MA Psychology Syllabus 2019-21

Program learning Outcomes:

After completion of the course students will be able to:

Identify the various psychological schools of thought, contemporary perspectives and advancements in the field of cognitive science, personality and its socio-cultural constructs and developmental aspects.

Demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention

Demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients

Develop competence to conduct empirical and qualitative researches.

Demonstrate knowledge of the basic and advanced skills required for counselling and to implement them in case analysis and therapeutic formulation.

Identify counselling needs for diverse population and plan and implement interventions strategies.

Attain life skills training for facilitating effective counselling process.

Develop proficiency in reading, writing and communicating in one foreign language of choice to be ready for cross cultural assignments.

Acquire the professional and personal communication skills for assessment, diagnosis and treatment at individual and group level

SEMESTER I

HISTORY AND SCHOOLS OF PSYCHOLOGY

Course Code: MCP 101   **L:2,T:1,P:0,C:03**

Course Objective:

The paper on System and Theories gives a brief history of psychology and the developments within the discipline.

Course Contents:

Module I: Introduction – 7 hours
History of Psychology, Psychology as a Science

Module II: Structuralism – 7 hours
Subject Matter of Psychology
Methods of Studying Human Behaviour

Module III: Functionalism – 7 hours
Subject Matter of Psychology
Methods of Studying Human Behaviour

Module IV: Associationism-Thorndikian Associationism, Watsonian Behaviorism – 7 hours
Subject Matter of Psychology
Methods of Studying Human Behaviour

Module V: Phenomenology and Gestalt – 8 hours
Classical Psychoanalysts – Sigmund Freud, Alfred Adler and Carl Jung
Continuity theory
Subject Matter of Psychology
Methods of Studying Human Behaviour

Text:

Leahy, T. H. (1991). *A history of modern psychology*. New York: Prentice Hall.
Wolman, B.B. (1979). *Contemporary theories and systems in psychology*. London: Freeman Book Company.

References:

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.
Paranjp, A.C. (1994). *Meeting east and west*. New York: Plenum Press.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT**-Class Test; **H**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **FC-** Flip class; **MA-** Movie Analysis; **CS-** Case study; **DP-** Discursive paper; **A**-Attendance; **EE**-End Session Exam

<center>**COGNITIVE PSYCHOLOGY**</center>

Course Code: MCP 102   **L:2, T:1, P:0,C:03**

Course Objective: The objective of this course is to:

Study the concept of cognition and its application in cognitive psychology.
Facilitate the students about concept formation, attention and perception.
Develop the cognitive and problem solving skills in themselves and others.
Course Contents:

Module I: Introduction and Sensation – 8 hours
Origin of cognitive psychology, Methods in cognitive psychology, Current status of cognitive psychology. Sensation; Meaning and Types, Sensation and Cognition.

Module II: Attention & Perception – 7 hours
Attention, Determinants of Attention, Types and Theories of attention. Perception; Types, Cues, Theories of perception: pattern recognition, disruptions of perception. Illusions, Delusions and Hallucinations.

Module III: Learning, Memory and forgetting – 7 hours
Learning: Meaning, Nature, Types and Theories. Memory: Types, Theories and models of memory. Methods of Retrieval. Forgetting: Theories of forgetting.

Module IV: Language, Thinking and problem solving – 7 hours
Concept formation and Theories. Structure of language, language comprehension and production, language and cognition. Thinking: Convergent & divergent thinking, creative and critical thinking.
Problem solving: methods of solution, hindrances.

Module V: Intelligence, Reasoning and Decision making – 7 hours
Intelligence: Meaning, Nature, Types, Theories. Creativity
Reasoning: Inductive & deductive reasoning, patterns and approaches, conditional reasoning, syllogisms. Decision making: Basic concepts, models and theories**,** algorithms, heuristics.

Text:

Solso, R.L. (2004). *Cognitive Psychology*. (6th ed.). Delhi: Pearson Education.

References:

Mark, L.E. (1978*). Unity of the senses*. London: Academic Press
Newell, A., & Simon H. (1972). *Human problem solving*. New Jersey: Prentice Hall.
Posner, M. (1989). *Foundations of cognitive science*. London: MIT Press

RESEARCH METHODOLOGY

Course Code: MCP 103   **L:2, T:1, P:0,C: 03**

Course Objectives: Through this course student should be able to:
Know about the basics of scientific research in applied psychology.
Learn the statistical rigors in designing research and processing data.
Apply basic framework of research process, research designs and techniques.

Course Contents:

Module I: Introduction to research basics and ethics – 8 hours
Meaning, purpose and dimensions of research. Objectives, Types, Approaches and Significance of Research. Methods Vs Methodology. Various research methods. Problems encountered by researchers in India. Ethical problems and principles in Research.

Module II: Components and Process of Research – 7 hours
Nature of data, Defining and stating a research problem, Criteria of a good problem, Meaning and Types of Hypothesis, Criteria, formulation and stating a hypothesis, hypothesis testing.

Module III: Research Traditions – 7 hours
Functions and sources in Reviewing literature. Characteristics of Parametric and Non-Parametric Statistics. Applications of psychological testing in various settings.

Module IV: Sampling – 7 hours
Meaning and Types of sampling, Sampling procedures, Sample size and other attributes, Merits and Limitations of sampling.

Module V: Methods and Report writing – 7 hours
Selection of statistical methods, Interpretation of the data. Writing a Research Report.

Text:
Kerlinger, F. N. (1973). *Foundations of behavioral research.* USA: Holt, Rinehart & Winston.
Chadha, N. K. (2009). *Applied psychometry.* New Delhi, India: Sage.

References:
Bridget, S., & Cathy, L. (Eds.) (2008). *Research methods in the social sciences*. New Delhi, India: Vistaar Publication.
Gliner, J. A., & Morgan, G. A. (2000). *Research methods in applied settings: An integrated approach to design and analysis.* Mahwah, NJ: Lawrence Erlbaum.
Howell, D. C. (2002). *Statistical methods for psychology* (5th ed.). Duxbury, California: Thomson Learning.

PSYCHOLOGICAL MEASUREMENT AND STATISTICS

Course Code: MCP 104   **L:2, T:1, P:0, C: 03**

Course Objective: The course will enable the students to understand the concepts and principles of psychological testing and evaluation and the use of standardized instruments to examine how assessment has influenced our lives and how clinical assessment can significantly affect the clients with whom we work. It will also help you to interpret and draw conclusions based on the scores and results obtained when these psychological measurement are administered in group setting using appropriate statistics.

Course Contents:

Module I: Introduction– 7 hours
History of Testing and Assessment, Nature and significance of Measurement
Distinction between assessment and measurement, Levels of measurement.

Module II: Test Construction– 7 hours
Classification and characteristics of psychological tests
Steps to develop psychological test, Ethical consideration
Item analysis: item difficulty, item discrimination, item response theory

Module III: Test Standardization– 7 hours
Validity, Reliability, Various methods of estimating reliability and Validity
Test Norms- its types, development of norms

Module IV: Descriptive statistics– 7 hours
Definition and purpose of psychological statistics
Measures of central tendency and variability; Correlation: product-moment,
point-biserial, phi, biserial, tetrachoric, spearman's correlation coefficients.

Module V: Inferential Statistics– 8 hours
Probability distribution and normal curve; Levels of significance
Type – I and Type – II errors, one-and two-tailed tests;
Parametric and non-parametric tests of significance;
Statistical analysis: t test (independent sample, dependent sample Analysis of variance of single - sample study: testing a sample mean by t-test, Statistical analysis of two-sample experiments: the independent samples t-test, the dependent-sample test; Statistical analysis of complex experiments: analysis of variance – F test (computing and interpreting one-way, two-way ANOVA and their logic); MANOVA and Post-hoc tests.

Texts:

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.
References:

Freeman, F.S. (1962). Theory and Practice of Psychological Testing; New Delhi: Oxford IBH.

Practicum- I

Course Code: MCP 120   **L:0,T:0,P:4,C: 02**

Course Objective:
To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
To acquaint the students with the basic procedure and design of psychology experiments.
To familiarize the students with the use of elementary statistical techniques
To encourage and guide the students to undertake a small-scale research project.

Course Content:

S.No.	Practical
1	Psychological Well-Being
2	Emotional Intelligence Scale
3	Beck Depression Inventory
4	Questionnaire to assess risk of Suicide
5	Drug Use Questionnaire (AUDIT)
6	16 PF
7	Sentence Completion Test
8	Eysenck Personality Questionnaire
9	Adjustment Scale
10	Family/Home Environment Scale

Note: Every student is expected to perform and write any 06 experiments & tests mentioned

Examination Scheme:

Components	*Viva*	*Record Book + Attendance*	*Practical Continuous*	*Total*
Weightage (%)	40	25+05	30	100

<div align="center">**PERSONALITY THEORIES**</div>

Course Code: MCP 105   **L:2,T:1,P:0,C: 03**

Course Objective:

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.

Course Contents:

Module I: Introduction to Personality– 7 hours
Nature of personality theory: Present status
Theory in Broader perspective
Grouping among theories: Different perspectives on personality

Module II: The Dispositional Perspective– 7 hours
Type and trait approaches to personality:
Shelley, Kretschmer, Allport, Cattell & Eysenck, Kobasa.
Alternative Five factor Model.

Module III: Psychoanalytic Approach– 8 hours
The Freudian Theory of personality
Topographic model, structural model.
Instincts, tension reduction; defense mechanism.
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 IV: Humanistic & Phenomenological Perspectives– 7 hours
Maslow's Hierarchy of Motives
Roger's Person Centered Theory
May's Existential Analytic tradition

Module V: Behavioural/ Cognitive Approach– 7 hours
Skinner's Radical Behaviours
Albert Bandura's Social-Cognitive theory
Rotter's expectancy reinforce model
Kelly's theory of personal constructs

Text:

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.

References:

Eysenck, H.J. (1981). *Model of person*ality. New York: Springer & Verlog.
Cattell, R.B., & Klings, P. (1977). *The scientific analysis of personality & motivation.* London: Academic Press.

<center>**NEUROLOGICAL BASIS OF BEHAVIOUR**</center>

Course Code: MCP 106   **L:2, T:1,P:0,C: 03**

Course Objective: Students would get an:

orientation towards the dynamics of brain behaviour complexity.
insight on psycho physiological correlates accounting for general phenomena, individual differences, and abnormal functions of human behaviour.
Course Contents:

Module I: Bio psychology– 7 hours
Nature and Scope of biopsychology. Ethics in biopsychology, divisions of biopsychology. Methods of studying the brain: Ablation, Recording and Stimulation methods, Neurochemical methods. Brain and Spinal Cord: Structure and functions. Divisions -Central and Peripheral Nervous System.

Module II: Neural Communication– 7 hours
Neurons Structure, types and functions of neuron. Neuronal conduction communication between neurons, synaptic conduction. Neurotransmitters –categories and functions. supporting cells, blood-brain barrier, basic features of nervous system, types of supporting cells.

Module III: Senses– 7 hours
Structure and function of cell, Mitosis and meiosis. Structure and function of eye, tongue and nose. Function and composition of RNA and DNA. The Brain and Cognition: Cerebral Cortex and Parallel Processing; Cognitive Neuroscience techniques: PET, CT, fMRI, ERP and other imaging techniques.

Module –IV: Evolutionary perspectives – 7 hours
Principles of Evolution –human behaviour -Reflexes, Instincts. Environmental influences on behaviour –human and non-human species. Current researches in evolutionary biopsychology. Controversial issues in evolutionary biopsychology.

Module-V: Neural mechanisms – 8 hours
Brain and cognitive functions intelligence, memory, learning. Endocrine system –functions and effects of endocrine glands. Hormones and behaviour. Neurological Disorders-Tumors, Seizures, Parkinson's disease, Huntington's disease, Alzheimer's disease, Multiple Sclerosis. Chromosmal functions. Hereditary determinants of behaviour.
Texts:
Carlson, N. R. (2005). *Foundations of physiological psychology*. (6th ed.). New York: Pearson Education.
Eyesenk, H.J. (2006). *Biological basis of personality*. (3rd ed.). New Jersey: Transactional Publishers.
References:
Buss, D.M. (2005). *The handbook of evolutionary psychology*. NY: John Wiley and Sons.
Lerner, R.M., & Lerne, J.V. (1999). *Theoretical foundations and biological bases of development in adolescence.* USA: Taylor and Francis.

TERM PAPER

Course Code: MCP 130   **L:0,T:0,P:0,C:01**

Course Objective:
The rationale behind introducing the term paper 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:
Topic
Introduction
Review research
Key Learnings
Conclusion
References

Examination Scheme:
Compilation of Term Paper: 50 Marks
Viva Voce: 25 Marks
Presentation of Term Paper: 25 Marks

Total: **100 Marks**

SEMINAR

Course Code: MCP 145   **L:0,T:0,P:0,C:01**

Course Objective:
This course would help to develop in students the skills of documentation of data for conducting theoretically correct and practically relevant research.
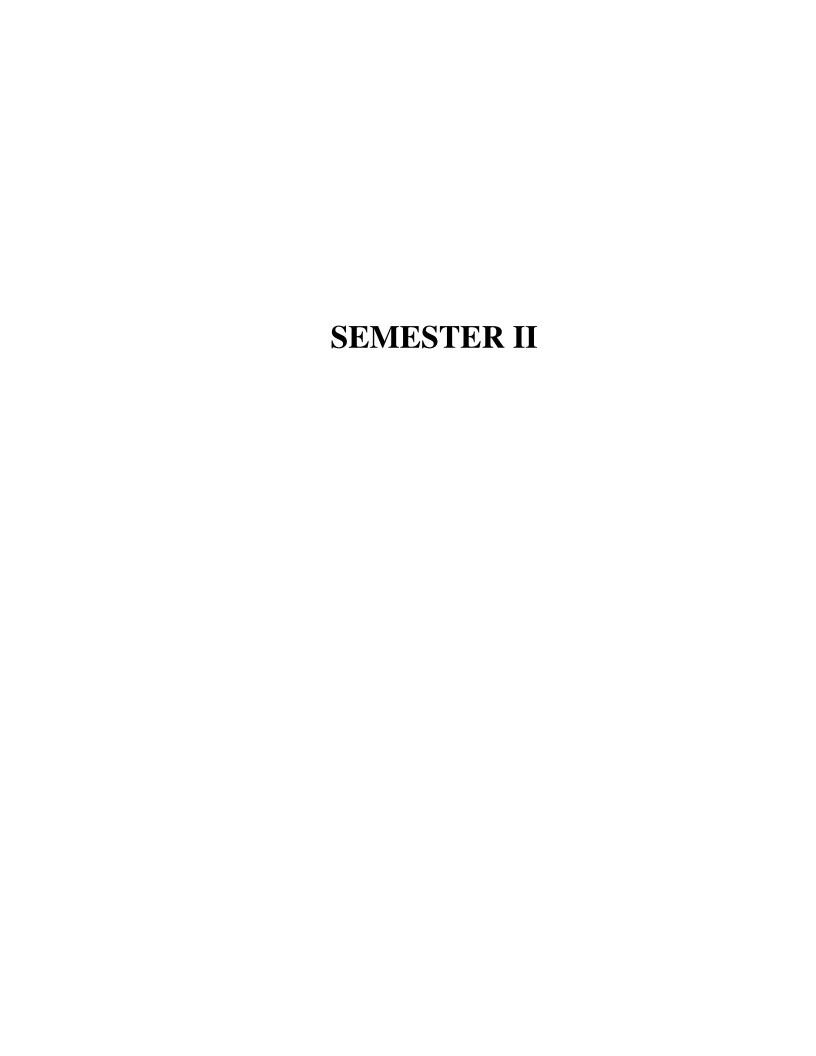
Methodology:
Each student will engage themselves in interaction and observation of Psychological Processes in a subject/field of their choice.
Students will then present the findings in the form of a paper for Seminar discussion.

Evaluation Scheme of Seminar

Internal 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**

SEMESTER II

ADVANCED SOCIAL PSYCHOLOGY

Course Code: MCP 201   **L:2,T:1,P:0,C: 03**

Course Objectives: The student will:
Understand the use of psychosocial perspectives to explore human experiences and behaviour within social situations or socio-historical context.
Develop insights about basic assumptions and scope of psychosocial perspectives.
Learn the use of research methodologies in social psychology.
Explore the use of psychosocial perspectives in addressing the issues and problems.
Course Contents:

Module I: Introduction to Social Psychology – 7 hours
Nature and scope of social psychology, contemporary, cultural and cross-cultural psychology; traditional theoretical perspectives. Research Methods in Social psychology

Module II: Social Influence and Responding to Social Situations – 8 hours
Social facilitation; social loafing; conformity, compliance, obedience; social power; reactance; cultural context of getting influenced or resisting influence. Social perception; Attitude; Aggression; Prosocial behaviour.

Module III: Intergroup relations – 7 hours
Group dynamics, leadership style and effectiveness. Theories of Intergroup relations. Conflicts and resolution.

Module - IV Applications in real world – 7 hours
Application and challenges of societal development in counseling. Social consciousness and cyber world issues. Issues of gender, poverty, marginalization and social suffering; facilitating wellbeing and self-growth in diverse cultural and socio-political contexts.

Module V: Applied Social Psychology – 7 hours
Nature and origin of stereotyping, nature and origin of prejudice, nature and origin of discrimination, techniques for countering its effects. Applied Social Psychology: health, environment and law, personal space, crowding, territoriality

Texts:
Baron, R. A., & Byrne, D. (2000). (8th ed.). *Social psychology.* New Delhi: Prentice Hall of India.
Billig, M. (1976). *Social psychology and intergroup relations.* NY: Academic Press.
Dalal, A.K., & Misra, G. (Ed.) (2001). *New directions in Indian psychology, Vol. 1: Social psychology.* New Delhi: Sage.

References:
McGarty, C., & Haslam, S. A. (Eds.) (1997). *The message of social psychology*. Oxford, UK: Blackwell.
Misra G. (Ed.) (2009*). Psychology in India, Vol. 2: Social and organizational processes.* New Delhi: Pearson.
Shaw, M. E., & Costanzo, P. R. (1970). *Theories of social psychology.* USA: McGraw-Hill.
Taylor. M., & Moghaddam, F.M. (1987). *Theories of intergroup relations.* NY: Praeger.

PSYCHOMETRICS

Course Code: MCP 202   **L:2, T:1, P:0, C: 03**

Course Objectives: The students will be able:

To learn about the philosophical foundations, goals and scope of qualitative
To develop an understanding about the relationship between paradigms of science and
methods of qualitative inquiry.
To understand basic procedures of using qualitative methodology.
To learn about scientific rigor in the use of qualitative methodology.
Course Contents:

Module I: Psychological tests – 7 hours
Meaning of psychological assessment and psychometrics, historical background, core
characteristics of assessment. Classification of psychological tests. Steps to develop
psychological test, Ethical consideration. Applications of psychological tools.

Module II: - Item Analysis and Test Construction – 7 hours
Item analysis: item difficulty, item discrimination, item response theory, Factors related to
construction of tools. Rational test construction, Empirical Test construction, Factor Analytic test
construction.

Module III: Standardization – 8 hours
Reliability and its types, Validity and its types. Various methods of estimating reliability and
Validity. Test Norms- its types, development of norms.

Module IV: Qualitative methods – 7 hours
Choosing an appropriate qualitative method. Qualitative Methods: Theory to Text, Text to theory,
Qualitative Research Design, Grounded Theory, Triangulation, State of the Art and Future.

Module V: Non-parametric tests – 7 hours
Non-parametric test: Nature and assumptions. Parametric and non-parametric tests of
significance. distribution free statistics, chi-square, contingency coefficient, median and sign test,
Friedman test. Familiarization with software packages of statistics and their application.

Text:
Anastasi, A., (1988), *Psychological Testing*; 6th Ed. New York: Mc Millan Publishing Company
Kothari, C. R. (1986). *Research Methodology: Methods and Techniques*. New Delhi : New Age
International.
References:
Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative
analysis.*
Thousand Oaks, CA: Sage.
Denzin, N. K., & Lincoln, Y. (2005). *Handbook of qualitative research*. Thousand Oaks, CA:
Sage.
Smith, J. A., Harre, R., & Langenhove, L. V. (1995). *Rethinking methods in psychology*. London:
Sage.
Willig, C., & Stainton-Rogers, W. (Eds.) (2008). *Handbook of qualitative research in
psychology*. London: Sage.

<div align="center">**HUMAN DEVELOPMENT IN SOCIAL CONTEXT**</div>

Course Code: MCP 203   **L:2,T:1,P:0,C: 03**

Objectives:
To engage with the major theoretical frameworks in study of human development
To understand the dynamics of development in the early and middle childhood, adolescence, adulthood and old age
To contextualize the developmental concerns in the social context of contemporary India

Course Contents:

Module 1: Theoretical frames in human development: An overview – 7 hours
Psychoanalytical (Freud, Mahler, Winnicott, Kakar)
Individual-constructivist (Piaget, Kohlberg)
Social-constructivist (Vygotsky, Valsiner)
Life-cycle (Erikson) and life span (Baltes) approaches
Dynamic systems theories and transpersonal/integral theories

Module 2: Understanding early and middle childhood – 7 hours
Who is a child'? An analysis of images in media and popular culture
Child as a miniature adult and alternate cultural images
Childhood in India
Understanding the concept of multiple childhoods
Physical development, cognitive development, socio-emotional development, moral-ethical development, development of self and inner lives of children
Childhood and care in India: Government policies and concerns (Anganwadis, day care policy, child rights, child labour, RTE, mid-day meal scheme, school dropouts etc.)

Module 3: Adolescence: Developmental issues and social concerns – 8 hours
Entering adolescents' world-issues and crises: A reflective analysis. Does adolescence exist as a stage in India? A critical cultural analysis
Physical development; cognitive development: The nature of thought process and its complexity, intuitive thinking and higher cognition; moral development: The nature of moral reasoning, ideas of a just and ideal world; socio-emotional development; development of self and identity: The dynamics of identity formation and personal-integrational process; Developmental challenges: Negative identity, totalism; models of positive development
Adolescence in India: Government policies and concerns (juvenile delinquency; citizenship rights; policy on higher education etc.)

Module 4: Adulthood and old age: Developmental issues and social concerns – 7 hours
Adulthood and old age in India: Images and constructs – A reflective analysis
Physical development; cognitive development: The nature and complexity of thought, post-formal thought, higher cognition; moral development: Nature of moral thinking, higher stages of moral development; socio-emotional development: The nature of work and human relations in adulthood, lifegoals, personal satisfaction and mid-life crisis; development of self: Understanding the complexity of self and personal-integrational process, inter-generational relations; potential for inner growth and development
Adulthood and old age in India: Overview of government policy and social concerns (work and labour laws, marriage laws, laws on social security and care of elderly etc.)

References:

Alexander, C., & Langer, E. (Eds.) (1991). *Higher stages of human development*. New York: Oxford University Press.

Anandlakshmy, S. (2013). Through the lens of culture studies on childhood and education in India. In G. Misra (ed.), *Psychology and Psychoanalysis (vol. XIII, Part 3) History of Science, Philosophy and Culture in Indian Civilization* (pp. 191–218). New Delhi, India: Centre for Studies in Civilizations.

Aries, P. (1962). *Centuries of childhood*. New York: Alfred A. Knopf.

Erikson, E., & Erikson, J. (1998). *The life cycle completed*. New York: W. W. Norton & Co.

Gilligan, C. (1982). *In a different voice*. Cambridge, USA: Harvard University Press.

Gupta, M. (2014). *Sri Aurobindo's vision of integral human development: A future discipline of study*. New Delhi, India: Springer.

Kakar, S. (2008). *The inner world: A psychoanalytic study of childhood and society in India*. New Delhi, India: Oxford University Press.

Kapur, M., & Mukundan, H. (2003). *Childcare in ancient India from the perspectives of developmental psychology and paediatrics*. New Delhi, India: Sri Satguru Publications.

INDIAN APPROACHES TO PSYCHOLOGY

Course Code: MCP 204   **L:2,T:1,P:0,C: 03**

Course Objective:

This course enables students to gather knowledge about concept of Indian Psychology. It is further designed to equip students with indigenous psychological practices.

Module: I Scope and Methods of Study – 7 hours
Psychology in the Indian Tradition
Scope and Subject Matter, Sources of Indian Psychology.
Research Methods in Indian Psychology
Experimental Methods, Phenomenological Methods, Other Methods of Relevance

Module: II Centrality of Consciousness – 7 hours
Advaita Metaphysics of Consciousness
Buddhist Phenomenology of Consciousness
Elements of Consciousness, Four Planes of Consciousness
Psychology of Consciousness in Sāṁkhya-Yoga

Module: III Mind–Body Complex – 7 hours
Mind in Indian Psychology
Vedic Conception of the Mind, Sāṁkhya Yoga Conception of Mind
Mind in AdvaitaVedānta, Mind in Buddhism

Module: IV Self and Personality – 8 hours
Theories of the "SELF" in Indian Thought
The Concept of Anattā and the Denial of the Self in Buddhism
The Concept of Self in Vedānta and Sāṁkhya-Yoga
Concept of Personality in the Bhagavad Gītā and according to Āyurveda
A Buddhist Perspective on Personality Types
Psychometric Studies of Guṇa

Module: V Cognition and Emotion – 7 hours
Śaṅkara's Views of Cognition and Knowledge
Bharata on Emotions and Aesthetic Moods
Implications of the Concept of Rasa
Rasa in the Context of Modern Psychology
Karma Yoga as Means to Liberation

Text:
Tart C. T. (1992). *Transpersonal psychologies.(*2nd Ed.). New York ; Harper Collins.
Rao, K.R., Paranjpe, A.C. & Dalal, A.K. (2008). Handbook of Indian Psychology. New Delhi: Cambridge University Press India Pvt. Ltd.
Kuppuswamy, B. (1985). *Elements of Ancient Indian Psychology*, New Delhi-110 002: Vikas Publishing House Pvt. Ltd., t, Ansari Road. (Paper back edition available)

Vyas R. N. (1984). *From Consciousness to Super Consciousness: Fundamentals of Indian Philosophical Psychology,* New Delhi-110 002: Cosmo Publications, 24-B, Ansari Road, Daryaganj. (Paper back edition available)

Ajaya, S. (1983). *Psychotherapy east and west: A unifying paradigm.* Honesdale, Pennsylvania: The Himalayan International Institute of Yoga Science and Philosophy.

Vrinte, J. (1996). *The quest for the inner man – Transpersonal psychotherapy and integral sadhana.* Pondicherry, India: Sri Mira Trust.

References:

Sinha J. (1985). *Indian Psychology Vol. 1 Cognition,; Vol.2 Emotion; and Will; Vol.3 Epistemology of Perception.* New Delhi: Motilal Banarasidas.

Dalal, A.S. (2001). *A greater Psychology: An Introduction to the Psychological Thought of Sri Aurobindo,* Pondicherry: Sri Aurobindo Ashram Publication Department.

Misra G. & Mohanty, A.K.(2001). *Perspective on indigenous psychology.* New Delhi: Sage.

Kim U. & Berry, I.W.(1993). *Indigenous psychologies: Research and experience in cultural context.* New Delhi, India: Sage.

Paranjpe A.C.(1998). *Self and Identity in modern psychology and Indian thought.* New York: Plenum Press.

Paranjpe A.C.(1994). *Theoretical psychology. Meeting of east and west.*
New York: Plenum Press.

Rama, S. Ballentine, R., Ajaya, S. (1976). *Yoga and psychotherapy.* Honesdale, Pennsylvania: The Himalayan International Institute of Yoga Science and Philosophy.

Practicum- II

Course Code: MCP 220   **L:0,T:0,P:6,C: 03**

Course Objective:
To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
To acquaint the students with the basic procedure and design of psychology experiments. ·
To familiarize the students with the use of elementary statistical techniques
To encourage and guide the students to undertake a small-scale research project.

Course Content:

S.No.	Practical
1	Transactional Analysis
2	DBDA
3	Interest Inventory
4	MBTI
5	Neo PI
6	Bender Gestalt Test
7	Stroop Test
8	Tower of London
9	PGI Memory Scale
10	Wisconsin Cart Sorting

Note: Every student is expected to perform and write any 06 experiments & tests mentioned

Examination Scheme:

Components	*Viva*	*Record Book + Attendance*	*Practical Continuous*	*Total*
Weightage (%)	40	25+05	30	100

Domain Electives:

LIFE SKILLS

Course Code: MCP 204   **L:2,T:1,P:0,C:03**

Course Objective: This course will enable students to understand core life skills, its concept, process and practice and how they facilitated the counseling process if they are mastered.

Course Content:

Module I: Introduction – 7 hours
Need & Importance
Application, WHO & UNICEF Model of Life Skills in Counseling
Self awareness & empathy skills
Relevance , development and use in counseling

Module II: Critical & Creative Skill – 7 hours
Relevance for counselor
Development and use of these skills in counseling

Module III: Problem Solving & Decision Making Skill – 8 hours
Relevance for counselor
Development and use of these skills in counseling

Module IV: Communication & IPR – 7 hours
Relevance for counselor
Development and use of these skills in counseling

Module V: Stress management & Handling Emotions – 7 hours
Relevance for counselor
Development and use of these skills in counseling

Text
Dahama, O.P., & Bhatnagar, O.P. (2005). *Education and communication for development (2ⁿᵈ ed.).*
New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
Debra, M.G. (2007). *Developing thinking, developing learning - A guide to thinking skills in education*. New York: Open University Press.
Hockenbury, D.H. (2010). *Discovering psychology*. New York: Worth Publishers.

References
Halonen, J. S., & Santrock, J.W. (2009). *Psychology: Context & application. (3ʳᵈ ed.).* USA: McGraw-Hill Companies Inc.
Mangal, S.K. (2008). *An introduction to psychology*. New Delhi: Sterling Publishers Pvt. Ltd.
Nair, V. R. (2010). *Life skills, personality and leadership.* Tamil Nadu: Rajiv Gandhi National Institute of Youth Development.

EXPERIMENTAL DESIGNS IN BEHAVIORAL RESEARCH

Course Code: MCP 205   **L:2,T:1,P:0,C: 03**

Course Objective:

The present paper is designed to present detailed and comprehensive picture of experimental designs in behavioral science, various types and importance.

Course Contents:

Module I: Introduction – 7 hours
Introduction to Experimental Designs; experimental designs as variance control, error variance
Types: single case experimental design, experimental design, control group, experimental group, quasi experimental designs; and Basic terminologies in experimental design

Module II Analysis of Variance: **Foundation of experimental designs – 7 hours**
Analysis of variance and t-test
Concept of variance and underlying assumptions
One-way analysis variance
Two-way analysis of variance

Module III- Single Factor Experiments – 7 hours
Fixed effect and random effect models
Equal sample sizes; Test for trends; Unequal sample size
MANOVA
Comparisons of designs with and without repeated measures

Module IV: Factorial Experiments – 8 hours
Factorial experiment: two factors; Factors, assumptions, homogeneity of variance
Repeated experiment; Factorial experiment: three factors; complete factorial experiment
Repeated measures on one factor; two factors and three factors

Module V-Randomized Complete Block Design – 7 hours
Blocking
Randomized Complete Block Design (single subject each cell)
Randomized Complete Block Design (n subject each cell)

Text & References:
Broota, K. D. (1989). *Experimental design in behavioural research*. New Age International.

ADVANCED COUNSELING SKILLS

Code: MCP 206   **L:2,T:1,P:0,C: 03**

Course Objective: This course would prepare the students with the basic and general skills required for counseling.

Course Content:

Module I: Understanding Counseling – 7 hours
Emergence & current trends
Nature of counselors work
Job outlook and Growth
Counseling in diverse environment

Module II: Counselor & Counseling Skills – 8 hours
Basic Counseling skills
Helping and Healing side of counseling
Desirable qualities of a counselor
Counseling Process: Initiating, Establishing Structure & Termination

Module III: Counseling Approaches – 7 hours
Directive, Non-Directive and Eclectic techniques
Affectively, Behaviorally & Cognitively oriented approaches

Module IV: Legal & Ethical Issues – 7 hours
Confidentiality & Professional Ethics
Counselor licensing
Ethical codes& Ground rules

Module V: Counselor's Self-care strategies – 7 hours
Burnout
Causes of stress
Remedies

Text:
Belkin, G. S. (1984). *Introduction to counseling*. Dubuque, Iowa: WCB/McGraw-Hill.
Bellack, A. S., Hersen, M., & Kazdin, A. E. (Eds.) (2012). *International handbook of behavior modification and therapy*. New York: Springer Science & Business Media.
Corey, G. (2015). *Theory and practice of counseling & psychotherapy*. New Delhi: Pearson.

References:
Cormier, L. S., & Nurius, P. S. (2003). *Interviewing and change strategies for helpers* (Fifth ed.). Pacific Grove, CA: Brooks/Cole.
Gladding, S. T. (2012). *Counseling: A comprehensive profession*. New Delhi: Pearson .
Herlihy, B., & Corey, G. (2014). *ACA ethical standards casebook*. New Jeresy: John Wiley & Sons.
Joyce, P., & Sills, C. (2014). *Skills in gestalt counseling & psychotherapy*. Los Angeles: Sage.

REVIEW ARTICLE

Course Code: MCP 240   **L:0,T:0,P:0;C:01**

Course Objective:
The objective of this course is to develop the scientific bent of mind and judge the understanding as well as application of the knowledge gained by the students. The aim of an article is to provide the students an opportunity to further enhance their knowledge in an area of their choice by undertaking different **aspects of human behavior and analyzing it** at a level commensurate with the learning outcomes of the various courses taken up by them in the ongoing semester.

The purpose of the review article is for the students to draw upon their interest in currently published research literature with the aim of furthering theoretical work in the field of interest.

Guidelines:
The article will be related to the contemporary Psychological issue and the topic will be given by the department. The article will be written in around 3000 words.
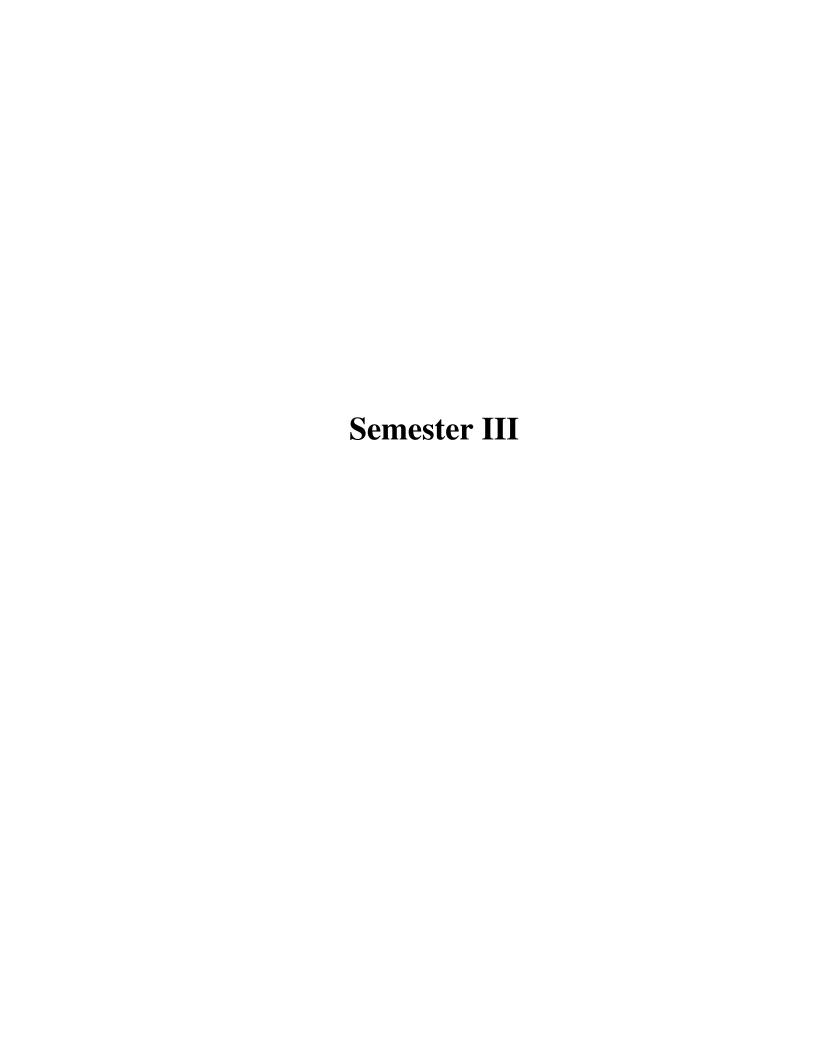
The presentation of the article is scheduled to be held before the commencement of Semester examinations.

The article will carry 100 marks that will be marked on the basis of selection of topic, article writing and viva.

There are a number of types of articles that are published in psychological journals, including reports of empirical studies (psychological reports), review articles, case studies and theoretical articles. Students may critically assess existing theories, identifying flaws or arguing for the superiority of one theory over another. This is often done through examining a theory's internal consistency and evaluating the level of empirical support for the theory (i.e. studies/experiments). This type of theoretical analysis is what we are expecting from students at undergraduate level. x

Evaluation Scheme:

Selection of topic & its significance	Article writing		Viva	Total
	Content	References (studies quoted)		
10	30	20	40	100

Semester III

SUMMER INTERNSHIP EVALUATION

Course Code: MCP 350   **L:0,T:0,P:0,C: 03**

Course Objective:

This course enables the students to develop an understanding of the counselor's role in rendering services in a specific organization setting (hospitals, NGO, schools, corporate etc). It further develops the individual's attitudes and skills required in their profession which would facilitate professional growth.

Methodology:

Students will get placed in school, NGOs, hospitals or corporate sector of their interest. They will be jointly supervised by internal faculty and an external supervisor from the respective institute. Students are required to submit a field report of the work done during the tenure of the training. They also have to maintain a field dairy of every day experience of training which will be periodically reviewed by the supervisors.

Note: The schedule will be announced during the 1st week of commencement of the semester.

Examination Scheme:

Components	Synopsis	Progress report	Final Presentation/ Viva/ Report	Total
Evaluation by	Internal Panel	External Supervisor	Internal Panel +External	
Weightage (%)	30	20	50	100

Practicum III

Course Code: MCP 320   **L:0,T:0,P:4,C: 02**

Course Objectives:
To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
To acquaint the students with the basic procedure and design of psychology experiments.
To encourage and guide the students to undertake a small-scale research project.

Course Content:

S.No.	Practical
1	Behavioral Assessment of children
2	Adolescent Coping Scale
3	Social Support
4	Body Image Perception Survey
5	Abstinence Self Efficacy
6	Sociometry
7	TAT/CAT
8	Depression screening of school children
9	Learning Disabilities Assessment
10	Diagnostic Interview Schedule for Children (DISC 1V)

Note: Every student is expected to perform and write any 06 experiments & tests mentioned

Examination Scheme:

Components	Viva	Record Book + Attendance	Practical Continuous	Total
Weightage (%)	40	25+05	30	100

Domain Electives:

COMMUNITY PSYCHOLOGY

Course Code: MCP 309   **L:1,T:1,P:0 C: 03**

Course Objectives: The course objective is designed to provide an in-depth and critical study of community psychology. It includes the nature and goals of community psychology, interventions within a community framework. Community based programs and current applied issues in community psychology are covered. It would help them develop a community-based orientation towards mental health.

Course Contents:

Module I: Introduction – 7 hours
Introduction to community psychology: Concept, nature and principles of community psychology
Evolution and history of community movement
Goals of community psychology, community psychology today

Module II: Community mental health – 7 hours
Community mental health and its indices
Social change: importance, reasons and types of social change, creating and sustaining social change
Quality of life, mental health education, awareness and promotional programs in India

Module III Community Problems and Interventions – 8 hours
Problems of community life: unemployment, aggression, alienation violence
Modalities of community intervention
Role of change agents and media in community interventions

Module IV: Community based rehabilitation – 7 hours
Community based rehabilitation (CBR): Issues, principles,
Health promotion: process of community organization for health promotion, importance.
Community program for: child and maternal health, physical challenged and old age in the Indian context.

Module V: Future of Community Psychology – 7 hours
Recent social and political agendas affecting community psychology.
General recommendations about social change for the coming year, promoting the values.
Action research, diversity issues.
Community development and empowerment: case studies in Indian context

Text:
Duffy, K (2002). *Community Psychology* (3rd Ed.). Boston: Allyn & Bacon.
Korchin, S.J. (1988). *Modern clinical psychology*. CBS Publication

References:
Mortisugu, G. Wong, F. Y., & Duffy, K. G. (2009). Community psychology (4th ed.). Boston: Allyn & Bacon.
Iscoe, I. Block, B.L. & Spielberger, CD (Eds.) (1997). Community psychology: Perspectives in training and research. Appleton Century Crofts. NY.
Mann, P.A. (1978). Community Psychology: Concepts and Applications. The Free Press. Moritsugu.

BEHAVIORAL PROBLEMS OF CHILDREN & ADOLESCENTS

Course code: MCP 310   **L:2, T:1, P:0, C: 03**

Course Objectives: The purpose of this course is to

expose the students to various behavioral problems experienced by children and adolescents.
Understand the social issues and intervention for each type of problem
Know the process of intervention to various behavioral problems.
Course Contents:

Module I: Clinical Problems in Infancy and Early Childhood – 7 hours
Developmental Perspectives on Problem Behavior in Childhood. Developmental Perspectives on Problem Behavior in Adolescence. Theoretical perspectives. Disruptive Problems**,** Emotional Problems, Eating & Feeding Problems, Sleep problems, Toileting problems. Interventions

Module II: Conduct problems in School going Children – 7 hours
Attention and overactivity problems. Fear and anxiety problems. Repetition problems. Somatic problems. Interventions.

Module III: Learning Disabilities – 8 hours
Definition, Concept and Prevalence
Types of LD: dyslexia, dysgraphia, dyscalculia, dyspraxia
Bilingualism/Multilingualism
Assessment of LD
Issues in adulthood, Services -National and International scenario

Module IV: Other associated problems – 7 hours
Disruptive Behaviour Disorder: Oppositional Defiant Disorder and Conduct Disorder
Delinquent behaviour, Vandalism
Parent-child relationship, role of parenting
Peer relationship

Module V: Problems in adolescence – 7 hours
Physical abuse, Emotional abuse and neglect
Sexual abuse, Substance abuse
Intervention

Texts:
Carr, A. (2003). *The handbook of child and adolescent clinical psychology: A contextual approach*. USA: Routledge.
Kauffman, J. M. (1997). *Characteristics of emotional and behavioral disorders of children and youth*. Merrill/Prentice Hall, One Lake Street, Upper Saddle River, NJ 07458.

References:
Gibbs, J. T., & Huang, L. N. (1989). *Children of color: Psychological interventions with minority youth*. Jossey-Bass.
Rutter, M. (1975). *Helping troubled children*. Plenum.

GUIDED COUNSELING

Course Code: MCP 375   **L:0,T:0,P:0,C: 03**

Course Objectives:

The course will focus on "Theory-practice" integration. In counseling practice session candidate will be assisted to identify the psychological problem of the clients and candidate will try to find out the causes behind this problem, by arranging some counseling sessions of the client. In this direction, the counseling practice session will be integrated with the theory course and start after one month of theory classes. For the purpose of counseling practice session, secondary schools from the city, day care centers, hospitals & NGOs may be treated as experimental cites. Candidate should select at least 10 cases related to different issues taught in the course MCP301 Issue based Counseling.

Modality: In the beginning the candidate will practice counseling skills with simulation method in peer group under the supervision of faculty. Each practice session may be video recorded and play back in group for discussion and feedback. Applications of counseling skills in real situation can be reported by the candidate and discussed with the faculty or in peer group for necessary modification.

Submission of report of counseling cases and exercises report of the 10 counseling cases should be neatly typed in the standard format and a bound copy should be submitted.

The report should cover the following points.

Case history, Genogram of the Client
Identification of the problem
Psychological Assessment
Diagnosis of problem
Prognosis
Session plan
Therapeutic intervention used and its justification
Verbatim report of all sessions
Summary and Outcomes
Ethics Followed

Note: The schedule will be announced during the 1st week of commencement of the semester.

Examination Scheme:

Components	*Synopsis*	*Progress report*	*Final Presentation/ Viva/ Report*	*Total*
Evaluation by	*Internal Panel*	*External Supervisor*	*Internal Panel +External*	
Weightage (%)				

SCIENTIFIC RESEARCH PAPER

Course Code: PSY 565   **L:0,T:0,P:0,C:01**

Students are required to publish a research paper under faculty supervision. The publication should be in a refereed peer reviewed National/International Journal.

Evaluation scheme:

Internal Supervisor Evaluation	30 marks
Publication	70 marks

M.A. Specialization In Clinical Psychology

INTRODUCTION TO CLINICAL PSYCHOLOGY

Course Code: MCP 301   **L:2,T:1,P:0,C: 03**

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.

Course Contents:

Module – I: Foundations – 7 hours
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 – II: Psychodynamic approach – 7 hours
Brief orientation to four psychoanalytic psychologies – Drive, ego, object relations & self-psychology
Understanding psychological defenses, regression, and the true and false self-systems

Module – III: Other major approaches – 8 hours
Behavioural and cognitive-behavioural
Humanistic
Existential
Family systems
Biological
Attempt at integration: Bio-psycho-social

Module – IV: Clinical assessment – 7 hours
Rationale and planning
Clinical interviewing
Areas of applications: Intellectual and educational; personality and interpersonal; behavioural and psycho-diagnostic

References:

Aiken, L. R. (2000). *Psychological testing and assessment* (10th ed.). Boston: Allyn & Bacon.
Anastasi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). Delhi, India: Pearson Education.
Fernandes-Ballesteros, R. (Ed.) (2003). *Encyclopedia of psychological assessment* (Vol. I & II). New Delhi, India: Sage.
Freeman, F. S. (1965). *Theory and practice in psychological testing* (3rd ed.). New Delhi, India: Oxford and IBH.
Gregory, R. J. (2000). *Psychological testing: History, principles, and applications* (3rd ed.). Boston: Allyn & Bacon.

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.

Holt, R. R. (Ed.) (1984). *Diagnostic psychological testing* (Revised edition). New York: International Universities Press.

Kaplan, R. M., & Saccuzzo, D. P. (2001). *Psychological testing: Principles, applications, and issues* (5th ed.). New Delhi, India: Asian Books Pvt. Ltd.

Koocher, G. P., Norcross, J. C., & Hill , S. S. (Eds.) (1998). *Psychologists' desk reference.* Oxford: Oxford University 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.

PSYCHOPATHOLOGY

Course Code: MCP 302   **L:2,T:1,P:0,C: 03**

Objectives:
To develop understanding of the various manifestations of psychopathology.
To familiarize with DSM V and ICD 10 classificatory systems in the context of diagnosis of various psychiatric/psychological disorders.

Contents:

Module – I: Classification and models of psychopathology – 7 hours
Psychopathology and systems of classification.
Basic features of DSM-V & ICD-10: Similarities, differences and critical evaluation.
Major theoretical models of psychopathology.
Critical evaluation.

Module – II: Disorders of mood, anxiety, somatoform & behavioural syndromes – 7 hours
Clinical characteristics and etiology of depression, bipolar affective disorders.
Clinical characteristics and etiology of phobia, panic, OCD, PSTD, adjustment disorder.
Clinical characteristics and etiology of dissociative disorder, somatoform disorder, other neurotic disorders.
Clinical characteristics and etiology of eating disorder, sleep disorder.

Module – III: Psychotic spectrum disorders – 7 hours
Clinical characteristics and etiology of schizophrenia, delusion, other psychotic disorders.
Schizophrenia and its spectrum.
Delusional, brief and shared psychotic disorders.
Schizo-affective disorders and related manifestations.
Other psychotic disorders, cultural specific manifestations, organic overlay.

Module – IV: Disorders of infancy, childhood and adolescence – 8 hours
Clinical characteristics and etiology of specific developmental disorder of scholastic skills.
Pervasive developmental disorders.
Behavioural and emotional disorders.
Disorders of social functioning.

References:
Adams, P. B., & Sutker, H. E. (2001). *Comprehensive handbook of psychopathology* (3rd ed.). New York: Springer.
Craighead, W. E., Miklowitz, D. J., & Craighead, L. W. (2008). *Psychopathology: History, diagnosis and empirical foundations*. New York: John Wiley and Sons.
Hersen, M., & Beidel, D. (2012). *Adult psychopathology and diagnosis* (6th ed.). New York: Wiley.
Maddux, J. E., & Winstead, B. A. (2007). *Psychopathology: Foundations for a contemporary understanding*. New York: CRC Press.
Blaney, P. H., Krueger, R. F., & Millon, T. (2015). *Oxford textbook of psychopathology* (3rd ed.). New York: Oxford University Press.
Millon, T., Krueger, R. F., & Simonsen, E. (2011). *Contemporary directions in psychopathology*. New York: Guilford Press.
Sadock, B. J., & Sadock, V. A. (2015). *Kaplan and Sadock's synopsis of psychiatry* (11th ed.). PA, USA: Lipincott, Williams and Wilkins.

PSYCHOTHERAPY

Course Code: MCP 303   **L:2,T:1,P:0,C: 03**

Objectives:

To understand theories and techniques of major psychotherapy approaches.
To develop an appreciation for the importance of psychotherapy research .

Course Contents:

Module - I: Foundations – 7 hours
Becoming a psychotherapist: Training and supervision.
Stages of therapy.
Modes of therapy: Individual, group, couples & family.
Psychotherapy research.
Critical/controversial issues in psychotherapy.

Module – II: Psychodynamic therapies – 7 hours
Psychoanalytic therapies.
Brief analytic therapies.
Object-relations therapies.
Interpersonal approaches.

Module – III: Humanistic & transpersonal therapies – 7 hours
Client-centred therapies.
Existential therapies.
Gestalt therapies.
Transpersonal therapies.

Module – IV: Behavioural & cognitive-behavioural therapies – 8 hours
Behavioural therapy.
Cognitive therapy (Beck).
Rational emotive behaviour therapy (Ellis).

References:
Brems, C. (2000). *Dealing with challenges in psychotherapy and counseling*. Singapore:
Brooks/Cole.
Brems, C. (2001). *Basic skills in psychotherapy and counseling*. Singapore: Brooks/Cole.
Corey, G. (2015). *Theory and practice of counseling and psychotherapy* (10th ed.). Boston:
Cengage Learning.
Dryden, W. (2007). *Dryden's handbook of individual therapy* (5th ed.). New Delhi, India: Sage.
Feltham, C. (Ed.) (1999). *Controversies in psychotherapy and counseling*. New Delhi, India:
Sage.
Hecker, J. E., & Thorpe, G. L. (2005). *Introduction to clinical psychology: Science, practice, and
ethics* (Low Price Edition). Delhi, India: Pearson Education.
Ivey, A. E., D'Andrea, M., Ivey, M. B., & Simek-Morgan, L. (2007). *Theories of counseling and
psychotherapy: A multicultural perspective* (6th ed.). Boston: Allyn & Bacon.
Koocher, G. P., Norcross, J. C., & Hill, S. S. (Eds.) (1998). *Psychologists' desk reference*.
Oxford: Oxford University Press.
Miltenberger, R. G. (2001). *Behavior modification: Principles and procedures* (2nd ed.).
Belmont, CA: Wadsworth/Thomson Learning.
Palmer, S. (Ed.) (2006). *Introduction to counseling and psychotherapy: The essential guide*. New
Delhi, India: Sage.

Prochaska, J. O., & Norcross, J. C. (2003). *Systems of psychotherapy: A transtheoretical analyses* (5th ed.). Pacific Grove, CA: Thomson-Brooks/Cole.

Sharf, R. S. (2000). *Theories of psychotherapy and counseling: Concepts and cases* (2nd ed.). Singapore: Brooks/Cole.

Simon, L. (2000). *Psychotherapy: Theory, practice, modern and postmodern influences*. Westport, Connecticut: Praeger.

Sundel, M., & Sundel, S. S. (2004). *Behavior change in the human services: Behavioral and cognitive principles and applications* (5th ed.). Thousand Oaks, CA: Sage Publications.

Todd, J., & Bohart, A. C. (2005). *Foundations of clinical and counseling psychology*. Grove, Il: Waveland Press.

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

CLINICAL PSYCHOLOGY: A POSITIVE PSYCHOLOGY APPROACH

Course Code: MCP 304   **L:2,T:1,P:0,C: 03**

Course Objectives:

The course examines paradigm shift from pathologies to positive subjective experience and positive individual traits to improve quality of life. A framework for a science of positive psychology is built on the aim to promote positive relationships which has implications in various areas of psychology. The course helps the students to acquire insights into their own strengths and utilize them to increase their own and others' wellbeing.

Course Contents:

Module I: Introduction to Positive Psychology – 7 hours
Theoretical background : Association between positive psychology and counseling; Salutogenic vs pathogenic models.
Counseling using positive psychology: Indian and Western tradition

Module II: Role of inducing Positive Emotional and Cognitive States – 8 hours
Using elements of positivity in counseling: Principles of pleasure; Positive emotions, emotional states and positive health; emotional intelligence; optimism and hope; self efficacy; wisdom and courage; faith; flow and spirituality.

Module III: Focus on enhancement of Subjective Well-Being and Quality of Life – 7 hours

Making of a fully functioning positive individual: role of life satisfaction and happiness; well-being , quality of life and meaning in life.

Module IV: Role of Promoting Positive Relationships – 7 hours

Self and consciousness; mindfulness; positive personal traits; positive coping strategies; positive relationships: Love; Compassion, Forgiveness, Altruism, Gratitude, Empathy.
Application of the above in family, parental, caregivers' and marital counseling.

Module V: Applications of Positive Psychology in counseling diverse populations – 7 hours
Ageing; Health; Work; Mental Health and Behavior; Stress Management; Communities ME/WE balance.

Texts:
Snyder, C.R., & Lopez, S.J. (2002). *Handbook of positive psychology.* (eds.). New York: Oxford University Press.
Seligman, M. (1994). *What you can change and what you can't.* New York: Knopf.

References:
Anderson, N.B. (2003). *Emotional longevity*. New York: Viking.
Andrews, F.M., & Withey, S.D. (1976). *Social indicators of wellbeing.* New York: Plenum Press.
Baltes, P., & Staudinger, U.M. (2000). Wisdom: A metaheuristic (pragmatic) to orchestrate mind and virtue toward excellence. *American Psychologist,* 55, 122- 136.
Bradburn, N., & Caplovitz, D. (1965). *Reports of happiness.* Chicago: Aldine.
Buss, D.M. (2000). The Evolution of Happiness. *American Psychologist, 55,* 15- 23.
Csikszentmihalyi, M. (1975). *Beyond boredom and anxiety.* San Francisco: Jossey-Bass.

M.A. SPECIALIZATION IN COUNSELING PSYCHOLOGY

METHODS AND APPROACHES IN COUNSELING

Course Code: MCP 305   **L:2,T:1,P:0,C: 03**

Objectives:
To give a comprehensive understanding of the different methods and approaches to counseling.
To give the student the experience of undergoing as well as performing counseling using different methods.

Course Contents:
Module - I: Approaches to Counseling – 7 hours
Psychodynamic approaches.
Behavioristic approaches.
Humanistic approaches.
Existential counseling.
Indian spiritual/yogic approaches.

Module – II: Dynamic Methods – 7 hours
Psychoanalytic counseling.
Jungian theory based counseling.
Adlerian counseling.
Other Neo-Freudian methods.

Module – III: Other Techniques – 7 hours
Behavioristic counseling.
Cognitive counseling.
Non-directive counseling.
Directive counseling.
Psycho-drama, use of fine arts in counseling.

Module – IV: Miscellaneous Approaches, Methods and Techniques – 7 hours
Group counseling.
Peer counseling, co-counseling.
Other counseling approaches and methods.
Modern developments in counseling.

References:
Chandra, R. (2011*). Psychology, counseling and therapeutic practices*. N.D.:Gyan Books.
Clarkson, P. (Ed.) (1998). *Counseling Psychology*. U.K.:Psychology Press.
Corey, G. (*2004*). *Theory and practice of counseling and psychotherapy*. NJ, USA: Princeton.
Feltham, C., & Horton, I. (Eds.) (2012). *The Sage handbook of counseling and psychotherapy. LosAngeles:Sage.*
Gelso, C., Williams, E. N., & Fretz, B. R. (2014). *Counseling psychology*. Washington:APA Publication.
Misra, G. (Ed.) (2011). *Handbook of psychology in India*. New Delhi, India: Oxford University Press.
Nelson-Jones.,R. (2012). *Introduction to counselling skills*. Los Angeles:Sage
Sejwal, P., & Arora, M. (2012). *Counseling psychology*. N.D.:Crescent Publishing

ASSESSMENT & RESEARCH IN COUNSELING

Course Code: MCP 306   **L:2,T:1,P:0,C: 03**

Objectives:
To give the student a broad acquaintance with psychological measurement and assessment, psychological tests, testing in India and methods of test development.
To train the students in methods of research and analysis of data in counseling psychology.

Course Contents:
Module - I : Psychological Measurement – 7 hours
Methods of personality assessment.
Psychological testing.
Well known psychological tests.
Tests and testing in India used for counseling.

Module – II: Test Development – 7 hours
Steps in test development.
Item analysis.
Preparation of norms.
Methods for determining reliability and validity.

Module - III Research Methods – 7 hours
Quantitative data and analysis.
Types of qualitative data and techniques for analysis.
Research design.
Computerisation, writing research reports, papers, books.

Module – IV: Counseling in India – 7 hours
Problems of test development in India.
History of counseling movement in India, Indianisation of counseling.
Contemporary issues relating to counseling practice in India.
Future of counseling practice, research and development in India.

References:

Blocher, D. H. (2000). *Evolution of counseling psychology*. N.Y.:Springer.
Breakwell, G. M., Smith, J. A. & Wright, D. B. (Eds.) (2012). Los Angeles: *Research methods in psychology*. Sage.
Groth-Marnat, G., & Wright, A. J. (2016). *Handbook of psychological assessment*. N.J: Wiley.
Lane, S., Raymond, M. R., & Haladyna, T. M. (Eds.) (2015). *Handbook of test development*. U.K.: Routledge.
Misra, G. (Ed.) (2009). *The structure of Indian mind*. New Delhi, India: L.B. Shastri Sanskrit Vidyapeeth.
Yerroju, B. (2013). *Guidance and counseling*. Delhi:Jain Book Depot.

AREAS AND RELATED DISCIPLINES OF COUNSELING

Course Code: MCP 307   **L:2,T:1,P:0,C: 03**

Objectives:
To study of application of counseling in different areas.
To understand the connection with and difference from related other disciplines.

Course Contents:

Module - I Areas of Counseling – 7 hours
Counseling for personal and adjustment problems.
Educational counseling.
Vocational guidance and career counseling.

Module - II Purposes of Counseling – 7 hours
Counseling for health problems, hospital counseling.
Paediatric counseling.
Counseling related to gender issues.
Cross-cultural counseling.

Module - III Special Counseling Applications – 7 hours
Rehabilitation counseling.
Crisis and trauma counseling.
Counseling and substance abuse.
Psychiatric counseling.

Module - IV Counseling and Related other Disciplines – 7 hours
Counseling and case work as practised by social work people.
Psychiatry, psychotherapy, and clinical psychology.
Community psychology.
Rehabilitation psychology.
Popular lay movements like Transactional Analysis, NLP, etc.

References:

Blocher, D., & Biggs, D. (1983). *Counseling psychology in community settings*. N.Y.:Springer Publishing Co.
Gelso, C. J., Williams, E. N., & Fretz, B. (2014). *Counseling psychology* (3rd ed.). Washington, D.C.: American Psychological Association.
Brown, S. D., & Lent, R.W. (2008). *Handbook of counseling psychology* (4th ed.). New York: Wiley.
Moodley, Gielen, & Wu,R. (2013). *Handbook of counseling and psychotherapy in an international context*. New York: Routledge.
Gerstein, H., Ægisdóttir, L., & Norsworthy. (2009). *International handbook of cross-cultural counseling: Cultural assumptions and practices worldwide*. Los Angeles: Sage.
Hohenshil, Amundson, & Niles. (2013). *Counseling around the world: An international handbook*. Alexandria, VA: American Counseling Association.
Gielen, Fish, & Draguns. (2004). *Handbook of culture, therapy, and healing*. Mahwah, NJ: Erlbaum.
Pedersen, P. B., Draguns, J. G., Lonner, W. J., & Trimble, J. E. (Eds.) (2008). *Counseling across cultures* (6th ed.). Thousand Oaks, CA: Sage.

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Gielen, U. P., Fish, J. M., & Draguns, J. G. (Eds.) (2004). *Handbook of culture, therapy, and healing*. Mahwah, NJ: Lawrence Erlbaum.
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COUNSELING FOR DIVERSE AND VULNERABLE POPULATION

Course Code: MCP 308
L:2,T:1,P:0,C:03

Course Objectives: the aim of this course is to prepare the students to understand the counseling needs of diverse and vulnerable population and application of counseling skills and theories to such cases.

Course Content:
Module I: Introduction & Children Population – 7 hours
Need & Importance of diverse & vulnerable population
Destitute, orphanage & broken family Children
Early intervention
Recovery & treatment

Module II: Adolescent Population – 7 hours
Academic issues, Body Image, eating disorder & Bullying
Early intervention
Recovery and treatment

Module III: Elderly Population – 7 hours
Identification of risk factors
Psychological effects on life
Counseling intervention

Module IV: Women Population – 7 hours
Divorced, Widow, Separated, Single, other issues
Identification of risk factors
Psychological effects on life
Counseling intervention

Module V: Minority Population – 8 hours
Racial & ethnic identity
Linguistic and Cultural Diversity
Acculturation & mattering
Counseling intervention

Text:
Suprianta, N. (2009). *Counseling for special populations: Theory, research and practices*. Indonesia: University of Education.

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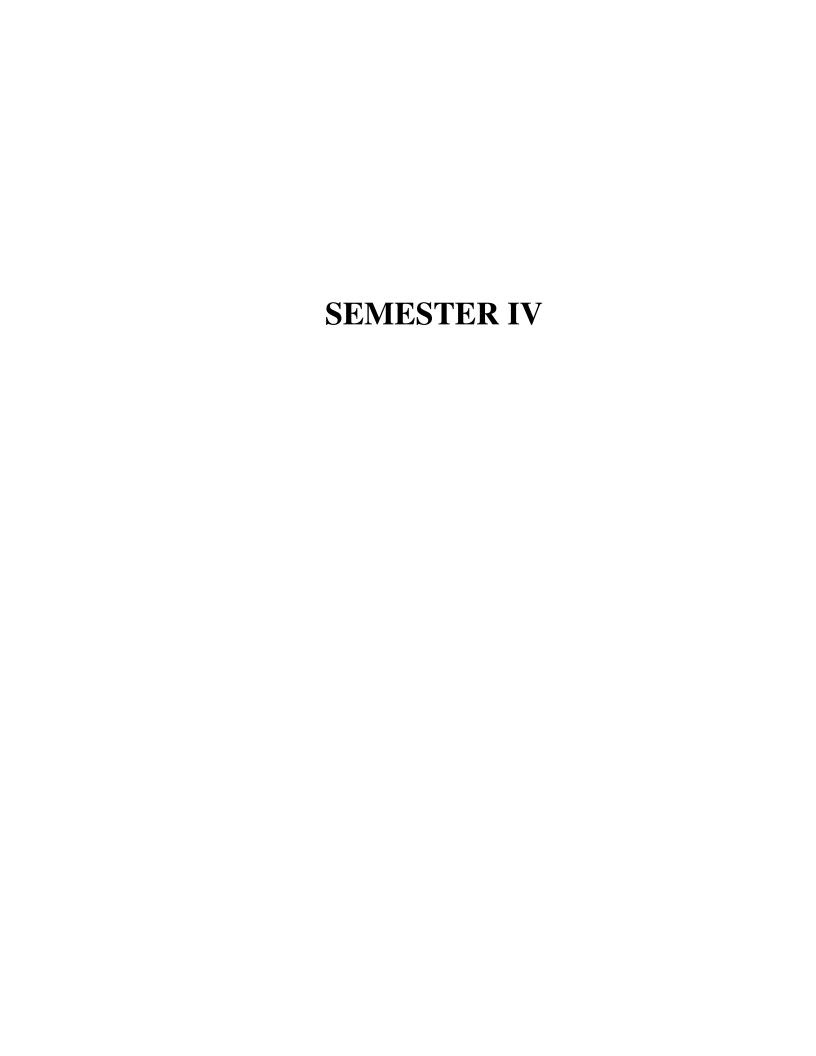Panda, K.C. (1999). *Education of exceptional children*. New Delhi: Vikas Publication House.
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Prasad, S.B. (2004). *Special education*. Jaipur: Pointer Publication.
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SEMESTER IV

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(CLINICAL)

CONDUCTION OF SUPERVISED WORKSHOPS

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Course Code: MCP 481
CREDITS: 04

Course Objectives:

Students have to undertake supervised training during the course. Students will be attached to a university or college where they will be trained and supervised in acquiring counseling skill competencies. They will be mentored by a supervisor at the department also. Students have to periodically meet their supervisors and submit a report at the end of their practicum period. The format of the report and the type of cases to be presented will be decided by the Department. Students have to complete 135 hrs (3hrs/day, 45 working days) of this course.

The objectives of the course are as follows:

Help students develop counseling skills in university/college settings.
Students have to be aware and respect the ethical guidelines of the organization with which they are working.
They have to demonstrate amicable relationship with their colleagues and students at the department.
Co-ordinate effectively with their supervisors at the department.

Teaching students the applications of the concepts through the **conduction of workshops**

Effectively conceptualize the client's concerns, demonstrate and apply counseling skills in an educational set up and write a report.

Evaluation Skills would be periodically evaluated by the supervisors. Students' case reports would be evaluated and there will be a competency viva – voce.

Evaluation Scheme of the workshop:

Components	*Content*	*Activities*	*Conduction of the workshop*	*Feedback*	*Report*
Weightage (%)	30	20	20	10	20

Course Code: MCP 482
CREDITS: 05

Course Objectives:

Students are required to search, examine and carve their niche in clinical setting. The basic purpose is to create awareness for the students as well as the field so that the career progression of the students and the growth of the discipline both can be realized. The levels of primary, secondary and tertiary caregiving will be analyzed during this internship.

Goals:

To provide for practicing competencies developed throughout the postgraduate program.

To acquaint the trainee with organizational structure, protocol, relationships, processes, treatment compliance of inmates and working conditions in community care set up or a clinic which provides psychotherapies.

To stimulate the formulation and identification with professional role.

Methodology: The students will have block placements in any one (or more) of the various community centers .The students have to maintain a field notebook. Students have to follow the ethical guidelines of the agency to which they are attached and report to the supervisor in the organization visited.

Mode of evaluation: Students have to submit a report at the end of their internship period. They will be awarded a certificate at the successful completion of their internship.

Note: The training schedule will be announced during the 1st week of commencement of the semester.

Examination Scheme:

Components	Synopsis	Progress report	Final Presentation/ Viva/ Report	Total
Evaluation by	Internal Panel	External Supervisor	Internal Panel +External	
Weightage (%)	30	20	50	100

INTERNSHIP IN NGO/ REHABILITATION CENTER

Course Code: MCP 483   **CREDITS: 05**

Course Objective:

Students are required to search, examine and carve their niche in NGO or a Rehabilitation centre. The basic purpose is to create awareness for the students as well as the field so that the career progression of the students and the growth of the discipline both can be realized.

The goals of internship are as follows:

> To provide for practicing competencies developed throughout the postgraduate program.

> To acquaint the trainee with organizational structure, protocol, relationships, processes, and working conditions in industrial or hospital set up.

> To stimulate the formulation and identification with professional role.

Methodology: The students will have block placements in any one (or more) of the various industries/hospitals.

The students have to complete 12 days and 4 hours during the internship period. They will maintain a field notebook. Students have to follow the ethical guidelines of the organization/school to which they are attached and report to the supervisor in the organization visited.

Mode of evaluation: Students have to submit a report at the end of their internship period. They will be awarded a certificate at the successful completion of their internship.

Note: The schedule will be announced during the 1st week of commencement of the semester.

Examination Scheme:

Components	*Synopsis*	*Progress report*	*Final Presentation/ Viva/ Report*	*Total*
Evaluation by	*Internal Panel*	*External Supervisor*	*Internal Panel +External*	
Weightage (%)	30	20	50	100

DISSERTATION

Course Code: MCP 455   **CREDITS: 06**

Course Objective:

This course allows students to follow a particular topic in depth and develop independent research skills. It helps the students to gather **primary data**, to write a report covering a review of relevant literature, the research question, and explanation and justification of the design, a description of the conduct and analysis of the data, and a discussion of the findings therein. The aim of present course is to enable students to get a first hand understanding of research issues and their implications in the field of counseling psychology.

Note: The schedule will be announced during the 1st week of commencement of the semester.

Examination Scheme:

Components	*Synopsis*	*Progress report*	*Final Presentation/ Viva/ Report*	*Total*
Evaluation by	*Internal Panel*	*Internal Panel*	*Internal Panel +External*	
Weightage (%)	30	20	50	100

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(COUNSELING)
CONDUCTION OF SUPERVISED WORKSHOPS

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Course Code: MCP 484   **CREDITS: 04**

Course Objectives:

Students must undertake supervised practicum during the duration of the course. Students will be attached to a university or college where they will be trained and supervised in acquiring counseling skill competencies. They will be mentored by a supervisor at the department also. Students must periodically meet their supervisors and submit a report at the end of their practicum period. The format of the report and the type of cases to be presented will be decided by the Department Council. Students must complete 135 hrs (3hrs/day, 45 working days) of this course.

The details are as follows:

Direct Hours (face-to-face) 80 Hours

Indirect Hours 55 Hours

The objectives of the course are as follows:

Help students develop counseling skills in university/college settings.
Students must be aware and respect the ethical guidelines of the organization with which they are working.
They must demonstrate amicable relationship with their colleagues and students at the department.
Co-ordinate effectively with their supervisors at the department.
Teaching students the applications of the concepts through the conduction of workshops
Effectively conceptualize the client's concerns, demonstrate and apply counseling skills in an educational set up and write a report.

Evaluation Skills would be periodically evaluated by the supervisors. Students' case reports would be evaluated and there will be a competency viva – voce.

Note: The training schedule will be announced during the 1st week of commencement of the semester.

Evaluation Scheme of the workshop:

Components	*Content*	*Activities*	*Conduction of the workshop*	*Feedback*	*Report*
Weightage (%)	30	20	20	10	20

INTERNSHIP IN COMMUNITY SETTING

Course Code: MCP 485   **CREDITS: 05**

Course Objectives:

Students are required to search, examine and carve their niche in community setting. The basic purpose is to create awareness for the students as well as the field so that the career progression of the students and the growth of the discipline both can be realized. The levels of primary, secondary and tertiary caregiving will be analyzed during this internship.

Goals:

To provide for practicing competencies developed throughout the postgraduate program.

To acquaint the trainee with organizational structure, protocol, relationships, processes, treatment compliance of inmates and working conditions in community care set up or a clinic which provides psychotherapies.

To stimulate the formulation and identification with professional role.

Methodology: The students will have block placements in any one (or more) of the various community centers. The students must maintain a field notebook. Students should follow the ethical guidelines of the agency to which they are attached and report to the supervisor in the organization visited.

Mode of evaluation: Students must submit a report at the end of their internship period. They will be awarded a certificate at the successful completion of their internship.

Note: The training schedule will be announced during the 1st week of commencement of the semester.

Examination Scheme:

Components	Synopsis	Progress report	Final Presentation/ Viva/ Report	Total
Evaluation by	Internal Panel	External Supervisor	Internal Panel +External	
Weightage (%)	30	20	50	100

INTERNSHIP IN NGO/ REHABILITATION CENTER

Course Code: MCP 486   **CREDITS: 05**

Course Objective:

Students are required to search, examine and carve their niche in NGO or a Rehabilitation centre. The basic purpose is to create awareness for the students as well as the field so that the career progression of the students and the growth of the discipline both can be realized.

The goals of internship are as follows:

To provide for practicing competencies developed throughout the postgraduate program.

To acquaint the trainee with organizational structure, protocol, relationships, processes, and working conditions in industrial or hospital set up.

To stimulate the formulation and identification with professional role.

Methodology: The students will have block placements in any one (or more) of the various industries/hospitals.

The students must complete 12 days and 4 hours during the internship period. They will maintain a field notebook. Students should follow the ethical guidelines of the organization/school to which they are attached and report to the supervisor in the organization visited.

Mode of evaluation: Students must submit a report at the end of their internship period. They will be awarded a certificate at the successful completion of their internship.

Note: The schedule will be announced during the 1st week of commencement of the semester.

Examination Scheme:

Components	*Synopsis*	*Progress report*	*Final Presentation/ Viva/ Report*	*Total*
Evaluation by	*Internal Panel*	*External Supervisor*	*Internal Panel +External*	
Weightage (%)	30	20	50	100

DISSERTATION

Course Code: MCP 455   **CREDITS: 06**

Course Objective:

This course allows students to follow a topic in depth and develop independent research skills. It helps the students to gather **primary data**, to write a report covering a review of relevant literature, the research question, and explanation and justification of the design, a description of the conduct and analysis of the data, and a discussion of the findings therein. The aim of present course is to enable students to get a first hand understanding of research issues and their implications in the field of counseling psychology.

Note: The schedule will be announced during the 1st week of commencement of the semester.

Examination Scheme:

Components	Synopsis	Progress report	Final Presentation/ Viva/ Report	Total
Evaluation by	Internal Panel	Internal Panel	Internal Panel +External	
Weightage (%)	30	20	50	100