV & DSM-V, Comparison of DSM-V & ICD-10	
Module III New additions in DSM-V-I	15%
Tobacco Use Disorder, Temper Tantrums, Internet Gaming Disorder/Internet Addiction,	
Module IV New additions in DSM-V-II	15%
Binge-Eating Disorder and Somatic Symptom Disorder	
Module V New additions in DSM-V-III	20%
Gambling Disorder, Excoriation (Skin-Picking) Disorder, Hoarding Disorder	
Module VI Conditions for further study	15%
<i>These conditions and criteria are set forth to encourage future research and are not meant for clinical use.</i> <ul style="list-style-type: none"> • Attenuated psychosis syndrome • Depressive episodes with short-duration hypomania • Persistent complex bereavement disorder • Caffeine use disorder • Internet gaming disorder • Neurobehavioral disorder associated with prenatal alcohol exposure • Suicidal behavior disorder • Non-suicidal self-injury¹ 	

Student Learning Outcomes:

- Appraise new psychological disorders critically
- Classify these disorders, and arrive at a correct diagnosis based on two major classification systems.
- Apply societal and cultural issues in understanding of these disorders.

Pedagogy for Course Delivery:

- The class will be taught using theory and case studies method. In addition, students will be trained to write case histories and mental status examination for the disorders. In Class discussions, they will be help to differentially diagnose the cases.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

- Ahuja, N. A Short Textbook of Psychiatry. Jaypee Brothers.; N. Delhi.
- Freedman, A.M., Kaplan, H.I. and Sadock, B.J. (1989). Comprehensive Text Book of Psychiatry (IIIrd Edition) Vol. 1.2. William and Wilkins, Batrmore, London.
- Haddock, G. Cognitive behavioural interventions with psychotic disorders. Routledge.
- Sadock, B.J. Kaplan & Sadock's synopsis of psychiatry. Lippincott William



Course structure: Developmental Psychopathology - Course Code: PSY-315

Course Title: Developmental Psychopathology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-315

Course Objectives:

- Students will aware of the nature of different psychological disorders of childhood.
- Help the students to understand about the diagnostic Classification in Childhood Disorders, clinical psychopathology, & management.

Pre-requisites: The students must possess fair understanding of psychopathology and abnormal psychology

Course Contents/Syllabus:	Weightage
Module I: Introduction to Psychopathology	15%
Normal development, common problems during normal development phase, Etiology/Risk factors of psychopathology	
Module II: Classification of psychiatric disorders	15%
Classification of psychiatric disorders in children and adolescents(ICD-10 & DSM-V), epidemiology,	
Module III: Psychopathology of Childhood Disorders: Clinical Picture, assessment and intervention	20%
Intellectual Disability, Specific Learning Disorders (Reading disorder, Spelling Disorder, disorder of written expression, Arithmetical Disorder), Pervasive Developmental Disorders (Autism, Asperger's Disorder, Rett's Disorder, Childhood Disintegrative Disorder, PDD NOS), Specific Speech & Language Disorders	
Module IV: Externalizing Disorders	15 %
Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorders (ODD), Conduct Disorder (CD), Alcohol and Substance Use Disorders, Juvenile Delinquency	
Module V : Internalizing Disorders	15%
Anxiety Disorder (Separation Anxiety Disorder, Social Phobia, Selective Mutism, Obsessive Compulsive Disorders) Depressive Disorders, Suicide and Injurious Behavior	
Module VI : Other psychological disorders	20%
Bipolar Affective Disorder, Psychotic Disorders, Eating Disorders, Bowel & Bladder Control Disorders, Sleep and Movement Disorders, Obesity, Selective Mutism, Tourette's & Tic Disorder,	

Student Learning Outcomes:

On completion of the course the student will be able to:

- Analyze the basic causes, symptoms and treatments of childhood disorders.
- Classify the disorders.
- Demonstrate competencies to accurately diagnosis pathology as well to select, administer, and interpret appropriate comprehensive assessments with an awareness of cultural bias in their implementation and interpretation.

Pedagogy for Course Delivery:

- Lecture
- Presentation

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

- Batchelor IPC, (1975). Henderson and Gillespie's Textbook of psychiatry (10th edition) Oxford University Press, London
- Cohen, Nancy. C. - Language Impairment & Psychopathology in infants, children and adolescents, Vol. 45, Developmental Clinical Psychology & Psychiatry. Sage Publications.
- Freedman, A.M., Kaplan, H.I. and Sadock, B.J. (1989). Comprehensive Text Book of Psychiatry (IIIrd Edition) Vol. 1.2. William and Wilkins, Baltimore, London
- Gelder, M. et al, (2001), Short Oxford Text Book of Psychiatry, Oxford University Press, New York
- Kazdin, A.E., (1995). Conduct Disorders in Childhood and Adolescence, (2nd Edition), Sage Publication, New Delhi
- Willmshurst, Linda (2004), Child & Adolescent Psychopathology: A Case Book; Sage Publications Inc.



Course structure: Positive Psychotherapy - Course Code: PSY-316

Course Title: Positive Psychotherapy

Credit Units: 3

Course Level: PG Level

Course Code: PSY-316

Course Objectives:

- The students will understand concepts of Positive Psychology, theoretical back ground & different sub-concepts coming under positive psychology.
- Students will be equipped with the various techniques of Positive Psychotherapy.

Pre-requisites: The students must possess fair understanding of positive psychology and psychopathology

Course Contents / Syllabus:	Weighatge
Module- I: Introduction to Positive Psychology	
Theoretical perspectives behind Positive Psychology: Assumptions of Positive Psychology Seligman's theory of happiness Three domains of happiness: The pleasant life, The engaged life, and The meaningful life	15 %
Module- II: Historical Back ground	
Historical development Prof. Nossrat Peseschkian, Martin E. P. Seligman, & Tayyab Rashid.	20 %
Module-III: Introduction to positive Psychotherapy (PPT)	
Assumptions, goals and objectives Difference between CBT and PPT The Balance Model Three Basic Principles of Positive Psychotherapy : Hope, balance, and consultation Positive emotion, Engagement, and Meaning.	15 %
Module- IV: Assessments in Positive Psychotherapy	
Assessment of strengths and other positive attributes Measuring Subjective Well-Being, Measuring Strengths of Character, Measuring Engagement and Flow Measuring Meaning Value-In Action Inventory strength	10 %
Module V: Techniques of Positive Psychotherapy	
Six Exercises: Three Good Things, Using Your Strengths, The Gratitude Visit, Active-Constructive Responding, Savoring, and Life Summary Session by Session of Positive Psychotherapy (Orientation, Engagement, Pleasure, Meaning, Integration) Importance of Home work	20 %
Module-VI: Applications of Positive Psychotherapy	
Depression, PTSD, drug addiction, social skills, enhancing well being, Minority group of differently sexual oriented people Application of Positive psychotherapy in different settings (consultation, education, training, coaching etc). Group Positive Psychotherapy	20 %

Student Learning Outcomes:

- Recognize and relate importance of positive psychology & psychotherapy.

- Explain various theoretical background in the development of positive psychotherapy.
- Apply techniques of positive psychotherapy and its application in different psychological issues.

Pedagogy for Course Delivery: The class will be taught using theoretical lectures and case based method.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Allport, G. (1961). *Patterns and growth in personality*. New York: Holt, Rinehart, & Winston.
- Baumgardner, S. R. (2010) *Positive Psychology*, Pearson; N.Delhi.
- Carr, A. (2011). *Positive psychology*, Brunner- Routledge
- Peseschkian N. (1985). *Oriental Stories as Tools in Psychotherapy*. Springer Press. Heidelberg.
- Snyder, C.R. (2010) *Positive Psychology: The scientific & practical exploration of human strengths*. Sage; N. Delhi



Course structure: Assessment and Therapies with Children - Course Code- PSY-317

Course Title: Assessment and Therapies with Children

Credit Units: 3

Course Level: PG Level

Course Code: PSY-317

Course Objectives:

- Students will aware of needs of Psychological assessment in Childhood Disorders.
- The Students will learn the techniques of collecting data from various sources in childhood assessment and the various kinds of psychological assessments.
- Students will able to deals with the psychological therapies needed for treating the mental disorders in children.

Pre-requisites: The students must possess fair understanding of psychometric testing and psychotherapy

Course Contents/Syllabus:	Weightage
Module I: Introduction to assessment	20%
Case History & MSE with children, assessment of family environment, Behavioural observation, need for assessing developmental level of the child	
Module II : Assessment of Intelligence and academic skills	20%
Intelligence tests for children, Achievement tests, Aptitude tests and Test to identify learning problems	
Module III Assessment of Cognitive functions	15%
Test to assess memory, Attention span, Visuo-spatial Skills, and Executive skills	
Module IV : Assessment of Emotional and behavioural problems	15%
Objective and projective techniques to assess psychopathology and problem behaviours, Rating Scales	
Module V: Behavior Therapy and Behavior Modification	20%
Reinforcement, Punishment, Extinction, Differential Reinforcement, Token Economy, Time Out, Response Cost	
Module VI: Parent Management and Family therapy	10%
Parenting styles and Parent interaction therapy models and techniques, family therapy overview and techniques	

Student Learning Outcomes:

- Recognize need of Psychological assessment in Childhood Disorders.
- Explain different impaired domain in various disorders.
- Apply different psychological tests to different disorders.
- Plan how to diagnose and work out the possible treatment interventions
- Formulate intervention plans and execute them.

Pedagogy for Course Delivery:

- Lecture
- Case Study

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

- Bellak, A.S., and Hersen, M., 1998, Behavioural Assessment – A Practical Handbook, Allyn and Bacon, London
- Gober, S. (2002), Six Simple Ways to Assess Young Children, Delmar, USA
- Johnson, Menakata, Gilmore (2002) (2nd Ed.) – Brain Development and Cognition, Blackwell Publication.
- Kapur, Malavika (1998), Childhood Disorders, Sage, New Delhi.
- Sood, Neelam (1997), Behaviour Problems in Children, Gitanjali publishing house, New Delhi.



Course structure: Developmental Psychology: Theory and Practice - Course Code: PSY318

Course Title: Developmental Psychology: Theory and Practice

Credit Units: 3

Course Level: PG Level

Course Code: PSY318

Course Objectives:

- Students will be able to understand development of child through various stages.
- Students will be able to develop the knowledge and skills in different aspects of Learning and Motivation as implied in Educational Settings.

Pre-requisites: The students must possess fair understanding of child developmental theories

Course Contents/Syllabus:	Weightage
Module I: Introduction Descriptors/Topics Meaning of developmental Changes, Period of Life Span, Individual Differences in Development Evolution of the study of Human Development	15%
Module II: Stages of Development Descriptors/Topics Principles of Development, Stages of Development (Conception to Old Age) Major developments at each stage, Adjustments at each stage of development	15%
Module III Developmental and Educational Theories Descriptors/Topics Psychodynamic Theories: Freud, Erickson Attachment Theory: Bowlby Cognitive Stage Theory: Piaget Social learning theory: Bandura Information processing theory (Klahr, Mac Whinney 1998) Learning Theories of Pavlov, Thorndike	25%
Module IV Development Related Disorders and Intellectual Disability Descriptors/Topics Classification according to ICD 10 and DSM IV TR/ DSM V Pervasive Developmental Disorder: Autism Specific Developmental Disorders of Scholastic Skills – Specific Learning Disabilities. Behavioural Disorders: ADHD, Conduct disorders Intellectual Disability: Identification, Causes, Management Education and Intervention of the disorders	25%
Module V Child and Adolescent Issues Descriptors/Topics Stress in children/adolescents & prevention Exceptional Children Outside influences on the adolescent psychological development, Risk taking Behaviour	20%

Student Learning Outcomes:

Appraise the students to the nuances of development and education as a process.

Explain and analyse the theoretical viewpoint in relation to Developmental and Educational Psychology

Develop the skills to analyze etiology, symptoms and prognosis of developmental disorders.

Pedagogy for Course Delivery:

Theory classes using lecture & discussion mode

PowerPoint presentations including videos

Assigning students task of collecting researches/case studies relevant to each topic in current times & then having an interaction based discussion in the class

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

Hurlock, E. (2003). Developmental Psychology, Delhi: Tata McGraw-Hill.

Mangal, S. K., (2004), Advance Educational Psychology; New Delhi: Prentice Hall.

References:

Sigelman, C, K. (1999), Life-Span Human Development. 3rd Edition; Brooks/ Cole Publishing Company.

Papalia, S. & Feldman, C. (2002), Adult Development and Ageing. Delhi; Tata McGraw.

Hurlock, E. (2003), Child Growth and Development. Delhi; Tata McGraw-Hill.

Berk, L. (2002), Child Development. Delhi; Tata McGraw-Hill.

M Dash, Neena Dash; Fundamentals of Educational Psychology: Atlantic Publishers & Distributors, New Delhi.



Course structure: Understanding Forensic Psychology - Course Code: PSY-319

Course Title: Understanding Forensic Psychology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-319

Course Objectives:

- This course will provide each student with an exposure to basics of role played by psychology in forensics.
- Students will understand the concept of forensic psychology and learn how forensic psychologists contribute to the legal system.
- Students will aware the methods used by forensic psychologists to explain behavior by examining a number of studies devoted to topics related to forensic psychology

Pre-requisites: The students must possess fair understanding of basics of psychology

Course Title	Weightage
Module I: Introduction to Forensic Psychology	20%
<ul style="list-style-type: none">• Historical Perspective of Forensic Psychology• Defining Forensic Psychology• Forensic Entomology• Forensic Psychology V/S Forensic Psychiatry• Roles and responsibility of Forensic Psychologists	
Module II: Forensic Psychology as a Specialty	20%
<ul style="list-style-type: none">• Police Psychology• Psychology of Crime and Delinquency• Victimology and Victim Service• Correctional Psychology	
Module III: Applying Forensic Psychology	20%
<ul style="list-style-type: none">• Aiding the Criminal Justice System• Civil Liability• Communicating Expert Opinion• Dealing with Police — Law Enforcement: International Law Enforcement Agencies and National Law Enforcement Agencies	
Module IV: Fundamentals of Criminal Investigation	20%
<ul style="list-style-type: none">• Fundamentals of criminal investigative techniques• Initial response to the crime scene• Location and recognition of evidence• Interviewing• Sketching,• Collection and transpiration of evidence,	
Module V: Psychology and Law	

<ul style="list-style-type: none"> • Differences between law and psychology • Models of behavior • Theories of change • Morality and Values • Role of psychology in the legal process, the rules of procedure, the jury system, and the psychologist in the courtroom • Laws and documentation for ventures 	20%
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Student Learning Outcomes:

- Contrast the perspectives of psychology and law;
- Demonstrate knowledge of the basic principles and systems of forensic psychology
- Demonstrate understanding of psychological research on relevant concepts of forensics
- Appreciate the unique ethical issues involved with the practice of forensic psychology;
- Appreciate the potential benefits and limitations of psychological knowledge applied to assist law enforcement personnel;
- Describe the different types of forensic psychological applications in the legal system
- Appreciate the challenges facing psychologists who work in correction system
- Evaluate the various career opportunities in forensic psychology and the training each requires.
- Analyse criminal and civil applications of forensic psychology.

Pedagogy for Course Delivery:

- The class will be taught using theory and case based method. In addition to assigning the case studies, the course instructor will spend considerable time in understanding the concept of forensic psychology and its application in the legal system. The instructor will cover the ways in which a forensic psychologist can provide various services

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Costanzo, M. & Krauss, D. (2010). *Legal and Forensic Psychology*. New York: Worth Publishers.
- Davies, G., Hollin, C., & Bull, R. (Eds.) (2008). *Forensic psychology*. Chichester, England: John Wiley & Sons, Ltd.
- Brown, J. M., & Campbell, E. A. (Eds.) (2010). *The Cambridge handbook of forensic psychology*. Cambridge, England: Cambridge University Press.



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Treatise - Course Code: NTT-315

Course Title: Treatise

Credit Units: 3

Course Level: PG Level

Course Code: NTT-315

Course Objectives:

- The rationale behind introducing the treatise for PG students is to enhance the reading and writing habits of the students and to make them aware about the process of carrying out a research work.
- This helps them to develop insight into the course they are studying which creates an academic interest among the students.
- Presentation of the treatise plays an important role as it facilitates knowledge sharing and improvement in presentation skills which will further enhance the confidence of the students.
- The overall objective of this treatise is to develop research orientations in students and to make them understand and enhance skills in Research Methodology

Guidelines for Term Paper:

- 1) Topic
- 2) Introduction
- 3) Review Research
- 4) Discussion
- 5) Conclusion
- 6) References

Examination Scheme:

Compilation of Term Paper:	50 Marks
Viva Voce:	25 Marks
Presentation of Term Paper:	25 Marks

Total **100 Marks**



Course structure: Summer Internship - Course Code: NSP-310

Course Title: Summer Internship.

Credit Units: 4

Course Level: PG Level

Course Code: NSP-310

Course Objectives:

- To enable the students with the practical exposure in the area of mental health, which will turn the pathway to their personal and professional training?
- To develop skill to establish therapeutic communication with the psychiatric/ non psychiatric population.
- To be able to use psychological theoretical knowledge in to clinical settings.
- To be able to develop report writing skills.

Duration: Four Week (June- July)

Methodology:

Students get opportunity in diversified institute/centers related in the area of clinical psychology/psychiatry. They will be guided by an internal and external supervisor from their respective institute. Students will submit their summer project report with their supervised daily reporting immediately after returning from their summer vacation. This would require primarily data collection.

Examination Scheme:

Internal Faculty Interaction	:	20 Marks
Feedback from External Supervisor	:	20 marks
Viva-Voce	:	30 marks
Report Writing	:	30 Marks
Total	:	100 Marks



Course structure: Basics of Neuropsychology - Course Code: PSY-411

Course Title: Basics of Neuropsychology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-411

Course Objectives:

- To introduce the basic principles of Neuropsychology.
- To discuss in-detail the nervous system and its command center of the brain.
- To equip students with skills to consider and rule out a neuropsychological origin of the psychopathology.

Pre-requisites: The students must possess fair understanding of concept of Neuropsychology

Course Contents/Syllabus:	Weightage
Module I Introduction	15%
Understanding the concept of Neuropsychology The rationale for Neuropsychological evaluation Common problems with brain damage	
Module II Plasticity of Brain	20%
Neuropsychological aspect of plasticity of brain Cerebral cortex and lateralization / localization of functions	
Module III Frontal lobe and Temporal lobe Functions and Syndromes	30%
Regulatory functions; Attentional processes; emotions; memory and intellectual activity; language and motor Functions Special senses – hearing, vestibular functions and integrative functions; disturbances in learning and memory functions, time perception and consciousness. Executive dysfunctions, Memory and Motor impairments	
Module IV Parietal and Occipital Lobe Functions and Syndromes	15%
Sensory functions and body schema perception; agnosias and apraxias; disturbances in visual space perception; color perception; writing and reading ability.	
Module V Introduction to Neuropsychological Assessment and Rehabilitation	20%
Neuropsychological Assessment Bender Gestalt Test Benton's Visual Retention Test Principles of Rehabilitation Approaches to Rehabilitation Planning, process and outcome of cognitive retraining.	

Student Learning Outcomes:

1. Describe the nature and basic principles of neuropsychology.
2. Identify the brain's levels and structures, and summarize the functions of its structures.
3. Plan and Execute basic level assessments for organic origin of psychopathology

Pedagogy for Course Delivery:

1. Lectures
2. Demonstrations
3. Case Studies

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

Neuropsychology, a clinical approach, Walsh K. (1994), Churchill Livingstone: Edinburgh.

Textbook of Medical Physiology, Guyton, A.C. Saunders Company: Philadelphia.

Foundations of physiological psychology, 6 ed., Carlson, N.R. (2005). Pearson Education Inc: India. Fundamentals of human neuropsychology, Kolb, B.I. Freeman & Company: NY.

Handbook of Cognitive Neuroscience, Gazzaniga, M. S. (1984). Plenum Press: NY.
Textbook of postgraduate psychiatry, 2 ed., Vol 1 & 2, Vyas, J.N. & Ahuja, N (1999). Jaypee brothers: New Delhi.



Course structure: Behaviour and Cognitive Therapies - Course Code: PSY-412

Course Title: Behaviour and Cognitive Therapies

Credit Units: 3

Course Level: PG Level

Course Code: PSY-412

Course Objectives:

- To state the basic premises of behavioral and cognitive theories.
- To familiarize students with the theoretical bases of Cognitive Behavior Therapy
- To introduce students to the myriad of ways to think about and approach a client's history and current issues from a CBT perspective.
- To discuss practical and ethical issues involved in delivering CBT to clients and evaluate the effectiveness of cognitive/behavioral practice methods

Pre-requisites: The students must possess fair understanding of basic theories of learning

Course Contents / Syllabus:	Weightage
Module I Behavior Therapy- I	15%
Historical Background, Basic principles of behavior therapy, Functional behavioural analysis, Techniques: stimulus control, respondent conditioning, shaping, prompting, chaining, behavioural skills training	
Module II Behaviour Therapy- II	15%
Distinguishing between Operant and Respondent Conditioning, Extinction, Differential reinforcement, Antecedent Control Procedures, Punishment Techniques, Self Management, Habit Reversal, Token Economy, Fear and Anxiety Reduction techniques	
Module III Cognitive Behaviour therapy	15%
History, basic premises of CBT, CBT's triadic structure, Differentiating between thoughts and beliefs, Working with Automatic Thoughts, Common cognitive errors, Schemata or core beliefs, ABC model, Correcting thought distortions, Treatment and Session Structure, Planning and Goal Setting, Home work assignments cognitive techniques (The Daily Record of Dysfunctional Thoughts, The Downward Arrow Technique, Socratic questioning and guided discovery)	
Module IV Rational Emotive Behavior Therapy	15%
History, Assumptions/Principles, Therapeutic Goal, Techniques, and Application	
Module V Other Cognitive Behaviour therapies	20%
Acceptance and Commitment therapy, Dialectical Behaviour therapy, Mindfulness based Cognitive therapy, Interpersonal therapy, Solution Focused Therapy	
Module VI Cognitive behavior therapy in psychological disorders	20%
Application of the above mentioned therapies in depressive and anxiety disorders	

Student Learning Outcomes:

- Explain Cognitive- Behaviour Therapy, its theoretical as well as practical aspects of it.
- Formulate a cognitive/behavioral analysis using behavioral and cognitive theoretical models applied to historical and current information from specific cases.
- Plan CBT sessions (e.g., check-in, agenda setting) and work with clients collaboratively.
- Select appropriate treatment methods based on the behavioral analysis and knowledge of the empirical literature.

- Judge the influence of environmental and contextual factors (e.g., culture, ethnicity, abilities, gender, and sexual orientation) in their delivery of CBT methods

Pedagogy for Course Delivery:

- Lectures will stress theory and case conceptualization. Exercises will address both theory and application. Students will read cases and/biographical materials. They will also participate in class exercises that will include operationalizing the problem, case conceptualization, treatment planning, practicing specific techniques (in the roles of therapist and client), and considering special issues for certain populations.
- Describe empirical findings regarding effective interventions for several common behavioral problems of children and adults, including problems associated with depression and anxiety disorders, personality disorders, and substance abuse.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- Bond, F.W. (2004). Handbook of brief cognitive behaviour therapy, John Wiley
- Donohue, William. O., Kitchener, Richard (Ed.) (1999): Handbook of Behaviorism, Academic Press, USA.
- Gilbert, Maria & Shmukler Diana (2001). Brief Therapy with Couples- An Integrative Approach. John Wiley & Sons.
- Moore, R.G. (2003). Cognitive therapy for chronic and persistent depression, John Wiley.
- Skinner, B.F., (1938). The Behaviour of Organisms. New York
- Wells, A. (2005). Cognitive therapies of anxiety disorders. John Wiley.



Course structure: Family and Marital Therapy - Course Code- PSY-413

Course Title: Family and Marital Therapy

Credit Units: 3

Course Level: PG Level

Course Code: PSY-413

Course Objectives:

- Students will understand the issues of family in psychopathology.
- Students will able to know the principles underlying family therapy. Family as an open system and various techniques and skills involved in family therapy are given to students.
- Students will able to deal various problems related to marriage as an institution or as a relationship in detail.

Pre-requisites: The students must possess fair understanding of group therapy and family therapy

Course Contents/Syllabus:	Weightage
Module I: Introduction to Family Therapy	20%
Family Therapy: Introduction, description and historical background. Family as an open system and the dynamics of interaction. Dynamics of relationship in family; communication, family atmosphere, bonding functions, feelings, alliances, sub-system responsibilities, and external relationship.	
Module II: Exploration and assessment in Family Therapy	20%
Family therapies, systematic versus structural family therapy Interviewing in family therapy, assessment and diagnosis, indication, contraindication in family therapy. Family as an open system, the dynamic of interaction, maladjustment in family and resulting disorders.	
Module III : Stages and Goals of Family Therapy	20%
Systematic versus structural family therapy , stages , goals and its techniques and its application. Psychodynamic , cognitive Behavioral Therapy :- , stages , goals and its techniques and its application. Bowen Family therapy. : stages , goals and its techniques and its application.	
Module IV: Introduction to Marital Therapy	20%
Introduction to Marital/Couples therapy; goals and scope of marital therapy. Assessment and diagnosis of marital disorder Marriage as an Institution: Problems and Issues related to marriage as an institution; factors important to make a successful marriage. Problems in Marriages: Problems related to marriage, spouse's relationship, sexual dysfunction, difficulties in sexual motivation, Jealousy, depression, substance abuse/addiction in one or both spouses	
Module V: Therapies for Marital Conflict	20%
Therapies for marital conflict - psychotherapies and psychodynamic approaches. Behaviour therapy, cognitive therapies.	

Student Learning Outcomes:

- Students will recognize the role of family therapist and identify the use of family therapy in different types of

problem

- Students will develop a comprehensive view of various problems encountered in a marriage
- Apply skills and practice techniques of marital therapy

Pedagogy for Course Delivery: Lectures, Case Discussions, and Demonstrations

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text :

- Bowen, M. (1979). Family Therapy in clinical practice, Jason Aronson, New York
- Butler, Chris & Joyce, Victoria (1998). Counselling Couples in Relationships: An introduction to the Relate Approach. John Wiley & Sons.

References:

- Gurman and Kniskern (1981), Handbook of Family therapy, Brunner/Mazel, New York
- Gilbert, Maria & Shmukler Diana (2001). Brief Therapy with Couples- An Integrative Approach. John Wiley & Sons



Course structure: Psychology of Consciousness - Course Code: PSY-414

Course Title: Psychology of Consciousness

Credit Units: 3

Course Level: PG Level

Course Code: PSY-414

Course Objectives:

- Students will develop the knowledge and skills for overall perspective of Consciousness.
- Students will be able to apply this understanding in developing a positive integrated life style.

Pre-requisites: The students must possess fair understanding of structure of mind and stages of sleep

Course Contents/Syllabus	Weightage
Module I Introduction & Overview	10%
Mind and body perspective of consciousness William James's nature of consciousness Philosophical models Evolution & development of concept of consciousness	
Module II Neuro-Psychology of consciousness	20%
Emergence of self Sleep and brain Neurological basis of altered states of consciousness Brain dissociations	
Module III Research	20%
Research methods in transpersonal psychology and consciousness Cognitive and neuro-physiological research	
Module IV Phenomenon of consciousness	20%
Altered states Meditation Hypnosis Hypnotic susceptibility Shamanic states Dreams	
Module V Applications of psychology of consciousness	15%
Positive integral life-style Creativity Synchronicity	
Module VI Thought and spirituality	15%
Thought—awareness and acceptance Indian thought on spirituality---bhagavad geeta buddhist literature Vedanta Eclectic approach of various religion and scriptures. Healing and spirituality (self and others)	

Student Learning Outcomes:

- Identify the concept of consciousness and its functionality
- Synchronize the understanding of spirituality and various religious teachings and integration them into one's and other's lifestyle. Design and carry out researches in the field of consciousness and related issues.

Pedagogy for Course Delivery:

Lectures, presentations, group discussions, and case studies

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

Zelazo, P. D., Moscovitch, M. & Thompson, E. (2007). The Cambridge Handbook of Consciousness. Toronto: Cambridge University Press.

Grof, S. (1976), Realms of the Human Unconscious., E.P. Dutton, New York

Ron Valle (1998), Phenomenological Inquiry in Psychology: Existential and Transpersonal Dimensions. Plenum Press, New York

Sri Nisargadatta Maharaj. (1990). I Am That. Acorn Press



Course structure: Emotions & Implications - Course Code: PSY-415

Course Title: Emotions & Implications

Credit Units: 3

Course Level: PG Level

Course Code: PSY-415

Course Objectives:

- Students will be able to understand thoroughly concept and importance of emotions
- Students will be able to develop skills in managing emotions in self and others for a happy and Healthy Life.

Pre-requisites: The students must possess fair understanding of basic theories of emotion

Course Contents/Syllabus:	Weightage
Module I Introduction of Emotions	15%
Nature, Concept & theories of emotions	
Module II Negative Emotions	20%
<ul style="list-style-type: none">• Introduction to types of negative emotions (Anger, Fear, Jealousy, Sadness, Guilt, Anxiety & Sadness)• Understanding Cycle of negative emotions• Implications of negative emotions on physical & mental well-being	
Module III Transforming Emotions	20%
<ul style="list-style-type: none">• Moving from negative to positive emotions behaviour• Interventions and therapies (Rational Emotive Behaviour Therapy)	
Module IV : Positive Emotions	20%
<ul style="list-style-type: none">• Understanding Positive emotions (Love, Happiness, Contentment, Resilience, Compassion & other positive emotions)• Cycle of positive emotions	
Module V Implication of Positive emotion in Relationship & Health	25%
<ul style="list-style-type: none">• Implications of positive emotions on relationships• Implications of positive emotions on health	

Student Learning Outcomes:

On completion of the course the student will be able to:

- Apply basic underlying theories and concepts in the area of emotions.
- Synthesize positive and negative emotional states along with techniques to manage emotions for self and societal growth.

Pedagogy for Course Delivery: Lecture, Discussion, Audio Visual Aids, Case study, Psychological Training

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Texts:

Wilkins, Intelligent Emotions.



Course structure: Psycho-Oncology - Course Code: PSY-416

Course Title: Psycho-Oncology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-416

Course Objectives:

- Student will be able to understand and assess the mental health of a cancer-affected person
- student will analyze the likely benefit of Psycho-therapy and / or Psychological Counseling
- student will be able to offer psycho-oncology counselling services in diverse clinical setting

Pre-requisites: The students must possess fair understanding of basic information regarding biology of cancer

Course Title	Weightage
Module I Introduction to Psycho-Oncology	20%
• Introduction to the Meaning & Concept	
Module II Introduction to Cancer	20%
• Cancer as a disease • Cancer Biology	
Module III Psychological Impact on Cancer Patient & Caregiver	20%
• Impact & Assessment on individuals and families	
Module IV Theory & Application	20%
• Theory & Application of Psycho-Oncology	
Module V Treatment & Rehabilitation	20%
• Onco-genetic Counselling -Skills & Issues	
• Palliative Counseling – Skills & Issues	
• Pediatric Counseling	
• Support & Rehabilitation Counseling	
• Primary, Secondary & Tertiary	

Student Learning Outcomes:

- Defining basic principles and terminologies in Psycho-oncology.
- Identifying the psychological impact on Cancer
- Various Skills & Issues in Counseling.

Pedagogy for Course Delivery:

Lectures, presentations, group discussions, and case studies

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

Psycho-Oncology by Jimmie C. Holland (Editor), William Breitbart (Editor), Paul B. Jacobsen (Editor), by **Oxford University Press, USA**

Psycho-Oncology Editors: Goerling, Ute (Ed.) by Springer



Course structure: Neuropsychological Rehabilitation - Course Code: PSY-417

Course Title: Neuropsychological Rehabilitation

Credit Units: 3

Course Level: PG Level

Course Code: PSY-417

Course Objectives:

- To equip the students with skills to consider and rule out a neuropsychological origin or biochemical mediation of the psychopathology.
- students will able to understand the knowledge and skills to carry out neuropsychological rehabilitation for their clients

Pre-requisites: The students must possess fair understanding of neuropsychological rehabilitation plan

Course Contents/Syllabus:	Weightage
Module I: Introduction to Neuropsychological Rehabilitation Definition, Need and Importance, History of Neuropsychological Rehabilitation.	20%
Module II: Neuropsychological Assessment for Treatment Planning. Approaches to assessment of neuropsychological functions, various approaches to treatment planning based on assessment.	
Module III: Rehabilitation of Executive Dysfunction Executive Functions, Difficulties due to impairment of executive functioning, Conditions with executive dysfunction, Approaches and Strategies to Rehabilitation of Executive Dysfunction.	20%
Module IV: Rehabilitation of Learning and Memory Impairments Conditions with Learning and Memory Impairment, Approaches and Strategies to Rehabilitation of Learning and Memory Functions	
Module V: Rehabilitation of Language Skills Importance of Language Skills, Approaches and Strategies to Language Skills Rehabilitation	20%

Student Learning Outcomes:

On completion students would be able to:

- Identify the brain's levels and structures, and summarize the functions of its structures.
- Discuss the need for neuropsychological assessment and rehabilitation and review the latest development in this area
- Describe the neuropsychological profile of principal psychiatric syndromes.
- Demonstrate an understanding of the principles involved in neuropsychological assessment, its strengths and weaknesses, and its indications.
- Plan, examine and review any neuropsychological rehabilitation programme.

Pedagogy for Course Delivery:

1. Lectures
2. Demonstrations
3. Case Studies

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

Neuropsychology, a clinical approach, Walsh K. (1994), Churchill Livingstone: Edinburgh.
Fundamentals of human neuropsychology, Kolb, B.I. Freeman & Company: NYth
Neuropsychology, a Clinical approach, 4 ed., Walsh, K (2003). Churchill Livingstone: Edinburgh
Handbook of Cognitive Neuroscience, Gazaaniga, M. S. (1984). Plenum Press: NYnd
Textbook of postgraduate psychiatry, 2 ed., Vol 1 & 2, Vyas, J.N. & Ahuja, N (1999). Jaypee brothers: New Delhi.



Course structure: Neuropsychological Assessment - Course Code: PSY-418

Course Title: Neuropsychological Assessment

Credit Units: 3

Course Level: PG Level

Course Code: PSY-418

Course Objectives:

- Students will able know about the clinical assessment of neuropsychological functions.
- Students will able to formulate and manage neuropsychological assessment sessions
- Help the students to assess the neuropsychological deficits of various psychiatric and neurological disorders.

Pre-requisites: The students must possess fair understanding of different neuropsychology assessments

Course Contents/Syllabus:	Weightage	
Module I Introduction	20%	
History and Development of Neuropsychological Assessment Goals of Neuropsychological Assessment Indications of Neuropsychological Assessment		
Module II Approaches to Neuropsychological Assessment		30%
Interviewing for Brain Impairment and History Taking Approaches of Neuropsychological Assessment (Behavioural Neurology, Neuropsychological Batteries, Individual Centered Normative Approach) Intelligence Testing and Neuropsychological Assessment		
Module III Neuropsychological Batteries	20%	
Halstead-Reitan Neuropsychological Battery Luria Nebraska Neuropsychological Battery AIIMS Neuropsychological Battery NIMHANS Neuropsychological Battery		
Module IV Specific Tests to Assessment Cognitive Functions		20%
Attention Learning & Memory Executive Functions Language Motor Visuo spatial Speed Comprehension		
Module V: Report Writing	10%	
Identification of deficits and Integration of findings in a report		

Student Learning Outcomes:

- On Completion of this course students would be able to:
- Plan neuropsychological assessment as per the needs of client
- Interpret and predict the asset and deficit cognitive function of the client
- Formulate Neuropsychological Assessment and write a neuropsychological report.

Pedagogy for Course Delivery:

Lectures
Demonstrations
Case Studies

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

1. Crawford, J., Parker, D., and McKinlay, W. (1992). Handbook of Neuropsychological Assessment. Psychology Press: London.
2. Rao S. L., Subbakrishna D. K., Gopukumar K. (2004) NIMHANS Neuropsychology Battery-2004. *NIMHANS Publication*, Bangalore.
3. Beaumont. J. G. (1983) Introduction to neuropsychology, Oxford: Blackwell
4. Walsh, K. W., (1978) Neuropsychology: A Clinical approach. Churchill Livingstone, Edinburgh, London and New York



Course structure: Psychodynamic Therapies Course - Course Code: PSY-419

Course Title: Psychodynamic Therapies Course

Credit Units: 3

Course Level: PG Level

Course Code: PSY-419

Course Objectives:

- Students will be able to understand of psychotherapies, starting from psychoanalysis and proceeding towards psychoanalytic psychotherapy and other psychotherapies.

Pre-requisites: The students must possess fair understanding of basic principle and procedure of psychodynamic Theory

Course Contents/Syllabus:	Weightage
Module I Introduction to Psychotherapies	20%
<ul style="list-style-type: none"> • Goal and Scope of Psychotherapy, Types of Psychotherapies; Psychotherapy vs Counselling 	
Module II Theoretical Background	20%
<ul style="list-style-type: none"> • Freudian techniques: Free Association, Resistance, Transference. Catharsis, Hypnosis, Indications and Contraindications, Limitation 	
Module III Psychodynamic Psychotherapy-I	20%
<ul style="list-style-type: none"> • Introduction of the concept, Expressive Psychotherapy: Goals Techniques Indication and Contraindication and Limitation 	
Module IV Psychodynamic Psychotherapy-II	20%
<ul style="list-style-type: none"> • Supportive Psychotherapy: Goals Techniques Indication and Contraindication and Limitation 	
Module V Brief Psychodynamic Psychotherapy	20%
<ul style="list-style-type: none"> • Introduction, Difference with Psychoanalysis and Psychoanalytic Psychotherapy, Types, Techniques 	

Student Learning Outcomes:

- Identify various forms of psychodynamic psychotherapies that could be administered to patients suffering from different types of mental disorders.
- Recognize the need and techniques of psychodynamic psychotherapy
- Demonstrate understanding of theoretical, principles and types of psychodynamic psychotherapies

Pedagogy for Course Delivery: Lecture, Presentation, audio-visual aids

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text Reading:

- Stein.Samuel M., Stein Jennifer. (2000). Psychotherapy in Practice: A life in the mind, Butterworth Heinmann, Oxford.
- Veeraraghavan, V. (1980). Text book of psychotherapy, Sterling Publisher, New Delhi



Course structure: Spirituality and Positive Growth Course - Course Code- PSY-410

Course Title: Spirituality and Positive Growth Course

Credit Units: 3

Course Level: PG Level

Course Code: PSY-410

Course Objectives:

- Students will be able to enhance the spiritual dimensions by providing him or her insight into various Indian and western spiritual traditions and philosophies so that they can inspire positivity and peace into their personal and professional life.
- Students will be able to understand the direct proportionality between Spirituality and Positivity and how Psychology can be utilized for the same

Pre-requisites: The students must possess fair understanding of positive psychology

Course Contents/Syllabus:	Weightage
Module I Basic Concepts	20%
Meaning and Nature History of Spirituality Spirituality, religion and faith Theories and Definitions of Spirituality Spiritual Development	
Module II Spirituality and Positive Psychology	10%
Relation to Positive Psychology Higher or Ultimate Potential Concept of Gods and Goddesses, Masters and Guardian Angels Concept of Reincarnation, Life after death	
Module III Positivity in Spiritual Traditions	15%
Major traditions in India: Hinduism, Islam (including Sufism), Christianity, Sikhism, Buddhism and Jainism. Other traditions: Baha’I Faith, Judaism, Confucianism, Paganism, Taoism, Unitarian Universalism Learning’s from various scriptures	
Module IV Positivity in Spiritual Literature	15%
Spiritual literature across the world Vedanta (Swami Vivekananda) and Advaita Spirituality & Ramayana, Mahabharata, Bhagvad Gita, Patanjali Yoga, Guru Granth Sahib, Quran etc Utilising Spiritual literature in different settings Spiritual Storytelling : Concept and Relevance	
Module V Enhancing Positivity through Spirituality	

Universal human values Yoga and Meditation Benefits of paying attention to Spiritual Dimension Awareness, Forgiveness, Contentment Ego and Self Dealing with Stress, Loss, Grief and Bereavement Karma Theory: Right Action	20%
Module VI Research and Applications in the area of Spirituality	
Descriptions/topics	
Recent research in the area of Spirituality Spiritual care Spiritual Well being Stress management through Spirituality Spirituality and Personal Qualities (traits)	10%

Student Learning Outcomes:

- Demonstrate the idea of Eastern and Western perspectives in spirituality and positive living.
- Apply Spiritual techniques to positively manage self and others behavior through various spiritual techniques.
- Develop an insight on how psychology helps us understand Spirituality and Positivity.

Pedagogy for Course Delivery:

The class will be taught using theory and examples from the field. In addition to the same, the learner would be asked to reflect on the understanding of the concepts. The instructor would provide recent research papers in the area in order for the learner to reflect.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Newberg A & Waldman M (2010) How God changes your Brain. Ballantine Books
- Grof, S. (1976). Realms of the Human Unconscious. E.P. Dutton, New York.
- Helminiak, D. (1987). Spiritual Development. Loyola University Press, Chicago.
- Ron Valle (1998). Phenomological Inquiry in Psychology: Existential and Transpersonal Dimensions. Plenum Press, New York.
- Sri Nisargadatta Maharaj, I Am That, Acorn Press, 1990.
- Steiner, R. (1994). How to know Higher Worlds: A Modern Path of Initiation. New York: Anthroposophic Press.
- Steiner, R. (1994). Theosophy: An introduction to the Supersensible Knowledge of the World and the Destination of Man. London: Rudolf Steiner Press.



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Dissertation Course - Course Code: NMP-410

Course Title: Dissertation Course

Credit Units: 8

Course Level: PG Level

Course Code: NMP-410

Course Objective:

- To enable the students practical exposure in their core area of interest (Clinical setting, special education, NGO etc.) and professional training.
- To develop report writing skills and formulation of case presentation.
- To develop research orientations and enhance skills in Research Methodology.

Duration: Four Months (Jan. - April)

Guidelines for Dissertation:

- 1) Topic
- 2) Introduction
- 3) Review of literature
- 4) Research Methodology
- 5) Result
- 6) Interpretation and Discussion
- 7) Conclusion
- 8) References
- 9) Appendix
- 10) Plagiarism

Examination Scheme:

Report Writing	:	30	Marks
Internal Faculty Interaction	:	20	Marks
Viva Voce	:	25	Marks
Presentation of Dissertation	:	25	Marks

Total **100 Marks**



Model Framework for Programme Structure & Curriculum

Institution: AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

Programme Title: M.A. APPLIED

PSYCHOLOGY Duration of the program (in

yrs): 2 Years

Level – PG

Batch – 2019-2021

Semesters: 4

Programme Mission To provide excellent education at par with international standards to professionally train students who will become adept at fundamentals of applied psychology making careers in applied psychology and allied. The emphasis of applied psychology Programme is on the principles of scholarly excellence leading to analytical interdisciplinary collaboration, and wide-ranging humanistic services to focus on preventive and curative approach promote Positive Mental Health in Society. Thus, creating Critical Work-Force groomed to provide services in v settings namely, educational institutions, corporate, primary and tertiary health care setting, policy-developing ins etc.

Programme Description: The M.A. in Applied Psychology Programme at Amity Institute of Psychology & Sciences (AIPS) gives a broad background in practical applications, experimental methodology and construction. In Semester III and IV, students are given an opportunity to choose and specialize in their area of in Through application based training students learn to integrate theory with practice and get hands on experience make them adept applied psychologists. The program trains the students to be skilled across various application Applied Psychology.

Programme Structure as per prescribed Programme model Framework**Semester I**

S.No.	Course Code	Course Title	Course Type	L	T	P	Credit Units
1	PSY-121	Cognitive Psychology	Core Course	2	1	-	3.00
2	PSY-122	Research Methodology in Psychology	Core Course	3	1	-	4.00
3	PSY-123	Personality Theories	Core Course	2	1	-	3.00
4	PSY-124	Philosophical foundations in Psychology	Core Course	2	1	-	3.00
5	PSY-125	Health Psychology	Core Course	2	1	-	3.00
6	PSY-126	Applied Behavioural Analysis	Core Course	2	1	-	3.00
7	NOS-127	Observational Study	Non Teaching Credit Course	-	-	-	2.00
8	PSY-120	Psychology- Advanced Practical - I	Core Course	2	1	-	2.00
9	BCP 141	Advanced Communication II	Value Added Course	1	-	-	1.00
10	BSP 143	Behavioural Science – II	Value Added Course	1	-	-	1.00
11	FLP 144	French	Value Added Course	2	-	-	2.00

Semester II

S.No.	Course Code	Course Title	Course Type	L	T	P	Credit Units
1	PSY-221	Applied Positive Psychology	Core Course	2	1	-	3.00
2	PSY-222	Statistics and Qualitative Analysis	Core Course	3	1	-	4.00
3	PSY-223	Psychological Assessment and Diagnosis	Core Course	2	1	-	3.00
4	PSY-224	Applied Counselling Psychology	Core Course	2	1	-	3.00
5	PSY-225	Psychopathology - I	Core Course	2	1	-	3.00
6	PSY-220	Psychology- Advanced Practical - II	Core Course	-	-	6	3.00
7	NFW-226	Field work	Non Teaching Credit Course	-	-	-	2.00
8	BCP 241	Advanced Communication II	Value Added Course	1	-	-	1.00
9	BSP 243	Behavioural Science – II	Value Added Course	1	-	-	1.00
10	FLP 244	French	Value Added Course	2	-	-	2.00

Semester III

S. No.	Course Code	Course Title	Course Type	L	T	P	Credit Units
1	PSY-321	Organisational Development: Change and Intervention Strategies	Specialisation Elective Course	2	1	-	3.00
2	PSY-322	Psychology of Human Strength	Specialisation Elective Course	3	1	-	3.00
3	PSY-323	Basics of Neuropsychology	Core Courses	2	1	-	3.00
4	PSY-324	Positive Interventions in Health	Specialisation Elective Course	2	1	-	3.00
5	PSY-325	Positive Psychology and Well Being	Specialisation Elective Courses	2	1	-	3.00
6	PSY-326	Psychological Practices in Organisation and Corporate Social Responsibility	Specialisation Elective Course	2	1	-	3.00
7	PSY-327	Occupational Stress Management	Specialisation Elective Course	2	1	-	3.00
8	PSY-328	College and Career Counselling	Specialisation Elective Course	2	1	-	3.00
9	PSY-329	Organisational Psychology and Employee Counselling	Core Course	2	1	-	3.00
10	NTT-325	Treatise	Mandatory Course	2	1	-	3.00
11	NSP-320	Summer Internship(Evaluation)	Non Teaching Credit Course	-	-	-	4.00
12	BCP 341	Advanced Communication II	Value Added Course	1	-	-	1.00
13	BSP 343	Behavioural Science – II	Value Added Course	1	-	-	1.00
14	FLP 344	French	Value Added Course	2	-	-	2.00

Semester IV

S.No.	Course Code	Course Title	Course Type	L	T	P	Credit Units
1	PSY-421	Developmental and Educational Psychology	Core Course	2	1	-	3.00
2	PSY-422	Applied Social and Interpersonal Psychology	Core Courses	2	1	-	3.00
3	PSY-423	Family and Marital Therapy	Specialisation Elective Course	2	1	-	3.00
4	PSY-424	Psychology of Consciousness	Specialisation Elective Courses	2	1	-	3.00
5	PSY-425	Emotions and Implications	Specialisation Elective Course	2	1	-	3.00
6	PSY-426	Psycho-Oncology	Specialisation Elective Course	2	1	-	3.00
7	PSY-420	Psychology of Power	Specialisation Elective Courses	2	1	-	3.00
8	PSY-428	Workplace Diversity - Employee Coaching and Well Being	Specialisation Elective Course	2	1	-	3.00
9	PSY-429	Consumer Psychology	Specialisation Elective Course	2	1	-	3.00
10	NMP-420	Dissertation	Non Teaching Credit Course	-	-	-	8.00
11	PSY-427	Spirituality and Positive Growth	Specialisation Elective Course	2	1	-	3.00
12	BCP 441	Advanced Communication II	Value Added Course	1	-	-	1.00
13	BSP 443	Behavioural Science – II	Value Added Course	1	-	-	1.00
14	FLP 444	French	Value Added Course	2	-	-	2.00



Course structure: Cognitive Psychology - Course Code: PSY-121

Course Title: Cognitive Psychology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-121

Course Objectives:

- The objective of this course is to study the concept of cognition and its application in cognitive psychology.
- This will facilitate the students develop the cognitive skills in themselves and others.

Pre-requisites: The students must possess fair understanding of biological and cognitive function of brain

Course Contents/Syllabus:	Weightage
Module I: Historical Background	10%
<ul style="list-style-type: none"> ▮ Psychophysical approach ▮ Information processing approach ▮ Ecological Approach ▮ Contemporary Cognitive Psychology ▮ Consciousness Processes 	
Module II Attention	15%
<ul style="list-style-type: none"> ▮ Capacity and Attention ▮ Theories of Attention ▮ Neuropsychological architecture of attention 	
Module III Perception	15%
<ul style="list-style-type: none"> ▮ Perceptual learning and development ▮ Perception of shape, space and movement ▮ Implicit perception and sensory integration theory ▮ Weiner's theory of attribution. 	
Module IV Learning	15%
<ul style="list-style-type: none"> ▮ Major types of learning: Classical conditioning, Instrumental conditioning, Verbal learning ▮ Theoretical issues of learning 	
Module V :Memory & Forgetting	15%
<ul style="list-style-type: none"> ▮ Sensory memory, STM, LTM, Working memory ▮ Metamemory; Semantic & episodic Memory ▮ Models of Semantic knowledge ▮ Theories of forgetting ▮ Mnemonics 	
Module VI: Thinking and Concept Formation	15%
<ul style="list-style-type: none"> ▮ Concept formation and categorization ▮ Judgment and Decision-making ▮ Reasoning & Problem solving ▮ Creativity 	
Module VII: Language Formation	15%
<ul style="list-style-type: none"> ▮ Structure of language and its acquisition ▮ Speech perception ▮ Limitations ▮ Chomsky's Language development theory 	

Student Learning Outcomes:

- ▮ Getting theoretically and practically oriented to concepts of attention, perception, memory, learning, thinking, concept formation, language formation.
- ▮ Analyze each situation rationally and take decisions better and faster than others.
- ▮ Comprehend the role of mental processing in day today life and solving problems.
- ▮ Identify the building blocks that enable a student to identify one 's strengths and weaknesses so that they can further help others in doing so.

Pedagogy for Course Delivery:

The teaching would include Lectures, presentations, group discussions, and case studies from relevant areas of study.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:**Text:**

- ▮ Solso, R.L.,(2004), Cognitive Psychology, 6th ed.; Delhi: Pearson Education

References:

- ▮ Ittyearh, M., &Broota, K.D. (1983). Inter and Intra Model Processing of Sensory-Specific Information. *Perceptual and Motor Skills* 56. 507-517
- ▮ Mark, L.E. (1978). *Unity of the senses*. London: Academic Press
- ▮ Newell, A., & Simon H. (1972). *Human Problem solving*; NJ: Prentice Hall.
- ▮ Posner, M. (Ed.) (1989). *Foundations of cognitive science*. London: MIT Press
- ▮ Rock, I. (1995). *Perception*; NY: Scientific American
- ▮ Sen, A. (1983). *Attention and distraction*; ND: Sterling
- ▮ Baddeley, A.D. (1997). *Human memory*; Washington: Psychology Press.
- ▮ Crowder, R.G. (1976). *Principles of learning and memory*; NY: Lawrence Erlbaum.
- ▮ Demjber, & Warm, J.S. (1979). *Psychology of perception*; NY: Holt
- ▮ Gardner, H. (1985). *The mind's new science: A history of the cognitive resolution*; Cambridge Mass: Bert Books
- ▮ Sen, A.K. &Pande, P. (Eds.) (1998). *Current issues in cognitive psychology*, Delhi Campus
- ▮ Wilhit, S.C., & Payne, D.E. (1992). *Learning and Memory: The Basis of Behaviours*; Needham Heights, Mass: Allyn and Bacon



Course structure: Research Methodology in Psychology - Course Code: PSY-122

Course Title: Research Methodology in Psychology

Credit Units: 4

Course Level: PG Level

Course Code: PSY-122

Course Objectives:

- To introduce the basic principles of Research Methodology.
- To discuss in-detail the sampling, data collection, analysis of data and report writing
- To equip students with skills of various methods and techniques for scientific conduct of social science research

Pre-requisites: The students must possess fair understanding of Basics of research methodology

Course Contents/Syllabus:	Weightage
Module I: Introduction to Research Methodology	15%
<ul style="list-style-type: none">▮ Introduction to research methodology in social sciences▮ Objectives of social scientific research▮ Steps in research(including synopsis and report writing)▮ Double blind procedures.▮ Research Design: experimental and Non – experimental, quasi-experimental design, cross- sectional.▮ Types of research: Experimental research; Survey research; Ex-post-facto research, Case study and research based on documentation	
Module II: Problem, Hypotheses and Research Design	15%
<ul style="list-style-type: none">▮ What is a Research Problem? , Selecting the Problem ,Necessity of Defining the Problem Technique Involved in▮ Defining a Problem Hypothesis: definition, concept and types▮ Research design in exploratory, descriptive and casual research	
Module III: Sampling	20%
<ul style="list-style-type: none">▮ Concept, definition, Steps in Sampling Design, Criteria of Selecting a Sampling Procedure▮ Characteristics of a Good Sample Design,▮ Different Types of Sample and Sample Designs	
Module IV:Tools in data collection	20%
<ul style="list-style-type: none">▮ Case study▮ Survey▮ Rating Scale▮ Observation▮ Interview▮ Standardized psychometric tools	

Module V: Reliability, Validity and Tool Construction	20%
<ul style="list-style-type: none"> ▮ Concept of reliability and types ▮ Concept of validity and types ▮ Steps in tool construction ▮ Item difficulty, Item discrimination ▮ Norm development 	
Module VI: Qualitative Research	10%
<ul style="list-style-type: none"> ▮ Difference between qualitative and quantitative Research ▮ In-depth interviewing, case study, Ethnography, grounded theory, focus group, conversation analysis. ▮ Content analysis and Thematic Analysis 	

Student Learning Outcomes:

- ▮ On completion of the course the student will be able to understand, participate and conduct various steps involved in research.
- ▮ Differential understanding of appropriate techniques to be used in various types of scientific research in social sciences.

Pedagogy for Course Delivery: Lecture, Case presentation, Audio-visual

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Texts:

- ▮ Kerlinger, F. (1983), Foundations of Behavioural Research, Surjeet Publications, Delhi

References:

- ▮ Katz, and Kahn, (1979). Research in Behavioural Sciences, Methuen, USA
- ▮ Smith, Jonathan, A. (Ed.) (2003) – Qualitative Psychology: A Practical Guide to Research Methods, Sage Publications.



Course structure: Personality Theories - Course Code: PSY-123

Course Title: Personality Theories

Credit Units: 3

Course Level: PG Level

Course Code: PSY-123

Course Objectives:

- This course enables students to become familiar with the major theories and traditions related to the study of personality and personal growth.
- It further enables the student to articulate the underlined themes, methodology and assumption of each theory to enhance understanding of personality and behaviour.

Pre-requisites: The students must possess fair understanding of major personality theory

Course Contents/Syllabus:	Weightage
Module I: Introduction to Personality	
<ul style="list-style-type: none"> ▮ Nature of personality theory: Present status ▮ Theory in Broader perspective ▮ Grouping among theories: Different perspectives on personality 	10%
Module II: The Dispositional Perspective	
<ul style="list-style-type: none"> ▮ Type and trait approaches to personality ▮ Allport, Cattell & Eysenck. ▮ Alternative Five factor Model. 	20%
Module III: Psychoanalytic Approach	
<ul style="list-style-type: none"> ▮ The Freudian Theory of personality ▮ Topographic model, structural model. ▮ Instincts, tension reduction; defense mechanism 	20%
Module IV: The Neo Analytic Theory	
<ul style="list-style-type: none"> ▮ Alfred Adler: Striving for superiority; parental influence on personality development, birth order ▮ Carl Jung: Collective Unconscious ▮ Erik Erikson: Concept of Ego, Stages of Personality Development ▮ Harry Stock Sullivan: Personifications 	20%
Module V: Humanistic & Phenomenological Perspectives:	
<ul style="list-style-type: none"> ▮ Maslow's Hierarchy of Motives ▮ Existential Psychology 	15%
Module VI: Behavioural/ Cognitive approach	
<ul style="list-style-type: none"> ○ Skinners Radical Behaviours ○ Albert Bandura's Social-Cognitive theory 	15%

Student Learning Outcomes:

Illustrate various theories of personality.

Develop capability to apply knowledge of personality theories for self and societal growth

Pedagogy for Course Delivery: Lecture, Discussion, Audio Visual Aids, Case study, Psychological Training on personality assessment.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- ▮ Adams, D.P., (1990), An Introduction to Personality Psychology; New York: Harcourt brace & Javan vich.
 - ▮ Hall, C.S. & Lindzey, G. (1998), Theories of Personality; New Delhi: Wiley Eastern Ltd.
 - ▮ Feist, J. (1985), Theories of personality; New York, Holt Rineharat & Winston
- References:**
- ▮ Paranjpe, A.C. (1984), Theoretical Psychology, Meeting of East and West; New York, Penguin Press
 - ▮ Mairet, P. (1977), Existentialism & Humanism of J.P. Sartre; London, Methuen
 - ▮ Kuppuswamy, B. (1990), Elements of Ancient Indian Psychology; Delhi: Konark publishers
 - ▮ Allport, G.W. (1996), Pattern in Growth in Personality; New York: Holt Rinechart & Winton
 - ▮ McClland, D.C. (1951), Personality; New York: Holt Rinechart & Winston.
 - ▮ Cambridge, M.A. (1982) The Evolving Self Problem and Process in Human Development; New York: Harvard University Press
 - ▮ Monte, F.E. (1977) Beneath the Mask-An Introduction to Theories of Personality; New York: Prager.
 - ▮ Allport, G.W.(1961), Pattern & Growth in personality; New York; Halt
 - ▮ Hall, G.S. & Lindzey, G.(1985), Theories of Personality (3rd ed.). New Delhi; Wiley Eastern,.
 - ▮ Eysenck, H.J. (1981), Model of Personality. New York: Springer & Verlog.
 - ▮ Cattell, R.B. & Klings, P.(1977), The scientific analysis of Personality & Motivation: London Academic Press



Course structure: Philosophical Foundations in Psychology-Course Code: PSY-124

Course Title: Philosophical Foundations in Psychology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-124

Course Objectives:

- The objective of this course is to give an exposition to the philosophical background to psychology and the development of the discipline from the various schools of philosophy

Pre-requisites: The students must possess fair understanding of basic concept philosophy

Course Contents/Syllabus:	Weightage
Module I - Introduction to Philosophy of Psychology & Indian Philosophy	
Focus on UnusMundus Materia Prima, Psyche, Universal Indian Philosophy	20%
Module II- Greek Philosophy & Medieval Philosophy	
Pre-Socratic Philosophers Socrates, Plato and Aristotle Patristic Philosophy – Focus on Augustine, Scholastic Philosophy – Focus on Aquinas	20%
Module III Modern Philosophy Including Existential Philosophy & Logic	
Modern Philosophy Including Existential Philosophy Logic	20%
Module IV - Schools of psychology	
Structuralism Functionalism Gestalt Psychoanalysis Behaviourism	20%
Module V- Forces	
Humanistic Transpersonal Spiritual	20%

Student Learning Outcomes:

- Analyzing the history and development of psychology as a discipline through a discussion of various schools in psychology.
- Employing reasoning and logic that further leads to ability to contribute new perspectives to the field.
- Defining the different perspectives of Indian schools of Psychology

Pedagogy for Course Delivery:

The class will be taught using theory and case based method. In addition to assigning the application based teaching through lectures, , tutorial and field assignment .

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- ▮ Radhakrishnan, S. (2003). Indian Philosophy, Vol. 1 & 2. New Delhi; Oxford University Press.
- ▮ Pojman, L. (2002). Philosophy, Quest for Truth. New York; Oxford University Press.

Any other Study Material:

- ▮ Sorley, W.R. (1999). A History of Philosophy. New Delhi; Omsons Publications.
- ▮ Cunningham, G.W. (1999). Problems of Philosophy. New Delhi; Omsons Publications.
- ▮ Angermeier, W.F. (1984). The Evolution Of Operant Learning and Memory, A Comparative Ethological Psychology
- ▮ Brennan, J.F., (1982) History of Modern Psychology.



Course structure: Heath Psychology - Course Code: PSY-125

Course Title: Heath Psychology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-125

Course Objectives:

- This course will provide each student to explore many ways in which psychological theory can impact on health, health behavior and health care systems. With a particular focus on how to promote health across a range of settings this course will be relevant for students who want to work in health settings.
- The course will provide an insight into how psychology can be used to understand important health issues for example – patient adjustment to chronic illness, how to motivate patients to change their health-related behavior or how lifespan influences shape our health beliefs and behaviors.

Pre-requisites: The students must possess fair understanding of mind body relationship

Course Contents/Syllabus:	Weightage
Module I - Introduction to Health	
Historical perspective on Health & Illness, Mind-Body Issue in Health, Models of Health Behavior. <ul style="list-style-type: none"> ▮ Introduction to Health ▮ Individual difference in health behavior ▮ Goals of Health Psychology ▮ Introduction to Medical Psychology ▮ Concept of Behavioral Medicine ▮ Psychosomatic medicine ▮ Sociology of Health and Illness ▮ Mind- Body relationship ▮ Socio cultural Model of Health ▮ Health and Ill Health ▮ Personal Control Model of Health 	20%
Module II- Social Support and Health	
Factors for Personality & Health Link, Types of Social Support, Link between social support & Health, Cross Cultural Images of Health. <ul style="list-style-type: none"> ▮ Illness and Personality ▮ Physiological Mechanisms Vs Health Behavior ▮ Various types of personality dealing with Health ▮ Introduction to Social Support ▮ Types of Social Support ▮ Social Support for People suffering with various health problems ▮ Perception of Health in different cultures ▮ Limitations of Health in various cultures ▮ Motivating Healthy Behavior in patients 	20%
Module III Life Style Disorders	

Coronary Heart Disease, Hypertension, Cancer, and Diabetes: Overview, Implications & Pain Management <ul style="list-style-type: none"> ▮ Introduction to all the lifestyle disorders ▮ Types of Lifestyle Disorders ▮ Psychological Interventions for Lifestyle Disorders ▮ Adaptation to any lifestyle disorder ▮ Caring for someone having any lifestyle disorder ▮ Lifestyle Management techniques ▮ Pain Management ▮ Introduction to Pain Management 	20%
<ul style="list-style-type: none"> ▮ Types of Pain ▮ Theories of Pain ▮ Psychological Aspect of Pain ▮ Pain Management Techniques 	
Module IV - Health Enhancing Behavior	
Dimensions & Coping with Stress, Improving Health & Well Being, Enhancing Support. <ul style="list-style-type: none"> ▮ Introduction to Stress ▮ Types of Stressors ▮ Symptoms of Stress ▮ Relationship between Psychological and Physiological Health ▮ Stress coping Strategies ▮ Attaining complete well being 	20%
Module V- Health Behavior Modification	
Cognitive Behavioral approach, Relapse Prevention, Attitude & Health-Belief Model <ul style="list-style-type: none"> ▮ Introduction to all the techniques for health modification ▮ Introduction to trans theoretical model of health ▮ Theory of planned behavior ▮ Health Belief Model. ▮ Application of each model in detail 	20%

Student Learning Outcomes:

- ▮ Analyzing Historical perspective on Health & Illness
- ▮ Introduction on how theoretical and empirical findings are applied to improve the lives and development of individuals and groups with the help of health psychology.
- ▮ Analyze and critically evaluating fundamental issues, arguments, and points of view in health psychology

Pedagogy for Course Delivery: The class will be taught using theory and case based method. In addition to assigning the case studies, the course instructor will spend considerable time in making the students learn different approaches to health and application of psychology in health issues.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- ▮ Luria, A.R. (1966), Higher cortical functions in man, New York, basic books.
- ▮ Hecaen, H. and Albert, M.L. (1978), Human Neuropsychology, New York, John Wiley and Sons.

Any other Study Material:

- ▮ Lhermitte, F. (1986) Human Autonomy and the Frontal Lobes. Part II: Patient Behaviour in complex and social situation: The “Environmental Dependency Syndrome”. *Annals of Neurology*, 19, 335- 343.
- ▮ Strub and Black “Neuro-behavioural Disorder”
- ▮ Taylor, SE (1986) *Health Psychology* Random House, New York



Course structure: Applied Behavioural Analysis-Course Code: PSY-126

Course Title: Applied Behavioural Analysis.

Credit Units: 3

Course Level: PG Level

Course Code: PSY-126

Course Objectives:

- In this course students will learn about the basic principles of learning that govern human behavior as well as how these principles can be applied in various settings
- To help individuals reach their maximum potential. Students will also learn how to measure and analyze behavior in order to evaluate learning.

Pre-requisites: The students must possess fair understanding of basic learning theories

Course Contents/Syllabus:	Weightage
Module I Introduction to Applied Behaviour Analysis	10%
<ul style="list-style-type: none"> ▮ A basic introduction to behavior analytic principles ▮ Definitions ▮ Characteristics ▮ Processes ▮ Concepts 	
Module II Theoretical Perspectives	25%
<ul style="list-style-type: none"> ▮ Selectionism (phylogenetic, ontogenic, cultural) ▮ Determinism ▮ Empiricism ▮ Parsimony ▮ Pragmatism ▮ Radical behaviorism ▮ Methodological behaviorism ▮ Structuralism 	
Module III Acquisition and Analysis of Behaviour	25%
<ul style="list-style-type: none"> ▮ Shaping ▮ Prompting and transfer of stimulus control ▮ Behavioral chaining ▮ Behavioral skills training ▮ Conceptual analysis of behavior ▮ Experimental analysis of behavior, ▮ Applied behavior analysis ▮ Behavioral technologies 	
Module IV Behavior Analysis Interventions	20%
<ul style="list-style-type: none"> ▮ Habit Reversal ▮ Behavioral Contracts ▮ Token Economies ▮ Fear/Anxiety Reduction ▮ Cognitive Behavior Modification 	
Module V Ethical Issues	20%
<ul style="list-style-type: none"> ▮ Behavioral assessment ▮ Selecting behavioral outcomes ▮ Selecting behavioral strategies ▮ Ethical and professional standards issues relevant to the practice of behavior analysis 	

Student Learning Outcomes:

- ▮ Describe the history and defining features of applied behavior analysis.
- ▮ Describe the goals and methods of research in applied behavior analysis.
- ▮ Identify, explain, and apply basic behavior analytic principles.
- ▮ Describe behavior change procedures and their relationship to basic behavioral principles.
- ▮ Describe the functional model of intervention selection and application.

Pedagogy for Course Delivery:

A lecture and discussion format will be used. Chapters and readings will be assigned for each class. Lectures will supplement the reading material or will present new information related to, but not contained in, the readings.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

Cooper, J. O., Heward, W. L., & Heron, T. E. (2007). Applied Behavior Analysis. Pearson Education.

Miltenberger, R.G. (2012). Behavior Modification (5th Ed.). Belmont, CA: Wadsworth/Thomson Learning



Course structure: PSYCHOLOGY ADVANCED PRACTICAL I - Course Code: PSY-120

Course Title: PSYCHOLOGY ADVANCED PRACTICAL I

Credit Units: 2

Course Level: PG Level

Course Code: PSY-120

Course Objectives:

- This course will provide each student with an exposure to the general concepts of psychology through experimentation and testing. Every student is expected to perform and write any 6 practical's each out of the following options.

Pre-requisites: The students must possess fair understanding of psychometric assessment

Course Contents/Syllabus :	Weightage
<p>List of Experiment</p> <ul style="list-style-type: none"> ▮ Personality Assessment NEO-PI ▮ WAPIS ▮ Employee Motivation Scale ▮ Advanced Progressive Matrices (APM) ▮ Personal Value Questionnaire ▮ Job Satisfaction Scale ▮ Practicing Wisdom Scale ▮ Sentence Completion Test 	100%

Student Learning Outcomes:

- ▮ Ability to administer, analyze and interpret results from various psychological tools.
- ▮ Expanded knowledge of various assessment procedures

Pedagogy for Course Delivery:

The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical(%)	End Term Examination
30%	70%	100%

Lab/Practical Assessment:

Continuous Assessment/Internal Assessment			End Term Examination
Components	Practical File	Attendance	
Weightage	25%	5%	70%



Course structure: Observational Study - Course Code: NOS-127

Course Title: Observational Study

Credit Units: 2

Course Level: PG Level

Course Code: NOS-127

Course Objectives:

- To enable the students with the practical exposure in the area of mental health, this in turn will be the pathway to their personal and professional training.
- To develop skill to establish therapeutic communication with the psychiatric/ non psychiatric population.
- To be able to use psychological theoretical knowledge in to clinical settings.
- To be able to develop report writing skills.

Duration: Four Months (Aug. – Nov.)

Methodology:

Students get opportunity in clinical Institutes e.g. Mental Hospital, NGOs and clinics. They will be guided by an internal and external supervisor. Students will submit at least one case study at the end of semester. **Examination Scheme:**

Internal Faculty Interaction	20 Marks
Feedback from External Supervisor	20 Marks
Viva Voce	30 Marks
Report Writing	30 Marks
Total	100 Marks



Course structure: Applied Positive Psychology - Course Code: PSY-221

Course Title: Applied Positive Psychology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-221

Course Objectives:

- To enable students to understand in depth, the theory and research related to Positive Psychology
- To equip students with skills to develop the use of different aspects of Positive Psychology in themselves and others in everyday life.

Pre-requisites: The students must possess fair understanding of basic concept of positive psychology

Course Contents/Syllabus:	Weightage
Module I Introduction to Positive Psychology	20%
Historical back ground, Various Perspectives, Basic Concepts	
Module II Psychological Testing in Positive Psychology	20%
Importance of assessment in positive psychology Ethical Issues Areas of Assessment (Optimism, Life Satisfaction, Gratitude, Happiness, Strength, Motivation, Close relationships, Attachment)	
Module III Research Methods and Evaluation	20%
Assessment of positive emotions, character strengths, and meaning in life. Reliability and Validity	
Module IV Approaches in Individual and Positive Psychology	20%
Emotion-Focused Approaches Self- Based/Narrative Approaches Behavioural Approaches Cognitive Approaches Interpersonal Approach	
Module V Positive Interventions	20%
Theoretical, empirical, and experiential nature of positive interventions	

Student Learning Outcomes:

- o Develop insight into the traits, virtues, motives to facilitate happiness.
- o Understanding basic principles and terminologies in positive psychology.
- o Apply experimental nature of positive interventions

Pedagogy for Course Delivery: The class will be taught using theory and case-based method. In

In addition to assigning the case studies, the course instructor will create learning environments that encourage positive social interaction, active engagement in learning, interventions and self-motivation so that the students recognize, participate in, and contribute to positive psychology in professional domains.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Goleman & Daniel, Emotional Intelligence
- C. R. Snyder, Shane J. Lopez, The Handbook of Positive Psychology
- C. R. Snyder, Shane J. Lopez, Positive Psychology: The Scientific and Practical Explorations of Human Strengths
- Rich Gilman, Michael Furlong, E. Scott Huebner, A Handbook of Positive Psychology in Schools
- Ilona Boniwell, Positive Psychology in a Nutshell
- Seligman Martin : Authentic Happiness Frankl, Victor : Man’s search for meaning
- Positive Psychology: Baumgardner and Crothers



Course structure: Statistics & Qualitative Analysis - Course Code: PSY-222

Course Title: Statistics & Qualitative Analysis

Credit Units: 4

Course Level: PG Level

Course Code: PSY-222

Course Objectives:

- This course would help students understand basic concepts of statistics and qualitative techniques as applied to psychology.

Pre-requisites: The students must possess fair understanding of basic concept of statistical methods

Course Contents/Syllabus:	Weightage
Module I: Introduction	20%
Data: definition, nature, characteristics and analysis of data	
Parametric and non-parametric statistics (Chi Square)	
Descriptive statistics and inferential statistics	
Quantitative and Qualitative data analysis	
Module II: Hypothesis testing	20%
Z test, t test, one way and two way ANOVA	
Module III: Correlation	20%
Meaning, types: parametric, non-parametric and special correlation(Phi Co-efficient)	
Module IV: Regression	20%
Meaning, types: simple linear and hierarchical correlation	
Module V: Introduction to Qualitative analysis	20%
Content analysis, narrative analysis, grounded theory	

Student Learning Outcomes:

- Analyze the basic concept of statistics in psychology
- Explore parametric and non parametric statistical analysis
- Illustrate hypothesis testing
- Apply qualitative data analysis

Pedagogy for Course Delivery: Lecture, Discussion, Audio Visual Aids

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- Garrett, H. E. Statistics in Psychology and Education. India: Cosmo Publication
- Bear, G., King, & Minium, E. W. (1970). Statistical Reasoning In Psychology And Education. India
- Strauss, A.L. (1987). Qualitative Analysis for Social Scientists. Cambridge University Press



Course structure: Psychological Assessment & Diagnosis - Course Code: PSY-223

Course Title: Psychological Assessment & Diagnosis

Credit Units: 3

Course Level: PG Level

Course Code: PSY-223

Course Objectives:

- The course teaches the students about the objectives, characteristics and wide-ranging effects of psychological testing.
- It further describes the various testing methodologies and outlines capabilities and limitations of these testing methods.

Pre-requisites: The students must possess fair understanding of psychometric assessment

Course Contents/Syllabus:	Weightage
Module I Introduction	25%
Purpose of testing, types of test used, Bias & Fairness	
Ethical Issues in Psychological Testing	
Overview of Tests	
Norms, Scoring Interpretation and Report Writings	
Issues in measurement Emerging trends of online testing	
Module II Cognitive functions and their assessment	20%
Concept of Attention,	
Knox Cube Test	
PGI Memory Scale	
Cognitive Style Inventory	
Intelligence Tests	
Bhatia Battery Weschler's Adult Performance Intelligence Scale Raven's Progressive Matrices	
Module III Personality and Interpersonal Adjustment	10%
Cattell's 16 Personality Factor Inventory	
California Q-Sort Tests	
Myers Briggs Type Indicator (MBTI)	
Minnesota Multiphasic Personality Inventory EPQ (R)	
Module IV Aptitude Tests	10%
Introduction to Interest Inventories Differential Aptitude Test	
Module V Projective Tests	25%
Introduction to projective test	
Sentence Completion Test	
Thematic Apperception Test	
Rorschach Inkblot Test	

Student Learning Outcomes:

- ▮ Develop capabilities of assessment of tools, methodologies and testing procedures.
- ▮ Demonstrate ability to handle ethical concerns surrounding psychological testing
- ▮ Apply the learning of test conduction and report generation in real life setting
- ▮ Demonstrate the ability to handle psychological assessment

Pedagogy for Course Delivery: The course would be an eclectic mix of theory and administration of psychometric tools. The theory of tool development would be followed by applications of the tools in various testing scenarios.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

Freeman, F. S., (1965), Theory and Practice of Psychological Testing; New Delhi: Oxford & IBTT.

References:

- ▮ Jackson C., (1998), Understanding Psychological Testing; Jaico Publishing House.
- ▮ Anastasi A. & Urbina S. (2000), Psychological Testing, 7th Edition; Person Education (Singapore) Pte. Ltd.,
- ▮ Guilford J.P.: Psychometric Methods.



Course structure: Applied Counselling Psychology- Course Code: PSY-224

Course Title: APPLIED COUNSELLING PSYCHOLOGY

Credit Units: 3

Course Level: PG Level

Course Code: PSY-224

Course Objectives:

- The course offers good progression to those seeking to attain a accredited counsellor status and further enhance their functional role at work and in a personal capacity.

Pre-requisites: The students must possess fair understanding of basic counselling approach

Course Contents/Syllabus :	Weightage
Module I Foundation: The Art and Science of Helping	20%
<ul style="list-style-type: none"> ▣ Meaning, purpose and goals of counselling with special reference to India ▣ Difference between Counseling & other associated helping professions (psychotherapy, psychiatry, social work, guidance etc.). ▣ Professional and Ethical issues in Counselling. ▣ Counselor as a person: Personal characteristics; a composite model of human effectiveness, role of self-awareness in counselling. ▣ The Counselors Values and Ethical Principles: Influences of counsellor's values on clients, values; importance of valuing human freedom. ▣ Role and Function of the Counselor: Definition of 'Role'; Generic roles; organizing roles & functions. Influence of setting the dynamic nature of role development. 	
Module II Counselling Process	10%
<ul style="list-style-type: none"> ▣ Counselling relationship. ▣ Counselling interview education and training of the counsellor. 	
Module III Theories and Techniques of Counselling: Psychodynamic Approaches	10%
<ul style="list-style-type: none"> ▣ Freudian ▣ Neo Freudian ▣ Modern 	
Module IV :Humanistic Approach	10%
<ul style="list-style-type: none"> ▣ Existential ▣ Client Centered 	
Module V Cognitive Approach	10%
<ul style="list-style-type: none"> ▣ Rational emotive ▣ Transaction analysis 	
Module VI Behavioral Approaches	20%
Descriptors/Topics	
<ul style="list-style-type: none"> ▣ Operant conditioning ▣ Behavior Modification ▣ Indian approaches to counseling: Triguna Model 	
Module VII Basic Counselling Skills	

Descriptors/Topics <ul style="list-style-type: none"> ▮ Using basic counselling skills to organize and interview, setting goals for counselling ▮ Empathy, Facilitation & Exploratory Skills, Offering challenges and feedback, skills of confrontation, Self-disclosure by counsellor – when and how ▮ Managing resistance and other obstacles in counselling. ▮ Skills of closure and terminating 	10%
Module VIII Counselling Applications	
Descriptors/Topics <ul style="list-style-type: none"> ▮ Child Counselling ▮ Family Counselling ▮ Counselling in School ▮ Career Counselling Alcohol & Drug Abuse ▮ Group Counselling ▮ Crisis Intervention Counselling ▮ Indian Contribution – Yoga & Meditation 	10%

Student Learning Outcomes: Student will be able to:

- ▮ Evaluate counseling & other associated helping professions.
- ▮ Formulate new techniques to apply in natural settings.
- ▮ Analyze the roles and responsibilities of a trained counselor coupled with skills based knowledge of various helping models.

Pedagogy for Course Delivery: Through lecture, role-play, video feedback and the use of creative (expressive) arts, students are provided an in-depth experience in skill development using individual and small group counseling and therapy.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- ▮ Patri, V., & Anthors R. (2001), Counseling Psychology, Press, New Delhi.

References:

- ▮ Nelson R. Jones, (2003), Basic Counselling Skills; Sage Publication, London.
- ▮ Gerald C. (2001), Case Approach to Counselling Psychology; Brooks/Cole, Australia.
- ▮ Crouch a. (1997), Inside Counselling; Sage Publication, London.
- ▮ Ivey A.E. & Ivey M.B., (1999), Intentional Interviewing & Counselling, 4th Edition.
- ▮ Woolfe R. & Dryden W. (2001) Handbook of Counselling Psychology; Sage Publication, London.



Course structure: Psychopathology-I - Course Code: PSY-225

Course Title: Psychopathology-I

Credit Units: 3

Course Level: PG Level

Course Code: PSY-225

Course Objectives:

- The students will understand signs and symptoms of psychopathology.
- Students will be able to assess the symptoms, nature, causes and dysfunctions associated with these disorders and discuss the intervention programs with regard to the goals of therapy. It also discusses new age psychological disorders.

Pre-requisites: The students must possess fair understanding of abnormal psychology

Course Contents / Syllabus:	Weightage
Module I Introduction to Psychopathology	20%
Concept and History of mental illness, Terms and concepts used in Psychopathology, Description of Symptoms and Signs, Organizing principles of classification (Organic and functional; Neurosis and Psychosis; Categories, dimensions, and multiple axes; Hierarchies of diagnosis; Comorbidity), Current Psychiatric Classifications, i.e., DSM-V & ICD-10.	
Module II Anxiety disorders	20%
Classification of anxiety disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Generalized Anxiety Disorder and Social Anxiety Disorder (Social Phobia) and specific phobias, Panic Disorder, Panic Attack and Agoraphobia	
Module III Schizophrenia spectrum and other psychotic disorders	20%
Classification of psychotic disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Schizophrenia, Schizoaffective Disorder, Catatonia, Schizophreniform Disorder, Schizotypal (Personality) Disorder, Delusional Disorder, Brief Psychotic Disorder	
Module IV Depressive disorders	20%
Classification of Depressive disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia), Premenstrual Dysphoric Disorder	
Module V Bipolar and related disorders	10 %
Classification of Bipolar disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Bipolar I Disorder, Bipolar II Disorder, Cyclothymic Disorder	
Module VI New Age Psychological Disorders	10%
Skin Picking, Temper tantrums, Hoarding disorder, Gambling disorders, Internet Gaming Disorder	

Student Learning Outcomes:

- ▮ Identify different types of anxiety and mood disorders, their clinical picture and management
- ▮ Analyse Impact of socio-occupational & personal functioning.
- ▮ Formulate the case with the help of psychological testing.
- ▮ Plan Therapeutic programs for management based on goals of therapy

Pedagogy for Course Delivery:

- ▮ Theory classes using lecture & discussion mode
- ▮ Power point presentations including videos
- ▮ Assigning students task of collecting researches/case studies relevant to each topic in current times & then having an interaction based discussion in the class

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text References:

- ▮ Carson, R.C., Butcher, J.N. & Coleman, J.C. (1988). Abnormal psychology and modern life (8th ed.). Glenview, Illinois: Scott, Foreman & Co.
- ▮ Carr, A. (2001). Abnormal Psychology. Psychology Press.
- ▮ Davison, G.C., & Neale, J.M. (1986). Abnormal psychology: An experimental clinical approach. New York: John Wiley & Sons.
- ▮ Eysenck, H.J. (2005). Handbook of Abnormal Psychology. Pitman Medical Publishing Co. Ltd., London.
- ▮ Griez, Eric J. L., Faravelli, Carlo, Nutt David & Zohar Joseph (2002) – Anxiety Disorders – An Introduction to Clinical Management and Research, John Willey & Sons Inc, USA.



Course structure: Psychology-Advanced Practical II - Course Code: PSY-220

Course Title: PSYCHOLOGY-ADVANCED PRACTICAL II

Credit Units: 3

Course Level: PG Level

Course Code: PSY-220

Course Objectives:

- This course will provide each student with an exposure to the general concepts of psychology through experimentation and testing.
- Every student is expected to perform and write any 6 practical's each out of the following options

Pre-requisites: The students must possess fair understanding of Psychological Assessment

Course Contents/Syllabus :	Weightage
<p>List of Experiment</p> <ul style="list-style-type: none"> ▮ MBTI ▮ Eysenck's Personality Questionnaire-R (EPQ-R) ▮ TAT ▮ Comprehensive Interest Inventory ▮ Organization Climate Inventory ▮ Rorschach Inkblot Test ▮ Leadership Preference Scale ▮ Bell's Adjustment Inventory 	100%

Student Learning Outcomes:

- ▮ Ability to administer, analyze and interpret results from various psychological tools.
- ▮ Expanded knowledge of various assessment procedures

Pedagogy for Course Delivery: The class will be taught in a completely practical mode. The students would get an opportunity to apply the concepts that they have learnt in theoretical subjects practically.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical(%)	End Term Examination
30%	70%	100%

Lab/Practical Assessment:

Continuous Assessment/Internal Assessment			End Term Examination
Components	Practical File	Attendance	
Weightage(%)	25%	5%	70%



Course structure: Field Work - Course Code: NFW-226

Course Title: Field Work.

Credit Units: 2

Course Level: PG Level

Course Code: NFW-226

Course Objectives:

- To enable the students with the practical exposure in their core area of interest (Corporate Sector, NGOs, Hospitals etc.), which in turn will be the pathway to their personal and professional training.
- It will also help students to develop report writing skills.

Duration: Four Months (Jan. - April) Methodology:

Students get opportunity in diversified Institutes e.g. Corporate Sector, Schools, NGOs and Hospitals. They will be guided by an internal and external supervisor. Students will submit their reports after **90 Hrs of Fieldwork (15 days ■ 6hrs per day)** with their supervised daily reporting, at the end of the academic year. **The days for fieldwork are Friday & Saturday.** The student will submit the Log Sheet to their internal supervisor on every Monday.

Examination Scheme:

Internal Faculty Interaction	20 Marks
Feedback from External Supervisor	20 Marks
Viva Voce	30 Marks
Report Writing	30 Marks
Total	100 Marks



Course structure: Organizational Development - Course Code: PSY-321

Course Title: Organizational Development

Credit Units: 3

Course Level: PG Level

Course Code: PSY-321

Course Objectives:

- Students will be able to learn about the problems within an organization and how different types of intervention will be required to deal with the problems encountered.
- The student learns organizational development and interventions and how a manager could act as an agent of change.

Pre-requisites: The students must possess fair understanding of concept of organizational relationship

Course Contents/Syllabus:	Weightage	
Module I : Organizational Development	20%	
<ul style="list-style-type: none"> ▣ Concept of OD: Definitions, values and assumptions ▣ Historical development of OD: ▣ Theoretical basis of OD: ▣ Characteristics of OD: ▣ Process of OD: OD cycle 		
Module II Organizational Change		16%
<ul style="list-style-type: none"> ▣ Concept of planned and unplanned change ▣ Models of change: ▣ Resistance to change: ▣ Mobilizing individuals and policy makers for change: role of change agents (managers). ▣ Action research approach to organizational change ▣ Process consultation approach to organizational change 		
Module III OD Interventions: An Overview		
<ul style="list-style-type: none"> ▣ Concept and definition: OD intervention and training ▣ Classification of OD interventions ▣ Issues and concerns in conducting effective OD intervention: Nuances of conducting an effective OD program, Skills of an OD consultant, Dynamics of the consultant client relationship, OD and political issues, creating an effective climate for OD initiatives. ▣ Milestones for OD: Handling current and future challenges- globalization, IT, and market economy, mergers and acquisitions, virtual organizations, diverse workforce, outsourcing, flexi work hours, OD and knowledge organizations, ▣ OD interventions: Indian scenario 		
Module IV: OD Interventions: Individuals, Interpersonal, and Team	16%	
<ul style="list-style-type: none"> ▣ Encounter groups ▣ Coaching and mentoring ▣ Techniques used in team building: Role analysis technique, Force field Analysis 		
Module V: OD Interventions: Intergroup, Comprehensive, and structural		16%
<ul style="list-style-type: none"> ▣ Organizational mirror interventions ▣ Grid OD ▣ Total Quality Management ▣ Reengineering 		
Module VI: Strategic Management		
<ul style="list-style-type: none"> ▣ Strategic management: Strategic Planning and execution, Vision, Mission, action steps, evaluation and assessment. ▣ OD and strategic management 		

Student Learning Outcomes:

- ▮ Critically evaluate the theories and models applicable to organizational development and more generally to change management and apply them to a practical context.
- ▮ Critically assess the impact organizational development has on the management of human resources.
- ▮ Design and administer OD interventions

Pedagogy for Course Delivery: The class will be taught using theory and case based method.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Assessment Plan:

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- ▮ Dwivedi, R. S. (2000). Managing human resources: Personal management; SPS Press: N. Delhi.
- ▮ Haslam, S. A. (2002). Psychology in organization; Sage Publication: Thousand Oaks.
- ▮ Tosi, L.H., Mrero, N.P. Johr R. Rizzo (1999) Managing organizational behaviour; Oxford: Blackwell.
- ▮ Walton, J. (1999). Strategic human resource development; Prentice – Hall: London.
- ▮ Jaeger, A.M., & Kanungo, R.N. (Eds.) (1990). Management in developing countries; Toronto: McGraw-Hill.
- ▮ Jaeger, A.M., & Mendonca, M. (1994). Work motivation: Models for developing countries; ND: Sage.
- ▮ Khandwalla, P.N. (1990). Excellent management in the public sector: Cases and models; ND: Vision Books.
- ▮ Peters, T.J., & Waterman, R.M. (1982). In search of excellence; NY: Harper Row.



Course structure: Psychology of Human Strength - Course Code: PSY-322

Course Title: PSYCHOLOGY OF HUMAN STRENGTH

Credit Units: 3

Course Level: PG Level

Course Code: PSY-322

Course Objectives:

- To understand the concept of the psychology of human strength, how it develops over time and how it contributes to the development and maintenance of mental Health.
- To understand the role personality, emotions and spirituality play in the psychology of human strength and the clinical, political, social and economic implications in human strength development and promotion.

Pre-requisites: The students must possess fair understanding of fact of strength and thinking

Course Contents/Syllabus:	Weightage
Module I Strengths and Virtues	15%
Character Strengths and Virtues Meaning and Purpose	
Module II Flow and Well-being	20%
Flow and Well-being: The Positive Self Constructive Cognition, Personal Goals, Social Embedding of Personality Personality as an Agentic, Self-regulating system	
Module III Facets of Strength	20%
<ul style="list-style-type: none"> ▮ Hope, ▮ Luck, ▮ Optimism, ▮ Intelligence, ▮ Judgement, ▮ Perspective, ▮ Volition and Resilience 	
Module IV Emotional Intelligence	15%
<ul style="list-style-type: none"> ▮ Emotional Intelligence ▮ Harnessing Power ▮ Socio-emotional Intelligence to enhance Human Agency and Potential 	
Module V Creativity	15%
Creativity & Creative Thinking	
Module VI Wisdom	15%
Wisdom & Decision Making	

Student Learning Outcomes:

- ▮ The Students will be able to correctly describe the meaning of virtues and Character strength and their purpose in life.
- ▮ Insight into basic concepts that develop inner strength in human beings.
- ▮ Develop skills to enhance human functioning in society.

Pedagogy for Course Delivery: The class will be taught using theory and case based method. In addition to assigning the application based teaching , the course instructor will create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation by utilizing their personal skills & strengths for the well being of self & society

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- ▮ Coping with stress in a changing world by Blonna, Richard A
- ▮ Character Strengths and Virtues : A Handbook and Classification (Perteson)



Course structure: Basics of Neuropsychology - Course Code: PSY-323

Course Title: Basics of Neuropsychology.

Credit Units: 3

Course Level: PG Level

Course Code: PSY-323

Course Objectives:

- To introduce the basic principles of Neuropsychology.
- To discuss in-detail the nervous system and its command center – the brain.
- To equip students with skills to consider and rule out a neuropsychological origin of the psychopathology.

Pre-requisites: The students must possess fair understanding of basic concept of neuropsychology

Course Contents/Syllabus:	Weightage
Module I Introduction	
Understanding the concept of Neuropsychology The rationale for Neuropsychological evaluation Common problems with brain damage	15%
Module II Plasticity of Brain	
Neuropsychological aspect of plasticity of brain Cerebral cortex and lateralization / localization of functions	20%
Module III Frontal lobe and Temporal lobe Functions and Syndromes	
Regulatory functions; Attentional processes; emotions; memory and intellectual activity; language and motor Functions Special senses – hearing, vestibular functions and integrative functions; disturbances in learning and memory functions, time perception and consciousness. Executive dysfunctions, Memory and Motor impairments	30%
Module IV Parietal and Occipital Lobe Functions and Syndromes	
Sensory functions and body schema perception; agnosias and apraxias; disturbances in visual space perception; color perception; writing and reading ability.	15%
Module V Introduction to Neuropsychological Assessment and Rehabilitation	
Neuropsychological Assessment Bender Gestalt Test Benton's Visual Retention Test Principles of Rehabilitation Approaches to Rehabilitation Planning, process and outcome of cognitive retraining.	20%

Student Learning Outcomes:

1. Describe the nature and basic principles of neuropsychology.
2. Identify the brain's levels and structures, and summarize the functions of its structures.
3. Plan and Execute basic level assessments for organic origin of psychopathology

Pedagogy for Course Delivery:

1. Lectures
2. Demonstrations
3. Case Studies

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- ○ Neuropsychology, a clinical approach, Walsh K. (1994), Churchill Livingstone: Edinburgh.
- ○ Textbook of Medical Physiology, Guyton, A.C. Saunders Company: Philadelphia.
 - th
- Foundations of physiological psychology, 6 ed., Carlson, N.R. (2005). Pearson Education Inc: India. Fundamentals of human neuropsychology, Kolb, B.I. Freeman & Company: NY.
- Handbook of Cognitive Neuroscience, Gazzaniga, M. S. (1984). Plenum Press: NY.
 - nd
- Textbook of postgraduate psychiatry, 2 ed., Vol 1 & 2, Vyas, J.N. & Ahuja, N (1999). Jaypee brothers: New Delhi.



Course structure: Positive Interventions in Health - Course Code: PSY-324

Course Title: Positive Interventions in Health

Credit Units: 3

Course Level: PG Level

Course Code: PSY-324

Course Objectives:

- Dissipate Knowledge of applications of positive psychology in intervention designing and administration.
- Develop an ability to perform need analysis for interventions
- Develop the skills to design content and deliver trainings/interventions based in positive psychology
- Help students establish the relationship between positive living and health

Pre-requisites: The students must possess fair understanding of positive psychology

Course Contents/Syllabus:	Weightage
Module I Module I: Positive Psychology and Health	20%
<ul style="list-style-type: none">• Psychological Health and Well being• Character Strengths and Virtues in relation to health• Positive Psychology and Organizational Enhancement	
Module II Designing Interventions	
<ul style="list-style-type: none">• Need analysis• Content development• Skills of positive interventionist	15%
Module III Gratitude Intervention	15%
<ul style="list-style-type: none">• How to measure gratitude• Findings in gratitude research• Gratitude interventions for children and adults	
Module IV Empathy Interventions	
<ul style="list-style-type: none">• What is empathy• Measurement of empathy• Empathy interventions	15%
Module V Enhancing flow and Engagement	15%
<ul style="list-style-type: none">• Research on flow and productivity• Interventions to enhance flow• Introductory activities to mindfulness	
Module VI: Issues in Positive Interventions	
<ul style="list-style-type: none">• Role of culture ,race and ethnicity• Person-activity fit• Ethical Practices in promoting positive psychology	20%

Student Learning Outcomes:

- Illustrate the use of various positive psychological constructs in everyday life.
- Skills to perform need analysis, design content and deliver trainings in positive psychology
- Developed the link between positive living and health.

Pedagogy for Course Delivery: Lecture, Discussion, Tool administration, Audio Visual Aids

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- ▮ Aracia Parks (2014) Positive Psychological Interventions
- ▮ Stewart I. Donaldson, Mihaly Csikszentmihalyi, Jeanne Nakamura (2011) Applied Positive Psychology: Improving Everyday Life, Health, Schools, Work, and Society (Applied Psychology Seriesby
- ▮ Robert Biswas-Diener(2010)Practicing Positive Psychology Coaching: Assessment, Activities and Strategies for Success



Course structure: Positive Psychology and Well Being - Course Code: PSY-325

Course Title: Positive Psychology and Well Being

Credit Units: 3

Course Level: PG Level

Course Code: PSY-325

Course Objectives:

- To enable students to achieve a thorough understanding of the concept of Well-Being and to apply and integrate the concepts in development of Positive and Healthy Self to contribute meaningfully to the Society

Pre-requisites: The students must possess fair understanding of Self-esteem and self-awareness

Course Contents/Syllabus:	Weightage
Module I Introduction to Well Being Descriptors/Topics • Psychological Health • Secret of happy mind and healthy life	20%
Module II Hope Optimism and Resilience Descriptors/Topics • Positive approach towards future • Benefits of Positive approach	20%
Module III Self Awareness, Personal Contract and Psychology of Relationships Descriptors/Topics • Understanding Self • Learning Personal Contract • Building Interpersonal relationships (social and psychological perspective) • Social Construction of Self	20%
Module IV Psychology of engagement Descriptors/Topics • Concept of Flow • Creativity and Productivity	20%
Module V Growing from Adversity Descriptors/Topics • Compulsive & Addictive Behaviour • Conflict Management • Stress Management and coping strategies	20%

Student Learning Outcomes:

- Description of concepts of well-being, optimism, resilience, self-awareness and other related principles.
- Development of healthy self by learning tools to manage adverse behaviour.
- Develop and design the model for healthy life and happy mind

Pedagogy for Course Delivery: The class will be taught using theory and case based method.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- ▮ Coping with stress in a changing world by Blonna, Richard A
- ▮ Character Strengths and Virtues : A Handbook and Classification (Peterson)



Course structure: Psychological Practices in Organisation & Corporate Social Responsibility - Course Code: PSY-326

Course Title: Psychological Practices in Organisation & Corporate Social Responsibility Credit Units: 3

Course Level: PG Level

Course Code: PSY-326

Course Objectives:

- To enable students to understand the concepts of psychology as applied in various aspects of human resources in organizations and
- To equip the students to develop modules in accordance with the optimum use of the same.

Pre-requisites: The students must possess fair understanding of organizational behaviour

Course Contents/Syllabus:	Weightage
Module I : Human Resource in Organization	
<ul style="list-style-type: none"> ▮ Structure of Human Resource Management ▮ Role and Responsibilities of the Human Resource Manager. ▮ Human Resource Policies - Formulation and Essentials of Sound HR Policies ▮ Creating CSR policies 	10%
Module II Acquisition of Human Resources	
<ul style="list-style-type: none"> ▮ Objectives, Policies and Process of Human Resource Planning, ▮ Job Analysis, ▮ Job Description, ▮ Job Specification, ▮ Recruitment, ▮ Selection, ▮ Induction, ▮ Placement, ▮ Promotion and Transfer. 	15%
Module III Development of Human Resources	
<ul style="list-style-type: none"> ▮ Learning, ▮ Training and Development, ▮ Evaluation and Performance Appraisal. 	15%
Module IV : Employment Testing	
<ul style="list-style-type: none"> ▮ Testing abilities, ▮ Testing personality, ▮ Testing skills and achievements, ▮ Ethical Issues in Testing 	15%
Module V: Corporate Social Responsibility	
<ul style="list-style-type: none"> ▮ Defining CSR ▮ CSR as a business philosophy ▮ CSR as a tool of Corporate Image Building ▮ CSR practices as a tool of talent acquisition ▮ CSR examples from the real world 	15%
Module VI: Emerging Trends and Challenges in HRM	
<ul style="list-style-type: none"> ▮ Increased concern for HRM, ▮ Removal of termination as a threat, ▮ Bimodal workforce, ▮ Lean and Mean organization, ▮ Dual career couples, 	15%

<ul style="list-style-type: none"> ▣ Benefits and health, ▣ working at Home, ▣ employee and ergonomics 	
Module VII: Social Influence and Safety Psychology	15%
<ul style="list-style-type: none"> ▣ Conformity, ▣ Compliance and Obedience. ▣ Safety management and safety psychology, ▣ Differential accident liability 	

Student Learning Outcomes: On completion of the course the student will be able to-

- ▣ Enable students to gain expertise in training and development and know about human resource management
- ▣ Apply principles, and application of HR practices.
- ▣ Demonstrate and apply training skills for groups

Pedagogy for Course Delivery: The class will be taught using theory, group discussions and case based method.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- ▣ Robert A. Baron and Donn Byrne, “Social Psychology: Understanding Human Interactions”, New Delhi, Prentice Hall of India, 7th Ed.,1995.
- ▣ John B. Miner, “Industrial - Organizational Psychology”, Singapore, McGraw-Hill, 1992.

References:

- ▣ S.C. Tailor, L.A. Peplau and D.O. Sears, “Social Psychology”, New Jersey, Prentice Hall Inc., 7th Ed.,1995.
- ▣ David S. Decenzo and Stephen P. Robbins, Personnel/Human Resource Management, Prentice Hall, New Delhi.



Course structure: Occupational Stress Management - Course Code: PSY- 327

Course Title: Occupational Stress Management

Credit Units: 3

Course Level: PG Level

Course Code: PSY- 327

Course Objectives:

- On completion of this course the student would be able to develop an insight into the modern day organizational setup and develop positive and preventive approaches to health promotion.
- Students will also be able to handle stress, anxiety and depression at workplace as they become future professionals. Their counseling, mentoring and coaching skills would also be strengthened.

Pre-requisites: The students must possess fair understanding of organization culture and job satisfaction

Course Contents/Syllabus:	Weightage
Module I Introduction to Occupational Stress	15%
<ul style="list-style-type: none"> ▮ Definition, concept of work place in relation to job satisfaction, productivity, profit ▮ Definition, concept of Occupational Stress (including distress, burnout, etc.) ▮ Need for ensuring mental health at workplace 	
Module II Stressors in Organisations	25%
Descriptors/Topics <ul style="list-style-type: none"> ▮ Understanding positive mental health ▮ Work place issues :: diversity management <ul style="list-style-type: none"> ○ gender issues ○ ethics and values ○ organizational vs. individual goals ○ change and re-organization ○ organizational justice ▮ Personal Issues: Resistances to change, Biases, Leadership Skills Overcoming hindrances to promotion of positive mental health 	
Module III Theoretical foundations of stress	15%
Descriptors/Topics <ul style="list-style-type: none"> ▮ Understanding stress, anxiety and depression at workplace ▮ Theories of stress ▮ Sources/ causes of stress ▮ Manifestations and consequences ▮ Coping and prevention strategies for work place stress ▮ BOSS v/s ROSS Syndrome 	
Module IV Techniques of Occupational Stress Management	20%
Descriptors/Topics <ul style="list-style-type: none"> ▮ Individual coping strategies ▮ Organizational initiatives for enhancing employee mental health and well-being ▮ Organizational justice and benefit plans ▮ Creating a nurturing and positive workplace 	
Module V Creating Well Being in Organisations	

Descriptors/Topics <ul style="list-style-type: none"> ▮ Life- work balance ▮ Individual and organizational inputs in maintaining life-work balance 	25%
<ul style="list-style-type: none"> among employees ▮ Techniques for enhancing Quality of Life: <ul style="list-style-type: none"> ○ Employee Counselling ○ Employee Assistance Programmes ○ Mentoring ○ Coaching ▮ Training 	

Student Learning Outcomes:

- ▮ Identify and Explain the concept of workplace mental health in the modern competitive scenario
- ▮ Analyze the various issues in promotion of positive mental health at workplace
- ▮ Design and Develop strategies to create positive mental health
- ▮ Delineate the positive coping strategies to deal with anxiety, stress and depression at workplace
- ▮ Illustrate strategies that will help employees maintain their work-life balance
- ▮ Create step wise processes to implement employee coaching, counseling and mentoring models in the organisation.

Pedagogy for Course Delivery: The course delivery would constitute theoretical insights by the instructor; this would be followed by group discussion relevant to the topic being covered. Students would also learn the application of the concepts in the modern organizational setup by doing short term projects and subsequent presentations.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- ▮ Aamodt M.S.: Applied Industrial/ Organizational Psychology, Thomson Publishing House
- ▮ Miner J.B.: Industrial- Organizational Psychology, Mc Graw Hill International Editions
- ▮ Machennan N.; Counselling for Managers, Grover Publishing
- ▮ Suri R.K. & Chhabra, T.N., Industrial & Personal Psychology, Sun India Publications



Course structure: College and Career Counseling - Course Code: PSY-328

Course Title: College and Career Counseling

Credit Units: 3

Course Level: PG Level

Course Code: PSY-328

Course Objectives:

- The objective of this course is to study the concept, principles of career and college counseling .It is designed to offer a proficiency based syllabi in the field of career counseling
- Help the students gain expertise in this field and apply it in practice.

Pre-requisites: The students must possess fair understanding of ethics and principle of career counselling

Course Contents/Syllabus:	Weightage
Module I : Overview to College and Career Counselling	20%
Descriptors/Topics <ul style="list-style-type: none"> ▮ Role of Guidance in career counselling ▮ Responsibilities of a college & career counsellor ▮ Ethics and principles of career counselling 	
Module II : Strategies & Approaches in Career Counselling	20%
Descriptors/Topics <ul style="list-style-type: none"> ▮ Computer assisted career guidance ▮ Solution focussed approach to career counselling ▮ Vocational Guidance in current scenario 	
Module III : Assessment in Career Counselling	20%
<ul style="list-style-type: none"> ▮ Psychometrics & Career counselling ▮ Myer’s Brigs Type Indicator ▮ Comprehensive Interest Schedule ▮ David’s battery Of Diffrential Ability ▮ Holland code career test ▮ Vocational Attitude Maturity Scale By Manju Mehta ▮ Career Maturity Inventory By Nirmala Gupta 	
Module IV : Issues & Challenges in Career Counselling	20%
<ul style="list-style-type: none"> ▮ Person fit approaches ▮ Emerging Theories of Career Development ▮ Adjustment & Transition in youth 	
Module V : Cultural Barriers in College Counselling	20%
<ul style="list-style-type: none"> ▮ Cross Cultural Diversity (Effective functioning) ▮ Financial problems ▮ Health & Safety ▮ Social isolation ▮ Stereotyping and discrimination 	

Student Learning Outcomes:

- ▮ Cultivate skills to identify the needs of career counselling
- ▮ Recognize and comprehend the concepts , principles & college counselling .
- ▮ Being well equipped to provide vocational guidance.

Pedagogy for Course Delivery: Students will be trained fully for career counseling through various methods . They would also be exposed to issues and challenges of college counseling.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- ▮ Career Counselling : Robert Nathan
- ▮ Understanding Career Counselling : Theory Research & Practice By Jenifer M Kidd
- ▮ Career Counselling b: Sushil Kumar Srivastava
- ▮ Career Guidance and Counselling : Principles and techniques : Shashi Prabha Sharma.



Course structure: Organizational Psychology and Employee Counseling - Course Code: PSY-329

Course Title: Organizational Psychology and Employee Counseling

Credit Units: 3

Course Level: PG Level

Course Code: PSY-329

Course Objectives:

- Develop an ability to understand the history ,background and introduction to organizational psychology
- Help students establish the knowledge of processes in an organization
- Understand employee counseling, concept and applications.

Pre-requisites: The students must possess fair understanding of organizational behaviour

Course Contents/Syllabus:	Weightage
Module I: The World of Organizational Behaviour (OB)	20%
▮ People in organization,	
▮ What is OB? (Industrial Psychology and OB): basic Concepts	
▮ OB: Past and present- Historical background and Models	
▮ Classical Theories: Neoclassical Theories and contemporary approaches	
Module II: Individual Behaviour in Organizations	15%
▮ Individual Differences: Personality	
▮ Perception and Attribution	
▮ Attitudes and Values	
▮ Motivation and Morale	
▮ Job Satisfaction	
Module III: Group and Social Processes	15%
▮ Communication	
▮ Group Dynamics	
▮ Teams and team Work	
▮ Power and Politics- Influences, Authority and Delegation	
▮ Empowerment and ownership	
Module IV: Introduction to Employee Counselling	15%
▮ Meaning, Nature & Scope	
▮ Types and functions of Employee Counselling	
▮ Coaching, Mentoring and Counselling	
Module V: Conflict and Negotiation viz Employee Counselling	15%
▮ Concept of Conflict and Negotiation	
▮ Importance and relevance of Conflict and Negotiation in Employee Counselling	
Module VI: Empowerment through Leadership	20%
▮ Essentials of Leadership Quality	
▮ Leadership in you	
▮ Self-leadership leads to Empowerment	
▮ Relevance of Empowerment in Employee Counselling	

Student Learning Outcomes:

- ▮ Define organizational psychology- history, concepts, processes and applications
- ▮ Develop the skills to become an employee counselor
- ▮ Evaluate need and applications of employee counseling

Pedagogy for Course Delivery: Lecture, Discussion, Tool administration, Audio Visual Aids

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text& References:

Text:

- ▮ Parekh U: (1989), Organizational Processes, New Delhi: Oxford & IBH
- ▮ Carrol, M.(1996), Workplace Counselling. Sage Publications

References:

- ▮ Aamodt M.S.: Applied Industrial/ Organizational Psychology, Thomson Publishing House
- ▮ Miner J.B.: Industrial- Organizational Psychology, Mc Graw Hill International Editions
- ▮ Machennan N.; Counselling for Managers, Grover Publishing
- ▮ Suri R.K. & Chhabra, T.N., Industrial & Personal Psychology, Sun India Publications
- ▮ Robbins S.P.; Organizational Behaviour, Printice Hall of India



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Treatise - Course Code: NTT-325

Course Title: Treatise

Credit Units: 3

Course Level: PG Level

Course Code: NTT-325

Course Objectives:

The rationale behind introducing the treatise for PG students is to enhance the reading and writing habits of the students and to make them aware about the process of carrying out a research work. This helps them to develop insight into the course they are studying which creates an academic interest among the students. Presentation of the treatise plays an important role as it facilitates knowledge sharing and improvement in presentation skills which will further enhance the confidence of the students. The overall objective of this treatise is to develop research orientations in students and to make them understand and enhance skills in Research Methodology

Guidelines for Term Paper:

- 1) Topic
- 2) Introduction
- 3) Review Research
- 4) Discussion
- 5) Conclusion
- 6) References

Examination Scheme:

Compilation of Term Paper:	50 Marks
Viva Voce:	25 Marks
Presentation of Term Paper:	25 Marks

Total **100 Marks**



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Summer Internship - Course Code: NSP-320

Course Title: Summer Internship

Credit Units: 4

Course Level: PG Level

Course Code: NSP-320

Course Objectives:

- To enable the students with the practical exposure in the area of mental health, which will turn be the pathway to their personal and professional training.
- To develop skill to establish therapeutic communication with the psychiatric/ non psychiatric population.
- To be able to use psychological theoretical knowledge in to clinical settings.
- To be able to develop report writing skills.

Duration: Four Week (June- July)

Methodology:

Students get opportunity in diversified institute/centers related in the area of clinical psychology/psychiatry. They will be guided by an internal and external supervisor from their respective institute. Students will submit their summer project report with their supervised daily reporting immediately after returning from their summer vacation. This would require primarily data collection.

Examination Scheme:

Internal Faculty Interaction	: 20Marks
Feedback from External Supervisor	: 20 Marks
Viva-Voce	: 30 Marks
Report Writing	: 30 Marks
Total	: 100 Marks



Course structure: Developmental and Educational Psychology - Course Code: PSY-421

Course Title: Developmental and Educational Psychology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-421

Course Objectives:

- The course aims to appraise the students to development of child through various stages.
- Also it aims at developing knowledge and skills in different aspects of Learning and Motivation as implied in Educational Settings.

Pre-requisites: The students must possess fair understanding of Stages of child developmental

Course Contents/Syllabus:	Weightage
Module I: Introduction	15%
Descriptors/Topics Meaning of developmental Changes, Period of Life Span, Individual Differences in Development Evolvement of the study of Human Development	
Module II: Stages of Development	15%
principles of Development, Stages of Development (Conception to Old Age) Major developments at each stage, Adjustments at each stage of development	
Module III Developmental and Educational Theories	25%
Psychodynamic Theories: Freud, Erickson Attachment Theory: Bowlby Cognitive Stage Theory: Piaget Social learning theory: Bandura Information processing theory (Klaha, Mac Whinney 1998) Learning Theories of Pavlov, Thorndike	
Module IV Development Related Disorders and Intellectual Disability	25%
Classification according to ICD 10 and DSM IV TR/ DSM V Pervasive Developmental Disorder: Autism Specific Developmental Disorders of Scholastic Skills – Specific Learning Disabilities. Behavioural Disorders: ADHD, Conduct disorders Intellectual Disability: Identification, Causes, Management Education and Intervention of the disorders	
Module V Child and Adolescent Issues	20%
Stress in children/adolescents & prevention Exceptional Children Outside influences on the adolescent psychological development, Risk taking Behaviour	

Student Learning Outcomes:

Appraise the students to the nuances of development and education as a process.
Explain and analyse the theoretical viewpoint in relation to Developmental and Educational Psychology
Develop the skills to analyze etiology, symptoms and prognosis of developmental disorders.

Pedagogy for Course Delivery:

- ▮ Theory classes using lecture & discussion mode
PowerPoint presentations including videos
- ▮ Assigning students task of collecting researches/case studies relevant to each topic in current times & then having an interaction based discussion in the class

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- ▮ Hurlock, E. (2003). Developmental Psychology, Delhi: Tata McGraw-Hill.
- ▮ Mangal, S. K., (2004), Advance Educational Psychology; New Delhi: Prentice Hall.

References:

Sigelman, C, K. (1999), Life-Span Human Development. 3rd Edition; Brooks/ Cole Publishing Company.
Papalia, S. & Feldman, C. (2002), Adult Development and Ageing. Delhi; Tata McGraw.
Hurlock, E. (2003), Child Growth and Development. Delhi; Tata McGraw-Hill.
Berk, L. (2002), Child Development. Delhi; Tata McGraw-Hill.
M Dash, Neena Dash; Fundamentals of Educational Psychology: Atlantic Publishers & Distributors, New Delhi.



Course structure: Applied Social and Interpersonal - Course Code: PSY-422

Course Title: Applied Social and Interpersonal

Credit Units: 3

Course Level: PG Level

Course Code: PSY-422

Course Objectives:

- Students will be able to achieve integrative understanding of social psychological theory and research. It also helps in acquiring a thorough familiarity with methodological issues and thinking critically and analytically about experimental research in social psychology.
- It also helps in inculcating in the students the sense of adjustment in all the spheres of life (personal and professional) to maintain and sustain the competitive excellence.

Pre-requisites: The students must possess fair understanding of basic concept of social psychology

Course Contents/Syllabus:	Weightage (%)
Module I: Basic Concepts in Social Psychology	20%
Definition, nature and scope of social psychology	
Individual and Society Symbolic interactionism and Social Constructivism	
Module II: Social identity and intergroup processes	20%
Deindividuation	
Theories of self identity and intergroup processes Collective behaviour	
Module III: Attitude and attribution	20%
Attitude formation, management and change	
Attribution theories Impression formation, management and errors	
Module IV: Interpersonal Psychology	20%
Concept of interpersonal psychology	
Person perception, dispositional inferences and social judgement	
Romantic and intimate relation Marriage and family adjustment	
Module V Social psychology in action	20%
Negotiation, Persuasion, Conflict resolution and management	
Role of social psychology in media and terrorism Contemporary issues: Over population Pollution	

Student Learning Outcomes:

Develop insight and analyze the contribution of social psychologists to the understanding of human society Evaluate effective strategies in socialization, group processes (both inter and intra group), and interpersonal processes and helping behaviour Ability to chart the progression of theories in major areas in Social Psychology.

Interpret attitude formation and various methods to be used to change the attitude.

Pedagogy for Course Delivery: The class will be taught using theory and case based method.

Through lectures, , tutorial and field assignment activities in particular.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

1. Applied Social Psychology by Gün R Semin, Klaus Fiedler- Sage Publications
2. Social Psychology: Attitudes, Cognition and Social Behaviour By J. Richard Eiser
Cambridge University Press
3. Theories of Intergroup Relations: International Social Psychological perspective By Donald
M. Taylor, Fathali M. Moghaddam



Course structure: Family and Marital Therapy - Course Code: PSY-423

Course Title: Family and Marital Therapy

Credit Units: 3

Course Level: PG Level

Course Code: PSY-423

Course Objectives:

- To acquaint students with understanding of issues of family in psychopathology.
- To know the principles underlying family therapy. Family as an open system and various techniques and skills involved in family therapy are given to students.
- To study various problems related to marriage as an institution or as a relationship are dealt in detail.

Pre-requisites: The students must possess fair understanding of basics of group therapy

Course Contents/Syllabus:	Weightage
Module I: Introduction to Family Therapy	20%
Family Therapy: Introduction, description and historical background. Family as an open system and the dynamics of interaction. Dynamics of relationship in family; communication, family atmosphere, bonding functions, feelings, alliances, sub-system responsibilities, and external relationship.	
Module II: Exploration and assessment in Family Therapy	20%
Family therapies, systematic versus structural family therapy Interviewing in family therapy, assessment and diagnosis, indication, contraindication in family therapy. Family as an open system, the dynamic of interaction, maladjustment in family and resulting disorders.	
Module III : Stages and Goals of Family Therapy	20%
Systematic versus structural family therapy , stages , goals and its techniques and its application. Psychodynamic , cognitive Behavioral Therapy :- , stages , goals and its techniques and its application. Bowen Family therapy. : stages , goals and its techniques and its application.	
Module IV: Introduction to Marital Therapy	20%
Introduction to Marital/Couples therapy; goals and scope of marital therapy. Assessment and diagnosis of marital disorder Marriage as an Institution: Problems and Issues related to marriage as an institution; factors important to make a successful marriage. Problems in Marriages: Problems related to marriage, spouse's relationship, sexual dysfunction, difficulties in sexual motivation, Jealousy, depression, substance abuse/addiction in one or both spouses	
Module V: Therapies for Marital Conflict	20%
Therapies for marital conflict - psychotherapies and psychodynamic approaches. Behaviour therapy, cognitive therapies.	

Student Learning Outcomes:

- Students will recognize the role of family therapist and identify the use of family therapy in different types of problem
- Students will develop a comprehensive view of various problems encountered in a marriage
- Apply skills and practice techniques of marital therapy

Pedagogy for Course Delivery: Lectures, Case Discussions, and Demonstrations

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text :

- Bowen, M. (1979). Family Therapy in clinical practice, Jason Aronson, New York
- Butler, Chris & Joyce, Victoria (1998). Counselling Couples in Relationships: An introduction to the Relate Approach. John Wiley & Sons.

References:

- Gurman and Kniskern (1981), Handbook of Family therapy, Brunner/Mazel, New York
- Gilbert, Maria & Shmukler Diana (2001). Brief Therapy with Couples- An Integrative Approach. John Wiley & Sons



Course structure: Emotions & Implications - Course Code: PSY-425

Course Title: Emotions & Implications

Credit Units: 3

Course Level: PG Level

Course Code: PSY-425

Course Objectives:

- To enable students to understand thoroughly concept and importance of emotions,
- Students will able to develop skills in managing emotions in self and others for a happy and Healthy Life.

Pre-requisites: The students must possess fair understanding of theories of emotions

Course Contents/Syllabus:	Weightage
Module I Introduction of Emotions	15%
▣ Nature, Concept & theories of emotions	
Module II Negative Emotions	20%
▣ Introduction to types of negative emotions (Anger, Fear, Jealousy, Sadness, Guilt, Anxiety & Sadness)	
▣ Understanding Cycle of negative emotions ▣ Implications of negative emotions on physical & mental well-being	
Module III Transforming Emotions	20%
▣ Moving from negative to positive emotions behaviour ▣ Interventions and therapies (Rational Emotive Behaviour Therapy)	
Module IV : Positive Emotions	20%
▣ Understanding Positive emotions (Love, Happiness, Contentment, Resilience, Compassion & other positive emotions) ▣ Cycle of positive emotions	
Module V Implication of Positive emotion in Relationship & Health	25%
▣ Implications of positive emotions on relationships ▣ Implications of positive emotions on health	

Student Learning Outcomes:

- ▣ on completion of the course the student will be able to:
- ▣ Apply basic underlying theories and concepts in the area of emotions.
- ▣ Synthesize positive and negative emotional states along with techniques to manage emotions for self and societal growth.

Pedagogy for Course Delivery: Lecture, Discussion, Audio Visual Aids, Case study, Psychological

Training

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Texts:

Wilkins, Intelligent Emotions.



Course structure: Psycho-Oncology - Course Code: PSY-426

Course Title: Psycho-Oncology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-426

Course Objectives:

- Student will be able to understand and assess the mental health of a cancer-affected person
Analyze the likely benefit of Psycho-therapy and / or Psychological Counseling
- Students will able to offer psycho-oncology counselling services in diverse clinical setting.

Pre-requisites: The students must possess fair understanding of biology of cancer disease

Course Title	Weightage
Module I Introduction to Psycho-Oncology	20%
Introduction to the Meaning & Concept	
Module II Introduction to Cancer	20%
Cancer as a disease Cancer Biology	
Module III Psychological Impact on Cancer Patient & Caregiver	20%
Impact & Assessment on individuals and families	
Module IV Theory & Application	20%
Theory & Application of Psycho-Oncology	
Module V Treatment & Rehabilitation	20%
Onco-genetic Counselling -Skills & Issues	
Palliative Counseling – Skills & Issues	
Pediatric Counseling	
Support & Rehabilitation Counseling Primary, Secondary & Tertiary	

Student Learning Outcomes:

- ▮ Defining basic principles and terminologies in Psycho-oncology.
- ▮ Identifying the psychological impact on Cancer
- ▮ Various Skills & Issues in Counseling.

Pedagogy for Course Delivery:

Lectures, presentations, group discussions, and case studies

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

Psycho-Oncology by Jimmie C. Holland (Editor), William Breitbart (Editor), Paul B. Jacobsen (Editor),
by **Oxford University Press, USA**
Psycho-Oncology Editors: Goerling, Ute (Ed.) by **Springer**



Course structure: Spirituality and Positive Growth - Course Code: PSY-427

Course Title: Spirituality and Positive Growth

Credit Units: 3

Course Level: PG Level

Course Code: PSY-427

Course Objectives:

- The course aims at enhancing the students spiritual dimensions by providing him or her insight to various Indian and western spiritual traditions and philosophies so that they can inspire positivity and peace into their personal and professional life.
- Students will understand the direct proportionality between Spirituality and Positivity and how Psychology can be utilized for the same

Pre-requisites: The students must possess fair understanding of concept of Spirituality

Course Contents/Syllabus:	Weightage
Module I Basic Concepts	20%
Descriptors/Topics	
Meaning and Nature	
History of Spirituality	
Spirituality, religion and faith	
Theories and Definitions of Spirituality	
Spiritual Development	
Module II Spirituality and Positive Psychology	10%
Descriptors/Topics	
Relation to Positive Psychology	
Higher or Ultimate Potential	
Concept of Gods and Goddesses, Masters and Guardian Angels	
Concept of Reincarnation, Life after death	
Module III Positivity in Spiritual Traditions	15%
Descriptors/Topics	
Major traditions in India: Hinduism, Islam (including Sufism), Christianity, Sikhism, Buddhism and Jainism.	
Other traditions: Baha'I Faith, Judiam, Confucianism, Paganism, Taoism, Unitarian Universalism	
Learning's from various scriptures	
Module IV Positivity in Spiritual Literature	15%
Descriptors/Topics	
Spiritual literature across the world	
Vedanta (Swami Vivekananda) and Advaita	
Spirituality & Ramayana, Mahabharata, Bhagvad Gita, Patanjali Yoga, Guru granth sahib, quran etc	
Utilising Spiritual literature in different settings	
Spiritual Storytelling : Concept and Relevance	
Module V Enhancing Positivity through Spirituality	

Descriptors/Topics Universal human values Yoga and Meditation Benefits of paying attention to Spiritual Dimension Awareness, Forgiveness, Contentment Ego and Self	20%
Dealing with Stress, Loss, Grief and Bereavement Karma Theory: Right Action	
Module VI Research and Applications in the area of Spirituality	
Descriptions/topics Recent research in the area of Spirituality Spiritual care Spiritual Well being Stress management through Spirituality Spirituality and Personal Qualities (traits)	10%

Student Learning Outcomes:

- Demonstrate the idea of Eastern and Western perspectives in spirituality and positive living.
- Apply Spiritual techniques to positively manage self and others behavior through various spiritual techniques.
- Develop an insight on how psychology helps us understand Spirituality and Positivity.

Pedagogy for Course Delivery:

The class will be taught using theory and examples from the field. In addition to the same, the learner would be asked to reflect on the understanding of the concepts. The instructor would provide recent research papers in the area in order for the learner to reflect.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text & References:

- ▮ Newberg A & Waldman M (2010) How God changes your Brain. Ballantine Books
- ▮ Grof, S. (1976). Realms of the Human Unconscious. E.P. Dutton, New York.
- ▮ Helminiak, D. (1987). Spiritual Development. Loyola University Press, Chicago.
- ▮ Ron Valle (1998). Phenomenological Inquiry in Psychology: Existential and Transpersonal Dimensions. Plenum Press, New York.
- ▮ Sri Nisargadatta Maharaj, I Am That, Acorn Press, 1990.
- ▮ Steiner, R. (1994). How to know Higher Worlds: A Modern Path of Initiation. New York: Anthroposophic Press.
- ▮ Steiner, R. (1994). Theosophy: An introduction to the Supersensible Knowledge of the World and the Destination of Man. London: Rudolf Steiner Press.



Course structure: Workplace Diversity: Employee Coaching and Well-Being - Course Code: PSY-428

Course Title: Workplace Diversity: Employee Coaching And Well-Being

Credit Units: 3

Course Level: PG Level

Course Code: PSY-428

Course Objectives:

- Students will be able to identify skills to handle, manage and adjust to a culturally and socially diverse work environment.
- Students will apply the best practices for managing diversity in the workplace.

Pre-requisites: The students must possess fair understanding of organizational behavior

Course Contents/Syllabus:	Weightage
Module I : Introduction to Workplace Diversity	
Descriptors/Topics <ul style="list-style-type: none">▮ What is diversity?▮ Dimensions of diversity (Culture, Gender, Age, Religion, Race, Disability and Sexual Orientation)▮ Why build a diverse workforce?▮ Perspectives of workplace diversity (Historical, Legal, Commercial and Social)▮ Myths about diversity	15%
Module II Challenges in Workplace Diversity	
Descriptors/Topics <ul style="list-style-type: none">▮ The challenges of diversity▮ Causes and consequences of diversity (Stereotypes, Prejudices, Workplace Harassment, Workplace Discrimination, Dehumanization and Oppression)	15%
Module III Enhancing Workplace Diversity	
Descriptors/Topics <ul style="list-style-type: none">▮ Recruiting a diverse team▮ Retaining diverse employees▮ Strengthening your 'cultural intelligence'▮ Effective cross-cultural communication▮ Guidelines for behaving in a respectful, fair and transparent manner▮ Ways to discourage discrimination	30%
Module IV : Handling Diversity Related Conflicts	
Descriptors/Topics <ul style="list-style-type: none">▮ Understanding what it's like to feel different▮ Avoiding communication gaffes▮ Watching for language and behaviour leading to misunderstandings▮ Skills for building trust▮ Dealing with diversity complaints (As a person, counsellor, manager and organization)	20%

Module V: Diversity Management in Present Context	20%
Descriptors/Topics <ul style="list-style-type: none"> ▮ Individual level ▮ Organization level ▮ Society level ▮ Corporate training for building diverse and inclusive workplace ▮ The ethics of workplace diversity 	

Student Learning Outcomes: On completion of the course the student will be able to –

- Explain individual differences, the benefits and the challenges of diversity at workplace
- Demonstrate various strategies for handling misunderstandings that stem from workplace diversity and analyse the current trends and practices in reputed organizations

Pedagogy for Course Delivery: The class will be taught using theory and case based method.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Texts:

- ▮ Luthans, F. Organizational Behaviour, McGraw – Hill International, 1998.
- ▮ Harold Koontz, O'Donnel and Weihrich, Management, Tata McGraw Hill, New Delhi, 1992.
- ▮ MonirH.Tayeb(2005). International Human Resource Management-, Oxford Publications

References:

- ▮ Stephen P. Robbins, Organizational Behaviour: Concepts, Controversies, Applications, Prentice Hall, New Delhi, 2000.
- ▮ Ashkenas, Ulrich, The boundryless Organizations, Jossey- Bass.
- ▮ Dalton, Ernst Christ, Success for the Global managers, Jossey- Bass.
- ▮ Dhar &Ravishankar, Global Managers, Himalayan Publishing House.



Course structure: Consumer Psychology - Course Code: PSY-429

Course Title: Consumer Psychology

Credit Units: 3

Course Level: PG Level

Course Code: PSY-429

Course Objectives:

- Students will be able to understand about the Consumer Psychology to be used to explain consumer responses
- Impart knowledge of different models and strategies for influencing consumer behaviour

Pre-requisites: The students must possess fair understanding of Consumer behaviour

Course Contents/Syllabus:	Weightage
Module I: Introduction of Consumer Psychology	20%
<ul style="list-style-type: none"> ▣ Importance of Consumer Psychology ▣ What is Consumer Psychology and its historical background ▣ Qualitative Consumer and Marketing Research - Qualitative Research Projects, Focus Group Discussion & Depth Interviews, Online Observation and Netnography, Approaches to Data analysis, Interpretation and Theory Building 	
Module II: Consumer Personality, Attitudes and Behaviour	20%
<ul style="list-style-type: none"> ▣ Consumer personality - Personality theories: Psychoanalytic, Social factor theory, Gestalt theory, Psychographics and Self Concept ▣ Consumer Attitudes - Characteristics, Sources of Attitude Development, Theories and Models: Congruity, Balance, Cognitive Dissonance Theories, Social Exchange Theory, Social Comparison Theory, Changing attitudes: Strategies. ▣ Motivation, affect and consumer behavior 	
Module III: Customer Socialization	10%
<ul style="list-style-type: none"> ▣ Stages of Consumer Socialization- Development of Consumer Knowledge, Attitude and Behaviour -from Childhood to Adolescent to old age 	
Module IV: Understanding Consumer Information Processing and learning	20%
<ul style="list-style-type: none"> ▣ Consumer Information Processing- Perception and Attention ▣ Memory, Fluency and Familiarity ▣ Consumer Learning and Expertise - Nature and Types of Learned Behaviour; Cognitive Interpretations, Behaviour Modification, Stimulus Generalization 	
Module V: Media and other factors influencing Consumer Behaviour	15%
<ul style="list-style-type: none"> ▣ Use of Social and Mass Media in advertising ▣ Factors influencing Consumer Decision making: Brand Loyalty, Internet, Subliminal Perception, Personal Factors (Life style, economic status, occupation), Social Factors (family, peer, role etc.), Cultural factors (subcultures, nationality, geographical location, religion) 	
Module VI: Strategies and Models	15%
<ul style="list-style-type: none"> ▣ Imagination as Strategy ▣ Compulsive Buying ▣ Dynamics of Goal based choice ▣ Hedonics in Consumer Behaviour ▣ Implicit Social cognition ▣ Persuasion Knowledge Model 	

Student Learning Outcomes:

On completion of the course the student will be able to –

- Explain the theoretical foundations of consumer attitude and behavior
- Explain importance and history of Consumer Psychology and analyze qualitative consumer research.
- Explain the socialization process of consumer behavior
- Analyze how consumers process the information and learn it
- Explain effect of Media on consumer behavior

Analyze and compare the models and strategies for Consumer Behaviour

Pedagogy for Course Delivery:

The class will be taught using theory and case based method. In addition to assigning the case studies, the course instructor will spend considerable time in understanding the concept of employee coaching and counseling at workplace. The instructor will cover the ways to think innovatively liberally using thinking techniques.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

1. Batra, S., & Kazmi, S.H. (2004). Consumer Behaviour: Text and Cases. New Delhi: Excel Books
2. Haugtvedt, Curtis B, Herr, Paul.M, Kardes, Frank.R, Handbook of Consumer Psychology (Marketing and Consumer Psychology), (2008), Psychology Press

References-

1. Bijapurkar, Rama, We are like that only: Understanding the Logic of Consumer India, 2009, Penguin, India
2. Boyd, Catharine V. Jansson, Consumer Psychology, (2010), Mc.Graw Hill International
3. Gordan F., & Ronald, G. (1997). Consumer Psychology for Marketing. London: International Thomson Business Press.
4. K. Dill (Ed.) *The Oxford Handbook of Media Psychology*. New York:Oxford University
5. Loudon, L.D., & Bitta A.J. (1999). Consumer Behaviour. New Delhi: Tata Mc Graw Hill Press
6. Schiffman, G.,& Lazar, K.L. (2004). Consumer Behaviour. New Delhi: Prentice Hall of India



Course structure: Psychology of Power - Course Code: PSY-420

Course Title: Psychology of Power

Credit Units: 3

Course Level: PG Level

Course Code: PSY-420

Course Objectives:

- Students will be able to enhance knowledge and application of Psychological Perspective of Power and its positive impact in the overall development of the running workforce in order to create a healthy work environment in today's global scenario.

Pre-requisites: The students must possess fair understanding of nature and meaning of power

Course Contents/Syllabus:	Weightage
Module I : Introduction Descriptors/Topics <ul style="list-style-type: none"> ▮ Nature & Meaning of Power ▮ The phenomenology of power (What it “feels like”) ▮ General perspectives on power: (Philosophy, Political Science, Psychological perspectives on power) ▮ The biology and physiology of power ▮ Power Triology: Thought, Emotion, Action ▮ Impact of Power on Belief, feeling, Behaviour Pattern of Self & others ▮ Power Audit 	20%
Module II : Organizational Sources of Power <ul style="list-style-type: none"> ▮ Types of Power ▮ Cultivating positive Power ▮ Power Seeker Profile ▮ Effect of power (good & Bad) - on holder & others 	15%
Module III : Organizational Politics <ul style="list-style-type: none"> ▮ Meaning & Basis of Organizational Politics ▮ Two Side of Power: Machiavellianism & Networking ▮ Politics in changing organization ▮ Power Struggle ▮ Power as an engine to effective change ▮ Techniques for combating the negative consequences of politics 	15%
Module IV : Power & Corruption <ul style="list-style-type: none"> ▮ Abuse of power as a catalyst to corruption ▮ Power as an addiction ▮ Causes & Consequences of Corruption ▮ Power Cycle: Aggression, Happiness, Corruption ▮ Potential Remedies to handle Corruption 	15%

Module V : Ethics in Organization	15%
▮ Ethical code of conduct in organization	
▮ Ethical Dilemmas	
▮ Causes of Unethical Behaviour in Organization	
▮ Sexual Harassment at work place	
▮ Gender & power	
Module VI: Power to Empower	20%
▮ Meaning & Definition of Empowerment	
▮ Potential Benefits of Empowerment	
▮ Power of positive workplace	
▮ Management of workplace negativity	
▮ Building positive workplace Culture	

Student Learning Outcomes:

- ▮ Recognizing the main themes in the concept of power
- ▮ Identifying basis, progression and impact of power
- ▮ Create awareness about the role and importance of power in the world of work.
- ▮ Acquainted with how power dynamics shape our relationships with self and others

Pedagogy for Course Delivery: The class will be taught using theory and case based method.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Text:

- ▮ Russell B. (1938/1992). Power: A new social analysis, Chaps. 1-3 (pp. 7-34). New York: Routledge.
- ▮ Key, V.O. (1964). Politics, parties and pressure groups 5th ed. (pp 2-4). New York: Crowell.
- ▮ Morgenthau, H. (1958). The escape from power. In Dilemmas of politics, chap. 12 (pp. 239-245). Chicago: University of Chicago Press.
- ▮ Winter, D.G. (1973). The study of power. In the power motive, Chap. 1 (pp 1-19). New York : Free Press
- ▮ French, J.R. P. Jr. & Raven, B. (1959). The bases of social power In D. Cartwright and A. Zander. Group dynamics. New York: Harper & Row, 1959.
- ▮ Cartwright (Ed) Studies in social power (pp. 150-167). Ann Arbor: Research Center for Group Dynamics, University of Michigan.
- ▮ Wolfe, T. (1969). The ultimate power: Sceing'em jump. In C. Felker (Ed), The power game (pp. 238- 244). New York: Simon & Schuster.
- ▮ Wolfe, T. (1998). A man in full (pp. 690 – 694). New York: Farrar Straus Giroux.
- ▮ Locke, J (1690). An essay concerning human understanding , Book 2, Chapter 7, Section 8 (CT Web)



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: Dissertation - Course Code: NMP-420

Course Title: Dissertation

Credit Units: 8

Course Level: PG Level

Course Code: NMP-420

Course Objectives:

- To enable the students practical exposure in their core area of interest (Clinical setting, special education, NGO etc.) and professional training.
- To develop report writing skills and formulation of case presentation.
- To develop research orientations and enhance skills in Research Methodology.

Duration: Four Months (Jan. - April) Guidelines for Dissertation:

- 1) Topic
- 2) Introduction
- 3) Review of literature
- 4) Research Methodology
- 5) Result
- 6) Interpretation and Discussion
- 7) Conclusion
- 8) References
- 9) Appendix
- 10) Plagiarism

Examination Scheme:

Report Writing	: 30 Marks
Internal Faculty Interaction	: 20 Marks
Viva Voce	: 25 Marks
Presentation of Dissertation	: 25 Marks

Total **100 Marks**



Course Title: Psychosocial Foundations of Behavior and Psychopathology

Credit Units: 10

Course Level: MPhil

Course Code: PSY-131

Course Objectives:

The psychosocial perspectives attempt to understand human cognition, motives, perceptions and behavior as well as their aberrations as product of an interaction amongst societal, cultural, familial and religious factors. The overall aim is to introduce conceptualizations of mental health problems within the psychosocial framework, giving due considerations to contextual issues. Each unit in this paper pays attention to the different types of causal factors considered most influential in shaping both vulnerability to psychopathology and the form that pathology may take.

By the end of Part – I, trainees are required to demonstrate ability to:

1. Demonstrate a working knowledge of the theoretical application of the psychosocial model to various disorders.
2. Make distinctions between universal and culture-specific disorders paying attention to the different types of sociocultural causal factors.
3. Demonstrate an awareness of the range of mental health problems with which clients can present to services, as well as their psychosocial/contextual mediation.
4. Carry out the clinical work up of clients with mental health problems and build psychosocial formulations and interventions, drawing on their knowledge of psychosocial models and their strengths and weaknesses.
5. Apply and integrate alternative or complementary theoretical frameworks, for example, biological and/or religious perspectives, sociocultural beliefs and practices etc. in overall management of mental health problems.
6. Describe, explain and apply current code of conduct and ethical principles that apply to clinical psychologists working in the area of mental health and illness.
7. Describe Mental Health Acts and Policies, currently prevailing in the country and their implications in professional activities of clinical psychologists.

Course Contents/Syllabus:

Unit - I: Introduction: Scope of clinical psychology; overview of the profession and practice; history and growth; professional role and functions; current issues and trends; areas of specialization; ethical and legal issues; code of conduct.

Unit - II: Mental health and illness: Mental health care – past and present; stigma and attitude towards mental illness; concept of mental health and illness; perspectives – psychodynamic, behavioral, cognitive, humanistic, existential and biological models of mental health/illness

Unit - III: Epidemiology: Epidemiological studies in Indian context; socio-cultural correlates of mental illness, mental health, psychological well-being and quality of life.

Unit - IV: Self and relationships: Self-concept, self-image, self-perception and self-regulations in mental health and illness; learned helplessness and attribution theories; social skill model; interpersonal and communication models of mental illness; stress diathesis model, resilience,



coping and social support.
Unit - V: Family influences: Early deprivation and trauma; neglect and abuse; attachment; separation; inadequate parenting styles; marital discord and divorce; maladaptive peer relationships; communication style; family burden; emotional adaptation; expressed emotions and relapse.
Unit - VI: Societal influences: Discrimination in race, gender and ethnicity; social class and structure, poverty and unemployment; prejudice, social change and uncertainty; crime and delinquency; social tension & violence; urban stressors; torture & terrorism; culture shock; migration; religion & gender related issues with reference to India.
Unit - VII: Disability: Definition and classification of disability; psychosocial models of disability; impact, needs and problems; issues related to assessment/certification of disability – areas and measures.
Unit - VIII: Rehabilitation: Approaches to rehabilitation; interventions in the rehabilitation processes; models of adaptation to disability; family and caregivers issues; rights of mentally ill; empowerment issues; support to recovery.
Unit - IX: Policies and Acts: Rehabilitation Policies and Acts (Mental Health Act of 1987, National Mental Health Program 1982, the Persons With Disabilities (equal opportunities, protection of rights and full participation) Act 1995; Rehabilitation Council of India (RCI) Act of 1992, National Trust for Mental Retardation, CP and Autistic Children 1999, Juvenile Justice Act of 1986; Mental Health Care Bill 2011; ethical and forensic issues in psychiatry practice); assistance, concessions, social benefits and support from government and voluntary organizations; contemporary challenges; rehabilitation ethics and professional code of conduct.
Unit - X: Introduction to psychopathology: Definition; concepts of normality and abnormality; clinical criteria of abnormality; continuity (dimensional) versus discontinuity (categorical), and prototype models of psychopathology; classification and taxonomies – reliability and utility; classificatory systems, currently in use and their advantages and limitations. Approach to clinical interviewing and diagnosis; case history; mental status examination; organization and presentation of psychiatric information; diagnostic formulation.
Unit - XI: Psychological theories: Psychodynamic; behavioral; cognitive; humanistic; interpersonal; psychosocial; and other prominent theories/models of principal clinical disorders and problems, viz. anxiety, obsessive-compulsive, somatoform, dissociative, adjustment, sexual, substance use, personality, suicide, childhood and adolescence, psychotic, mood disorders, and culture-specific disorders.
Unit - XII: Indian thoughts: Concept of mental health and illness; nosology and taxonomy of mental illness; social identity and stratification (Varnashrama Vyawastha); concept of – cognition, emotion, personality, motivation and their disorders.

Student Learning Outcomes:

- Develop insight and analyze the contribution of social psychologists to the understanding of human society.
- Evaluate effective strategies in socialization, group processes (both inter and intra group).
- Ability to chart the progression of theories in major areas in Social Psychology.
- Interpret attitude formation and various methods to be used to change the attitude.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the theories being taught in class.

Assessment examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
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100%	NA	100%
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Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

References:

Achenback, T.M. (1974). *Developmental Psychopathology*. New York: Ronald Press. Brislin, R. W. (1990). *Applied Cross cultural psychology*. New Delhi: Sage publications. Buss, A.H. (1966). *Psychopathology*. NY: John Wiley & Sons.

Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). *Abnormal Psychology* (13th ed.). New Delhi: Dorling Kindersley Pvt Ltd.

Cole, J.O. & Barrett, J.E. (1980). *Psychopathology in the aged*. New York: Raven Press. Fish, F, & Hamilton, M (1979). *Fish's Clinical Psychopathology*. Bristol:John Wright & Sons.

Irallagher, B. J. (1995). *The sociology of mental illness* (3rd ed.). New York: Prentice hall. Kakar, S. (1981). *The Inner world: a psychoanalytic study of childhood and society in India*. New Delhi: Oxford University Press.

Kapur, M. (1995). *Mental Health of Indian Children*. New Delhi: Sage publications.

Klein, D.M. & White, J.M. (1996). *Family theories – An introduction*. New Delhi: Sage Publications.

Krahe, B. (1992). *Personality and Social Psychology: Towards a synthesis*. New Delhi: Sage Publications.

Kuppuswamy, B. (1965). *An Introduction to Social Psychology* (2nd ed.). New Delhi: Konark Publishers.

Kuppuswamy, B. (1990). *Elements of ancient Indian Psychology* (1st ed.). New Delhi: Konark Publishers.

Lindzey, G., & Aronson, E. (1975). *Handbook of Social Psychology* (Vols. 1 & 5). New Delhi: Amerind Publishing.

Madan, G.R (2003). *Indian Social Problems* (Vols. 1-2). New Delhi: Allied Publishers Pvt. Ltd

Mash, E.J & Wolfe, D.A. (1999). *Abnormal Child Psychology*. New York: Wadsworth Publishing

Millon, T., Blaney, P.H. & Davis, R.D. (1999). *Oxford Textbook of Psychopathology*. New York: Oxford University.

Pfeiffer, S.I. (1985). *Clinical Child Psychology*. New York: Grune & Stratton.

Radley, A. (1994). *Making sense of illness: The social psychology of health and disease*. New Delhi: Sage Publications.

Rao, H.S.R & Sinha D. (1997). *Asian perspectives in Psychology* (Vol. 19). New Delhi: Sage publications:

Saraswathi, T.S (1999). *Culture, Socialization and human development*. New Delhi: Sage publications.

Walker, C.E & Roberts, M.C. (2001). *Handbook of Clinical Child Psychology* (3rd ed.). Canada: John Wiley & Sons.



Course Title: Statistics and Research Methodology

Credit Units: 10

Course Level: MPhil

Course Code: PSY-132

Course Objectives:

The aim of this paper is to elucidate various issues involved in conduct of a sound experiment/survey. With suitable examples from behavioral field, introduce the trainees to the menu of statistical tools available for their research, and to develop their understanding of the conceptual bases of these tools. Tutorial work will involve exposure to the features available in a large statistical package (SPSS) while at the same time reinforcing the concepts discussed in lectures.

By the end of Part – II, trainees are required to demonstrate ability to:

1. Understand the empirical meaning of parameters in statistical models
2. Understand the scientific meaning of explaining variability
3. Understand experimental design issues - control of unwanted variability, confounding and bias.
4. Take account of relevant factors in deciding on appropriate methods and instruments to use in specific research projects.
5. Understand the limitations and shortcomings of statistical models
6. Apply relevant design/statistical concepts in their own particular research projects.
7. Analyze data and interpret output in a scientifically meaningful way
8. Generate hypothesis/hypotheses about behavior and prepare a research protocol outlining the methodology for an experiment/survey.
9. Critically review the literature to appreciate the theoretical and methodological issues involved.

Course Contents/Syllabus:

Unit - I: Introduction: Various methods to ascertain knowledge, scientific method and its features; problems in measurement in behavioral sciences; levels of measurement of psychological variables - nominal, ordinal, interval and ratio scales; test construction - item analysis, concept and methods of establishing reliability, validity and norms.
Unit - II: Sampling: Probability and non-probability; various methods of sampling - simple random, stratified, systematic, cluster and multistage sampling; sampling and non-sampling errors and methods of minimizing these errors.
Unit - III: Concept of probability: Probability distribution - normal, poisson, binomial; descriptive statistics - central tendency, dispersion, skewness and kurtosis.
Unit - IV: Hypothesis testing: Formulation and types; null hypothesis, alternate hypothesis, type I and type II errors, level of significance, power of the test, p-value. Concept of standard error and confidence interval.
Unit - V: Tests of significance - Parametric tests: Requirements, "t" test, normal z-test, and "F" test including post-hoc tests, one-way and two-way analysis of variance, analysis of covariance, repeated measures analysis of variance, simple linear correlation and regression.



Unit –VI : Test of significance- Non-parametric tests: Assumptions; One-sample tests (signs test, Mc Nemer test); two-sample test,(Mann Whitney U test, Wilcoxon rank sum test); k-sample tests (Kruskal Wallies test, and Friedman test) and chi-square test.
Unit - VII: Experimental design: Randomization, replication, completely randomized design, randomized block design, factorial design, crossover design, single subject design, non-experimental design.
Unit - VIII: Epidemiological studies: Epidemiological studies: Rates- Prevalence and incidence; Types- Prospective and retrospective studies; Diagnostic Efficiency Statistics (sensitivity, specificity, predictive values); Risk Estimation- odds ratio and survival analysis.
Unit - IX: Multivariate analysis: Introduction, Multiple regression, logistic regression, factor analysis, cluster analysis, discriminant function analysis, path analysis, MANOVA, Canonical correlation, and Multidimensional scaling.
Unit - X: Sample size estimation: Sample size determination for estimation of mean, estimation of proportion, comparing two means and comparing two proportions.
Unit - XI: Qualitative analysis of data: Content analysis, qualitative methods of psychosocial research.
Unit - XII: Use of computers: Use of relevant statistical package in the field of behavioral science and their limitations.

Student Learning Outcomes:

- Develop insight and analyze the contribution of statistic to the understanding of human society
- To learn various methods used in statistical analysis.
- To develop ability to apply various statistical technique in research areas.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the statistic being taught in class.

Assessment examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Essential References:

B.L. (2007). *Qualitative Research: Methods for the social sciences* (6th ed.). New York: Pearson Education.
 Daniel, W.W. (2005). *Biostatistics: a foundation for analysis in health sciences* (8th ed.). New York: John Wiley and Sons.
 Dillon, W.R. & Goldstein, M. (1984). *Multivariate analysis: Methods & Applications*. New York: John Wiley & Sons.
 Hassart, T.H. (1991). *Understanding Biostatistics*. ST. Louis: Mosby Year Book. Kerlinger, F.N. (1995). *Foundations of Behavioral Research*. New York: Holt, Rinehart & Winston.
 Kothari, C. R. (2003). *Research Methodology*. New Delhi: Wishwa Prakshan.
 Siegal, S. & Castellan, N.J. (1988). *Non-parametric statistics for the behavioral sciences*. McGraw Hill: ND



Course Title: Psychiatry

Credit Units: 10

Course Level: MPhil

Course Code: PSY-133

Course Objectives:

The aim is to train in conceptualization of psychopathology from different etiological perspectives, eliciting phenomenology and arrive at the clinical diagnosis following a classificatory system and propose/carry out psychological interventions including psychosocial treatment/management for the entire range of psychological disorders. Also, to train in assessing the caregivers' burden, disability and dysfunctions that are often associated with mental disorders and intervene as indicated in a given case.

By the end of Part – I, trainees are required to demonstrate ability to:

1. Demonstrate an understanding of a clinically significant behavioral and psychological syndrome, and differentiate between child and adult clinical features/presentation.
2. Understand that in many ways the culture, societal and familial practices shape the clinical presentation of mental disorders, and understand the role of developmental factors in adult psychopathology.
3. Carryout the clinical work up of clients presenting with the range of mental health problems and make clinical formulations/diagnosis drawing on their knowledge of a pertinent diagnostic criteria and phenomenology.
4. Summarizes the psychosocial, biological and sociocultural causal factors associated with mental health problems and neuropsychological disorders with an emphasis on biopsychosocial and other systemic models.
5. Carryout with full competence the psychological assessment, selecting and using a variety of instruments in both children and adults.
6. Describe various intervention programs in terms of their efficacy and effectiveness with regard to short and longer term goals, and demonstrate beginning competence in carrying out the indicated interventions, monitor progress and outcome.
7. Discuss various pharmacological agents that are used to treat common mental disorders and their mode of action.
8. Demonstrate an understanding of caregiver, and family burden and their coping style.
9. Assess the disability/dysfunctions that are associated with mental health problems, using appropriate measures.
10. Discuss the medico-legal and ethical issues in patients requiring chronic care and institutionalization.

Syllabus:

Unit - I: Signs and symptoms: Disorders of consciousness, attention, motor behavior, orientation, experience of self, speech, thought, perception, emotion, and memory.
Unit - II: Psychoses: Schizophrenia, affective disorders, delusional disorders and other forms of psychotic disorders – types, clinical features, etiology and management.
Unit - III: Neurotic, stress-related and somatoform disorders: types, clinical features, etiology and management.
Unit - IV: Disorders of personality and behavior: Specific personality disorders; mental & behavioral disorders due to psychoactive substance use; habit and impulse disorders; sexual disorders and dysfunctions – types, clinical features, etiology and management.
Unit - V: Organic mental disorders: Dementia, delirium and other related conditions with neuralgic and systemic disorders – types, clinical features, etiology and management.
Unit - VI: Behavioral, emotional and developmental disorders of childhood and adolescence: types, clinical features, etiology and management.
Unit - VII: Mental retardation: Classification, etiology and management.
Unit - VIII: Neurobiology of mental disorders: Neurobiological theories of psychosis, mood disorders, suicide, anxiety disorders, substance use disorders and other emotional and behavioral syndromes.
Unit - IX: Therapeutic approaches: Drugs, ECT, psychosurgery, psychotherapy, and behavior therapy, preventive and rehabilitative strategies – half-way home, sheltered workshop, daycare, and institutionalization.
Unit - X: Consultation-liaison psychiatry: Psychiatric consultation in general hospital; primary care setting.
Unit - XI: Special populations/Specialties: Geriatric, terminally ill, HIV/AIDS, suicidal, abused, violent and non-cooperative patients; psychiatric services in community, and following disaster/calamity.



Student Learning Outcomes:

- Analyse the importance of the most essential fundamental physiological and psychological process underlying events
- Explore the various techniques used to examine brain tissue and their examination techniques.
- Evaluate the comprehensive exposure to psychological disorders and its governing factor with various behaviours.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the theories being taught in class.

Assessment examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%

Essential References:

- Gelder, M., Gath, D., & Mayon, R. (1989). *Oxford Textbook of Psychiatry* (2nd ed.). New York: Oxford University Press.
- Kaplan, B.J. & Sadock, V.A., (1995). *Comprehensive Textbook of Psychiatry* (6th ed.). London: William & Wilkins.
- Rutter, M. & Herson, L. (1994). *Child and Adolescent Psychiatry: Modern approaches* (3rd ed.). London: Blackwell Scientific Publications.
- Sims, A. & Bailliere, T. (1988). *Symptoms in mind: Introduction to descriptive psychopathology*. London: WB Saunders.
- Vyas, J.N. & Ahuja, N. (1999). *Textbook of postgraduate psychiatry* (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers.



Course Title: Practical- Psychological Assessment

Credit Units: 18

Course Level: MPhil

Course Code: PSY-134

Course Objectives:

To provide hands-on experience in acquiring the necessary skills and competency in selecting, administering, scoring and interpreting psychological tests often employed in clients with mental or neuropsychological disorders. Since psychological assessment involves integration of information from multiple sources, the trainees are required to be given extensive exposure in working up of cases and carrying out the assessment at all levels. Typical areas of focus for psychological assessment includes (not necessarily limited to): cognition, intelligence, personality, diagnostic, levels of adjustment, disability/functional capacity, neuropsychological functions, clinical ratings of symptomatology, variables that help/direct treatment, and assess treatment outcomes.

By the end of Part – I, trainees are required to demonstrate ability to:

1. Use relevant criteria to assess the quality and appropriateness of a psychological test and evaluate its strengths and weaknesses for clinical purposes.
2. Able to carry out the clinical work-up and discuss the diagnostic possibilities based on the history and mental status examination of the clients with psychological/neuropsychological problems.
3. Synthesize and integrate collateral information from multiple sources and discuss the rationale for psychological assessment as relevant to the areas being assessed.
4. Select and justify the use of psychological tests and carry out the assessment as per the specified procedures in investigating the relevant domains.
5. Interpret the findings in the backdrop of the clinical history and mental status findings and arrive at a diagnosis.
6. Prepare the report of the findings as relevant to the clinical questions asked or hypothesis set up before the testing began, and integrate the findings in service activities.

Syllabus:

Unit - I: Introduction: Case history; mental status examination; rationale of psychological assessment; behavioral observations, response recording, and syntheses of information from different sources; formats of report writing.
Unit - II: Tests of cognitive functions: Bender gestalt test; Wechsler memory scale; PGI memory scale; Wilcoxon cord sorting test, Bhatia's battery of performance tests of intelligence; Binet's test of intelligence (locally standardized); Raven's progressive matrices (all versions); Wechsler adult intelligence scale – Indian adaptation (WAPIS – Ramalingaswamy's), WAIS-R.
Unit - III: Tests for diagnostic clarification: A) Rorschach psychodiagnostics, B) Tests for thought disorders – color form sorting test, object sorting test, proverbs test, C) Minnesota multiphasic personality inventory; multiphasic questionnaire, clinical analysis questionnaire, IPDE, D) screening instruments such as GHQ, hospital anxiety/depression scale etc. to detect psychopathology.
Unit - IV: Tests for adjustment and personality assessment: A) Questionnaires and inventories – 16 personality factor questionnaire, NEO-5 personality inventory, temperament and character inventory, Eyesenk's personality inventory, Eysenck's personality questionnaire, self-concept and self-esteem scales, Rottor's locus of control scale, Bell's adjustment inventory (students' and adults'), subjective well-being questionnaires, QOL, B) projective tests – sentence completion test, picture frustration test, draw-a-person test; TAT – Murray's and Uma Chowdhary's.
Unit - V: Rating scales: Self-rated and observer-rated scales of different clinical conditions such as anxiety, depression, mania, OCD, phobia, panic disorder etc. (including Leyton's obsessional inventory, Y-BOCS, BDI, STAI, HADS, HARS, SANS, SAPS, PANSS, BPRS), issues related to clinical applications and recent developments.
Unit - VI: Psychological assessment of children: A) Developmental psychopathology check list, CBCL, B) Administration, scoring and interpretation of tests of intelligence scale for children such as SFB, C-RPM, Malin's WISC, Binet's tests, and developmental schedules (Gesell's, Illingworth's and other) Vineland social maturity scale, AMD adaptation scale for mental retardation, BASIC-MR,



developmental screening test (Bharatraj’s), C) Tests of scholastic abilities, tests of attention, reading, writing, arithmetic, visuo-motor gestalt, and integration, D) Projective tests – Raven’s controlled projection test, draw -a-person test, children’s apperception test, E) Clinical rating scales such as for autism, ADHD etc.
Unit - VII: Tests for people with disabilities: WAIS-R, WISC-R (for visual handicapped), blind learning aptitude test, and other interest and aptitude tests, Kauffman’s assessment battery and such other tests/scales for physically handicapped individuals.
Unit - VIII: Neuropsychological assessment: LNNB, Halstead-Reitan battery, PGI-BBD, NIMHANS and other batteries of neuropsychological tests in current use.

Core Tests: (additions proposed)

1. Stanford Binet’s test of intelligence (any vernacular version)
2. Raven’s test of intelligence (all forms)
3. Bhatia’s battery of intelligence tests
4. Wechsler adult performance intelligence scale
5. Malin’s intelligence scale for children
6. Gesell’s developmental schedule
7. Wechsler memory scale
8. PGI memory scale
9. 16 personality factor questionnaire
10. NEO-5 personality inventory
11. Temperament and character inventory
12. Children personality questionnaire
13. Clinical analysis questionnaire
14. Multiphasic questionnaire
15. Object sorting/classification test
16. Sentence completion test
17. Thematic apperception test
18. Children’ apperception test
19. Rorschach Psychodiagnostic
20. Neuropsychological battery of tests (any standard version)

Student Learning Outcomes:

- To develop skill to establish therapeutic communication with the psychiatric/ non psychiatric
- Explore the various psychological test used to examine human behavior.
- Evaluate the comprehensive exposure to Neurological testing and its governing factor with various behaviors.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the psychological test being taught in class.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
N/A	100%	100%

Lab/Practical Assessment:

Continuous Assessment/Internal Assessment			End Term Examination
Components	Internal Evaluation	Attendance	
Weightage (%)	25%	5%	70%



Essential References:

- Bellack, A.S. & Hersen, M. (1998). *Comprehensive Clinical Psychology: Assessment* (Vol. 4). London: Elsevier Science Ltd.
- Choudhary, U. (1960). *An Indian modification of the Thematic Apperception Test*. Calcutta: Shree Saraswathi Press.
- Exner, J.E. (2002). *The Rorschach – A Comprehensive System*, (4th ed., Vol.1). New York: John Wiley and Sons.
- Freeman, F.S. (1965). *Theory and practice of psychological testing*. New Delhi: Oxford and IHBN.
- Hersen, M., Segal, D.L., & Hilsenroth, M.J. (2004). *Comprehensive handbook of psychological assessment* (Vols. 1-2). New York: John Wiley & Sons.
- Murray, H.A. (1971) *The Thematic Apperception Test manual*. London: Harvard University Press.



Course Title: Psychological Assessments Report Submission

Credit Units: 12

Course Level: MPhil

Course Code: NRS-135

Course Objectives:

- To familiarize the trainee with the formulation and Reporting of Psychodiagnostic evaluation.
- To enable the trainee with the writing format of psychological formulation and reporting.
- To familiarize the trainee with the formulation and reporting of IQ assessments.
- To familiarize the trainee with the formulation and reporting of Neuropsychological testing.
- To familiarize the trainee with the formulation and reporting of Personality testing

Duration: One Year

Methodology:

Trainee get opportunity in clinical Institutes e.g. Mental Hospital, NGOs and clinics. They will be guided by an internal and external supervisor. Trainees will submit 5 full length Psychodiagnostic Reports

Examination Scheme:

Internal Assessment	100 Marks
Total	100 Marks



Part - II (Year - II)

Course Title: Biological Foundations of Behavior

Credit Units: 10

Course Level: MPhil

Course Code: PSY-231

Course Objectives:

Brain disorders cause symptoms that look remarkably like other functional psychological disorders. Learning how brain is involved in the genesis of normal and abnormal behavioral/emotional manifestation would result in better clinical judgment, lesser diagnostic errors and increase sensitivity to consider and rule out a neuropsychological origin or biochemical mediation of the psychopathology. Also, current researches have indicated many pharmacological agents dramatically alter the severity and course of certain mental disorders, particularly the more severe disorders. Therefore, the aim of this paper is to provide important biological foundations of human behavior and various syndromes. The main focus is the nervous system and its command center – the brain.

By the end of Part – I, trainees are required to demonstrate ability to:

1. Describe the nature and basic functions of the nervous system.
2. Explain what neurons are and how they process information.
3. Identify the brain's levels and structures, and summarize the functions of its structures.
4. Describe the biochemical aspects of brain and how genetics increase our understanding of behavior.
5. State what endocrine system is and how it regulates internal environment and affects behavior.
6. Discuss the principles of psychopharmacology and review the general role of neurotransmitters and neuromodulators in the brain.
7. Describe the mono-aminergic and cholinergic pathway in the brain and the drugs that affect these neurons.
8. Describe the role of neurons that release amino acid neurotransmitters and the drugs that affect these neurons.
9. Describe what kinds of clinical symptoms are often associated with lesions of frontal, parietal, temporal and occipital lobes of the brain.
10. Describe what kinds of neuropsychological deficits are often associated with lesions of frontal, parietal, temporal and occipital lobes of the brain, and carry out the indicated neuropsychological assessment employing any valid battery of tests.
11. Describe what kinds of neuropsychological deficits are often associated with subcortical lesions of the brain.
12. List symptoms that are typical of focal and diffuse brain damage.
13. Enumerate the characteristics of clinical syndrome and the nature of neuropsychological deficits seen in various cortical and subcortical dementias.
14. Describe the neuropsychological profile of principal psychiatric syndromes.
15. Demonstrate an understanding of functional neuro-imaging techniques and their application in psychological disorders and cognitive neuroscience.
16. Demonstrate an understanding of the principals involved in neuropsychological assessment, its strengths and weaknesses, and its indications.
17. Describe the nature of disability associated with head injury in the short and longer term, methods of remedial training and their strengths and weakness.

Syllabus:

Part – A (Anatomy, Physiology and Biochemistry of CNS)

Unit –I: Anatomy of the brain: Major anatomical sub-divisions of the human brain; the surface anatomy and interior structures of cortical and sub-cortical regions; anatomical connectivity among the various regions; blood supply to brain and the CSF system; cytoarchitecture and modular organization in the brain.

Unit –II: Structure and functions of cells: Cells of the nervous system (neurons, supporting cells, blood-brain barrier); communication within a neuron (membrane potential, action potential); communication between neurons



(neurotransmitters, neuromodulators and hormones).
Unit – III: Biochemistry of the brain: Biochemical, metabolic and genetic aspect of Major mental disorders, mental retardation and behavioural disorders.
Unit - IV: Neurobiology of sensory-motor systems and internal environment: Organization of sensory-motor system in terms of receptors and thalamocortical pathways and motor responses.
Unit – V Regulation of Internal Environment: Role of limbic, autonomic and the neuroendocrine system in regulating the internal environment; reticular formation and other important neural substrates regulating the state of sleep/wakefulness.
Unit – VI : Neurobiology of Behaviour : Neurological aspects of drives, motivation, hunger, thirst, sex, emotions, learning and memory.
Unit –VII: Neurotransmitters and behaviour: Role of neurotransmitters and neuromodulators (acetylcholine, monoamines, amino acids, peptides, lipids) in various aspects of behaviour including learning and memory.
Unit –VIII: Introduction: Relationship between structure and function of the brain; the rise of neuropsychology as a distinct discipline, logic of cerebral organization; localization and lateralization of functions; approaches and methodologies of clinical and cognitive neuropsychologists.
Unit-IX: Frontal lobe syndrome: Disturbances of regulatory functions; attentional processes; emotions; memory and intellectual activity; language and motor functions.
Unit - X: Temporal lobe syndrome: Special senses – hearing, vestibular functions and integrative functions; disturbances in learning and memory functions; language, emotions, time perception and consciousness.
Unit – XI: Parietal and occipital lobe syndromes: Disturbances in sensory functions and body schema perception; agnosias and apraxias; disturbances in visual space perception; color perception; writing and reading ability.
Unit – XII: Neuropsychological profile of neuro-psychiatric conditions: Neuropsychological profile of cortical and subcortical dementia; major mental disorders and substance use disorders.
Unit – XIII: Functional human brain mapping: QEEG, EP & ERP, PET, SPECT, fMRI
Unit –XIV: Neuropsychological assessment: Introduction, principles, relevance, scope and indications for neuropsychological assessment and issues involved in neuropsychological assessment of children.
Unit –XV: Neuropsychological rehabilitation: Principles, objectives and methods of neuro-rehabilitation of traumatic brain injury, organic brain disorders, major psychiatric disorders and behavioural disorders; scope of computer-based retraining, neurofeedback, cognitive aids.

Student Learning Outcomes:

- Analyse the importance of the most essential fundamental physiological process underlying psychological events
- Explore the various techniques used to examine brain tissue and their examination techniques.
- Evaluate the comprehensive exposure to Nervous system and its governing factor with various behaviours.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode.
- Assigning students task of practicing the psychological test being taught in class.

Assessment examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Components	Continuous Assessment/Internal Assessment			End Term Examination
	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%



Essential References:

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- Rohrbaugh, J.W (1990). *Event Related brain potentials – Basic issues & applications*. New York: Oxford University Press.
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- Walsh, K. (2003). *Neuropsychology- A clinical approach* (4th ed.). Edinburgh: Churchill Livingstone.



Course Title: Psychotherapy and Counseling

Credit Units: 10

Course Level: MPhil

Course Code: PSY-232

Course Objectives:

Impart knowledge and skills necessary to carry out psychological interventions in mental health problems with required competency. As a prelude to problem-based learning within a clinical context, the trainees are introduced to factors that lead to development of an effective working therapeutic alliance, pre-treatment assessment, setting therapy goals, evaluation of success of therapy in producing desired changes, and variables that affect the therapy processes. Further, the aim is to equip the trainees with various theories of clinical problems, and intervention techniques, and their advantages and limitations.

1. Describe what factors are important in determining how well patients do in psychotherapy?
2. Demonstrate an ability to provide a clear, coherent, and succinct account of patient's problems and to develop an appropriate treatment plan.
3. Demonstrate a sense of working collaboratively on the problem and ability to foster an effective alliance.
4. Demonstrate a working knowledge of theoretical application of various approaches of therapy to clinical conditions.
5. Set realistic goals for intervention taking into consideration the social and contextual mediation.
6. Carry out specialized assessments and interventions, drawing on their knowledge of pertinent outcome/evidence research.
7. Use appropriate measures of quantifying changes and, apply and integrate alternative or complementary theoretical approach, depending on the intervention outcome.
8. Demonstrate skills in presenting and communicating some aspects of current intervention work for assessment by other health professionals, give and receive constructive feedback.
9. Demonstrate ability to link theory-practice and assimilate clinical, professional, academic and ethical knowledge in their role of a therapist.
10. Present a critical analysis of intervention related research articles and propose their own methods/design of replicating such research.

Syllabus:

Unit - I: Introduction to Psychotherapy: Definitions, objectives, issues related to training professional therapists; ethical and legal issues involved in therapy work; rights and responsibilities in psychotherapy; issues related to consent (assent in case of minors); planning and recording of therapy sessions; structuring and setting goals; pre- and post-assessment; practice of evidence-based therapies.
Unit - II: Therapeutic Relationship: Client and therapist characteristics; illness, technique and other factors influencing the relationship.
Unit - III: Interviewing: Objectives of interview, interviewing techniques, types of interview, characteristics of structured and unstructured interview, interviewing skills (micro skills), open-ended questions, clarification, reflection, facilitation and confrontation, silences in interviews, verbal and non-verbal components.
Unit - IV: Affective psychotherapies: Origin, basis, formulation, procedures, techniques, stages, process, outcome, indications, and research & current status with respect to psychodynamic, brief psychotherapy, humanistic, existential, gestalt, person-centered, Adlerian, transactional analysis, reality therapy, supportive, clinical hypnotherapy, play therapy, psychodrama, and oriental approaches such as yoga, meditation, shavasana, pranic healing, reiki, tai chi etc.
Unit - V: Behavior therapies: Origin, foundations, principles & methodologies, problems and criticisms, empirical status, behavioral assessment, formulations and treatment goals, Desensitization - (imaginal, in-vivo, enriched, assisted), Extinction - (graded exposure, flooding and response prevention, implosion, covert extinction, negative practice, stimulus satiation), Skill training - (assertiveness training, modeling, behavioral rehearsal), Operant procedures - (token economy, contingency management), Aversion - (faradic aversion therapy, covert sensitization, aversion relief procedure, anxiety relief procedure and avoidance conditioning), Self-control procedures - (thought stop, paradoxical intention, stimulus



satiation), Biofeedback – (EMG, GSR, EEG, Temp., EKG), Behavioral counseling, Group behavioral approaches, Behavioral family/marital therapies.
Unit - VI: Cognitive therapies: Cognitive model, principles and assumptions, techniques, indications and current status of rational emotive behavior therapy, cognitive behavior therapy, cognitive analytic therapy, dialectical behavior therapy, problem-solving therapy, mindfulness based cognitive therapy, schema focused therapy, cognitive restructuring, and other principal models of cognitive therapies.
Unit – VII: Systemic therapies: Origin, theoretical models, formulation, procedures, techniques, stages, process, outcome, indications, and research & current status with respect to family therapy, marital therapy, group therapy, sex therapy, interpersonal therapy and other prominent therapies.
Unit – VIII: Physiological therapies: Origin, basis, formulation, procedures, techniques, stages, process, outcome, indications, and current status with respect to progressive muscular relaxation, autogenic training, biofeedback, eye-movement desensitization and reprocessing, and other forms of evidence-based therapies.
Unit – IX: Counseling: Definition and goals, techniques, behavioral, cognitive and humanistic approaches, process, counseling theory and procedures to specific domains of counseling.
Unit - X: Therapy in special conditions: Therapies and techniques in the management of deliberate self harm, bereavement, traumatic, victims of man-made or natural disasters, in crisis, personality disorders, chronic mental illness, substance use, HIV/AIDS, learning disabilities, mental retardation, and such other conditions where integrative/eclectic approach is the basis of clinical intervention.
Unit - XI: Therapy with children: Introduction to different approaches, psychoanalytic therapies (Ana Freud, Melanie Klein, Donald Winnicott); special techniques (behavioral and play) for developmental internalizing and externalizing disorders; therapy in special conditions such as psycho-physiological and chronic physical illness; parent and family counseling; therapy with adolescents.
Unit – XII: Psycho-education (therapeutic education): Information and emotional support for family members and caregivers, models of therapeutic education, family counseling for a collaborative effort towards recovery, relapse-prevention and successful rehabilitation with regard to various debilitating mental disorders.
Unit – XIII: Psychosocial rehabilitation: Rehabilitation services, resources, medical and psychosocial aspects of disability, assessment, group therapy, supportive therapy and other forms of empirically supported psychotherapies for core and peripheral members.
Unit - XIV: Indian approaches to Psychotherapy: Yoga, Meditation, Mindfulness –based intervention: methods, processes and outcome.
Unit - XV: Contemporary issues and research: Issues related evidence-based practice, managed care, and research related to process and outcome.

Student Learning Outcomes:

- To learn various psychological therapies.
- To develop various skills to apply therapies in various clinical settings.
- To learn various theoretical assumptions under therapies.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the psychological therapy being taught in class.

Assessment examination Scheme:

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%



Essential References:

- Aronson, M. J. & Scharfman, M.A. (1992). *Psychotherapy: The analytic approach*. New York: Jason Aronson, Inc.
- Baker, P, (1992). *Basic family therapy*. New Delhi: Blackwell Scientific Pub.
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Course Title: Behavioral Medicine

Credit Units: 10

Course Level: MPhil

Course Code: PSY-233

Course Objectives:

Health psychology, as one of the subspecialties of applied psychology, has made a notable impact on almost the entire range of clinical medicine. The field deals with psychological theories and methods that contribute immensely to the understanding and appreciation of health behavior, psychosocial and cultural factors influencing the development, adjustment to, treatment, outcome and prevention of psychological components of medical problems. The aim of behavioral medicine is to elucidate the effects of stress on immune, endocrine, and neurotransmitter functions among others, psychological process involved in health choices individuals make and adherence to preventive regimens, the effectiveness of psychological interventions in altering unhealthy lifestyles and in directly reducing illness related to various systems. Further, to provide the required skills and competency to assess and intervene for psychological factors that may predispose an individual to physical illness and that maintain symptoms, in methods of mitigating the negative effects of stressful situations/events, and buffering personal resources.

1. Appreciate the impact of psychological factors on developing and surviving a systemic illness.
2. Understand the psychosocial impact of an illness and psychological interventions used in this context.
3. Understand the psychosocial outcomes of disease, psychosocial interventions employed to alter the unfavorable outcomes.
4. Understand the rationale of psychological interventions and their relative efficacy in chronic disease, and carry out the indicated interventions.
5. Understand the importance of physician-patient relationships and communication in determining health outcomes.
6. Understand of how basic principles of health psychology are applied in specific context of various health problems, and apply them with competence.
7. Demonstrate the required sensitivity to issues of death and dying, breaking bad news, and end-of-life issues.
8. Carry out specialized interventions during period of crisis, grief and bereavement.
9. Understand, assimilate, apply and integrate newer evidence-based research findings in therapies, techniques and processes.
10. Critically evaluate current health psychology/behavioral medicine research articles, and present improved design/methods of replicating such research.
11. Demonstrate the sense responsibility while working collaboratively with another specialist and foster a working alliance.

Syllabus:

Unit – I: Introduction: Definition, boundary, psychological and behavioral influences on health and illness, neuroendocrine, neurotransmitter and neuroimmune responses to stress, negative affectivity, behavioral patterns, and coping styles, psychophysiological models of disease, theoretical models of health behavior, scope and application of psychological principles in health, illness and health care.
Unit – II: Central nervous system: Cognitive, personality, behavioral, emotional disturbances in major CNS diseases like cerebrovascular (stroke, vascular dementia etc.), developmental (cerebral palsy), degenerative (Parkinson’s etc.), trauma (traumatic brain and spinal cord injury), convulsive (epilepsy), and infectious (AIDS dementia), assessment and methods for psychological intervention and rehabilitation with such patients.
Unit – III: Cardiovascular system: Psychosocial, personality, lifestyle, and health practice issues, psychobehavioral responses including coping with illness and functional loss in hypertension, MI, following CABG and other cardiovascular conditions, salient issues with regard to quality-of-life and well- being, empirically proven methods of psychological management of CVS diseases.
Unit – IV: Respiratory system: precipitants, such as emotional arousal, and other external stimuli, exacerbants such as anxiety and panic symptoms, effects, such as secondary gain, low self -esteem in asthma and other airway diseases, psychological, behavioral and biofeedback strategies as adjunct in the management.
Unit – V: Gastrointestinal system: Evaluation of psychological factors including personality characteristics and stress/coping style in functional GI disorders such as irritable bowel syndrome, inflammatory bowel



disease, peptic ulcer disease, esophageal disorder etc., role of psychotherapy, behavior modification, cognitive restructuring, biofeedback and relaxation training.
Unit-VI: Genitourinary/renal/reproductive system: Psychosocial issues in male/female sexual dysfunctions, micturition/voiding problems including primary/secondary enuresis, end-stage renal disease, dialysis treatment, primary and secondary infertility, empirically validated psychological and behavioral interventions in these conditions.
Unit-VII: Dermatology: Role of stress and anxiety in psychodermatological conditions such as psoriasis, chronic urticaria, dermatitis, alopecia and the impact of these on self-esteem, body image and mood, role of psychological interventions such as relaxation, stress management, counseling and biofeedback strategies.
Unit-VIII: Oncology: Psychosocial issues associated with cancer - quality of life, denial, grief reaction to bodily changes, fear of treatment, side effects, abandonment, recurrence, resilience, assessment tools, and goals of interventions for individual and family, and therapy techniques.
Unit IX: HIV/AIDS: Model of HIV disease service program in India, pre- and post-test counseling, psychosocial issues and their resolutions during HIV progress, psychological assessment and interventions in infected adults and children, and family members/caregivers, highly active anti-retroviral treatments (HAART), neuropsychological findings at different stages of infection, issues related to prevention/spreading awareness and interventions in at risk populations.
Unit- X Pain: Physiological and psychological processes involved in pain experience and behavior, assessment tools for acute and chronic pain intensity, behavior, and dysfunctions/disability related to pain, psychological interventions such as cognitive, behavioral, biofeedback and hypnotic therapies.
Unit-XI :Terminally ill: Medical, religious and spiritual definition of death and dying, psychology of dying and bereaved family, strategies of breaking bad news, bereavement and grief counseling, management of pain and other physical symptoms associated with end-of-life distress in patients with cancer, AIDS, and other terminal illness, professional issues related to working in hospice including working through one’s own death anxiety, euthanasia – types, arguments for and against.
Unit- XII- Other general clinical conditions: Application of psychological techniques and their rationale in the clinical care of patients in general medical settings where psychological services appears to affect the outcome of medical management positively, for example in diabetes, sleep disorders, obesity, dental anxiety, burns injury, pre- and post-surgery, preparing for amputation, evaluation of organ donors/recipient, pre- and post-transplantation, organ replacement, hemophiliacs, sensory impairment, rheumatic diseases, abnormal illness behavior, health anxiety etc.
Unit-XIII: Contemporary Issues: Research and developments in health psychology, psychophysiology, psychoneuroimmunology, psychobiology, sociobiology and their implications, and effects of psychotherapy on the biology of brain.

Student Learning Outcomes:

- Analyse the importance of the most essential fundamental physiological process underlying psychological events.
- Explore the various techniques used to examine physiological process.
- Evaluate the comprehensive exposure to physiological factor associated with various behaviors.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the psychological therapy being taught in class.
- **Assessment examination Scheme:**

Theory L/T (%)	Lab/Practical%	End Term Examination
100%	NA	100%

- **Theory Assessment (L&T):**

Continuous Assessment/Internal Assessment				End Term Examination
Components	Mid Term Examination	Assignment	Attendance	
Weightage (%)	20%	5%	5%	70%



Essential References:

- Basmajian J.V. (1979). *Biofeedback – Principles and practice for clinicians*. Baltimore: Williams & Wilkins Company.
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Course Title: Practical: Psychological therapies and viva voce

Credit Units: 18

Course Level: MPhil

Course Code: PSY-234

Course Objectives:

To provide hands-on experience in acquiring the necessary skills and competency in selecting, administering, psychological therapies often employed in clients with psychological and neuropsychological disorders. Since psychological therapies involves integration of information from multiple sources, the trainees are required to be given extensive exposure in working up of cases and carrying out the assessment at all levels for therapeutic intervention. Typical areas of focus for psychological therapies includes (not necessarily limited to): cognition, intelligence, personality, levels of adjustment, disability/functional rehabilitation, neuropsychological rehabilitation, clinical ratings of symptomatology, variables that help/direct treatment, and assess treatment outcomes.

Student Learning Outcomes:

- To develop skill to establish therapeutic communication with the psychiatric/ non psychiatric clients
- Explore the various psychological therapies used for maladaptive behavior.
- Evaluate the comprehensive exposure to Neurological rehabilitation and its governing factor with various behaviors.

Pedagogy for Course Delivery:

- Theory classes using lecture & practice mode
- Assigning students task of practicing the psychological therapies.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical (%)	End Term Examination
N/A	100%	100%

Lab/Practical Assessment:

Continuous Assessment/Internal Assessment			End Term Examination
Components	Internal Evaluation	Attendance	
Weightage (%)	25%	5%	70%



Course Title: Therapy Report Submission

Credit Units: 12

Course Level: MPhil

Course Code: NRS-235

Course Objectives:

- To familiarize the trainee with the formulation and Reporting of psychotherapeutic intervention.
- To familiarize the trainee with the formulation and reporting of IQ intervention.
- To familiarize the trainee with the formulation and reporting of neuropsychological rehabilitation.
- To familiarize the trainee with the formulation and reporting of family therapy, group therapy for various psychological disorders.

Duration: One Year

Methodology:

Trainee get opportunity in clinical Institutes e.g. Mental Hospital, NGOs and clinics. They will be guided by an internal and external supervisor. Trainees will submit 5 full length Psychotherapeutic Reports

Examination Scheme:

Internal Assessment	100 Marks
Total	100 Marks



Course Title: Dissertation

Credit Units: 10

Course Level: MPhil

Course Code: NMP-230

Course Objectives:

- To familiarize them to use scientific methods and evidence to inform the assessment, understanding, treatment and prevention of human problems in behaviour, affect, cognition or health.
- Trainee will acquire and demonstrate knowledge and skills necessary to plan, conduct, evaluate, and disseminate research in areas relevant to clinical psychology

Duration: One Year

Methodology:

- Trainee get opportunity to acquire and demonstrate knowledge and skills necessary to plan, conduct, evaluate, and disseminate research in areas relevant to clinical psychology. Trainees will submit Dissertation.

Examination Scheme:

Internal Assessment	30 Marks
External Assessment	70 Marks
Total	100 Marks