

AC- 8.9/ 2021

Item No



**Rayat Shikshan Sanstha's
KARMAVEER BHAURAO PATIL COLLEGE,
VASHI. NAVI MUMBAI
(AUTONOMOUS COLLEGE)**

Sector-15- A, Vashi, Navi Mumbai - 400 703

Syllabus for M.A. Psychology

Program: M.A.

Course: M.A. Psychology

**(Choice Based Credit System with effect from the
academic year 2021-22)**

Preamble of the Syllabus:

Masters of Arts (M.A.) in Psychology is a Postgraduate programme of 100 credits offered by the Department of Psychology, Karmaveer Bhaurao Patil College [Autonomous], Vashi, Navi Mumbai, under the Choice Based Credit System.

The programme is designed to fulfil the demand of trained mental health professionals. The curriculum is designed to develop a strong theoretical foundation while ensuring the applications of acquired knowledge to various fields such as educational, health, clinical, community and industry.

In the first year, students have to complete five courses in each semester. Courses for first semester includes Personality Psychology, Positive Psychology, Applied Cognitive Psychology, Research Methods in Psychology, and Practicals in Psychology: Experiments and for second semester Motivation and Emotion, Health Psychology, Educational Psychology, Statistics in Psychology and Practicals in Psychology: Psychological tests and Psychometrics.

In second year, they will have an option of selecting courses from Clinical Psychology or Child and Adolescent Psychology programmes. In the third semester, they have to carry out independent research under the guidance of a teacher and submit the dissertation before the final examination. In semester four, students will have to complete field work or internship in clinical/hospital/school/rehabilitation settings under the supervision of trained professionals.

Karmaveer Bhaurao Patil College, Vashi

Autonomous College

Affiliated to University of Mumbai

Sr. No.	Heading	Particular
1	Class	MA Part I
2	Eligibility for Admission	B.A./B.Sc in Psychology
3	Name of the Course	M.A. (Psychology)
4	Passing Marks	40 marks
5	Syllabus and Evaluation	Semester End Examination 60 Marks, Continuous Internal Evaluation 40 Marks
6	Number of Semesters	02
7	Credits	60
8	Level	PG
9	Pattern	Choice Based Credit System
10	Status	New
11	To be Implemented from the academic year	From 2021-22

Green - Global Development/Employability

Blue - Skill Development

Yellow - Human Values/Gender/Cross-cutting issues

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Programme Specific Outcomes:**

After completion of this programme (M.A. Psychology) the students will:

- 1) Experience the overall development in their personality through improved communication skills, presentation skills, skills related to time and stress management, ability to work in a team, lead the team, solve the problems, analytical, creative and scientific thinking.
- 2) Apply the knowledge acquired from different fields of Psychology; namely, Positive Psychology, Health Psychology, Personality Psychology, Motivation and Emotion, Educational Psychology, Psychological Assessments, Psychopathology, Psychotherapy, Forensic psychology, Community Based Rehabilitation, Child and Adolescent Psychology, Pediatric Psychology, Research Methods and Statistics in Psychology, etc.
- 3) Become competent to design their own research or experiments and will be able to carry out their studies independently.
- 4) Be able to apply their acquired knowledge of psychology in Educational, Clinical, Health, Pediatric, Forensic and Community settings.
- 5) Be able to use knowledge of psychology to solve social problems.
- 6) Be competent to administer psychological tests to measure intelligence, attitude, aptitude, personality and psychopathology of people and write a report of the same for Career counseling, Recruitment decisions, Marital counseling, and Psychodiagnostic purposes.
- 7) Be able to conduct clinical interviews for diagnosing the clients with various mental disorders.
- 8) Be able to conduct counseling or therapy sessions under supervision of trained and experienced counselors or therapists.
- 9) Be able to work as an assistant Clinical Psychologist or Child and Adolescent Psychologist in hospitals, Schools, NGO's, Pediatric settings, Child Guidance

Centre, or private settings.

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Choice Based Credit System with effect from the academic year

2021-22

M.A. Part I PSYCHOLOGY

Code	Sem.	Proposed Courses	Credits
PGPSY101	I	Applied Cognitive Psychology	6
PGPSY102	I	Practical's in Psychology: Experiments	6
PGPSY103	I	Research Methodology -I	6
PGPSY104	I	Personality Psychology/Biopsychology	6
PGPSY105	I	Positive Psychology – I	6
PGPSY201	II	Statistics in Psychology	6
PGPSY202	II	Practicals in Psychology: Testing & Psychometrics	6
PGPSY203	II	Research Methodology -II	6
PGPSY204	II	Psychology of Motivation & Emotion/Health Psychology	6
PGPSY205	II	Positive Psychology – II	6

1. 120 Credits for the entire MA course (30 Credits per semester).
2. For Semester I and II: Credits Theory Course = 48 Credits + 12 credits of Practical/Field work Component = 60 credits
3. For semester III: Credits Theory Course = 24 Credits + 6 credits of Practical/Field work Component = 30 credits

4. For Semester IV: Credits Theory Course = 24 Credits + 6 credits of One Project Component = 30 Credits.
5. 60 teaching hours per course of 6 credits
6. One Teaching hour per week per 1 credit. Two Practical hours per credits for Practical/Field Work component per week.
7. For an elective to be offered a minimum of 05 students are required.

**M.A. Syllabus (2021-22), Karmaveer Bhaurao Patil College (Autonomous), Vashi.
Choice Based Credit System with effect from the academic year
2021-22**

M.A. Part I PSYCHOLOGY

Code	Sem.	Course Title	Credits	Marks
PGPSY101	I	Applied Cognitive Psychology (Core Course)	6	100 (60 + 40)

Semester I

Paper III: Applied Cognitive Psychology Paper

Code:PGPSY101 Credits: 6

Lectures per week: 6

Course Objectives:

1. to prepare students to summarize early research and post-war development in applied cognitive psychology
2. to prepare students to explain Gibson's ecological approach and Constructivist approaches to study perception and apply its knowledge in research and day today life.
3. to prepare students to classify Space-based, Feature-based, Object-based attention and compare the factors that increase attention and cause distractions
4. to prepare students to describe the concept of memory like autobiographical memory, flashbulb memories, eyewitness testimony
5. to prepare students to explain working memory and its applications in software

- development, Air Traffic Control, Mental Calculation, and Human-Computer Interaction
6. to prepare students to explain memory and organize its knowledge for the identification of eyewitness, making faces, and matching and identifying faces
 7. to prepare students to evaluate Autobiographical memory, flashbulb memories, and Eyewitness Testimony
 8. to prepare students to explain decision making process based naturalistic and heuristic process
 9. to prepare students to critically evaluate the effects of coffee, nicotine, and alcohol on human cognition
 10. to prepare students to organize information about the applications of cognitive psychology in the field of music
 11. to prepare students to organize information about the applications of cognitive psychology in the field of sport

Course Outcomes:

After completion of this course the students will be able:

1. summarize early research and post-war development in applied cognitive psychology
2. to explain Gibson's ecological approach and Constructivist approaches to study perception and apply its knowledge in research and day today life.
3. Classify Space-based, Feature-based, Object-based attention and compare the factors that increase attention and cause distractions
4. to describe the concept of memory like autobiographical memory, flashbulb memories, eyewitness testimony
5. to explain working memory and its applications in software development, Air Traffic Control, Mental Calculation, and Human-Computer Interaction
6. to explain memory and organize its knowledge for the identification of eyewitness, making faces, and matching and identifying faces
7. to evaluate Autobiographical memory, flashbulb memories, and Eyewitness Testimony
8. to explain the decision making process based on naturalistic and heuristic processes.
9. to critically evaluate the effects of coffee, nicotine, and alcohol on human cognition
10. to organize information about the applications of cognitive psychology in the field of music

11. to organize information about the applications of cognitive psychology in the field of sport

UNIT 1: INTRODUCTION TO APPLIED COGNITIVE PSYCHOLOGY (15)

1. Early cognitive research, Post-war developments in applied cognitive psychology, Laboratory versus field experiments, the aims of applied cognitive psychology
2. Perception: Driving: A risky business, from the eye to the brain, Approaches to Perception (Gibson's ecological approach and Constructivist approach)
3. Auditory Perception: Sound and Hearing, Approach to studying auditory perception, Area of Research, Application of Auditory Perception Research
4. Attention: Paying Attention (Space-based, Feature-based, Object-based), What Attracts Attention, Driven to Distraction,

UNIT 2: MEMORY (15)

1. Face Identification: Eyewitness Identification, Making faces, Unfamiliar Face Matching, Face identification in Modern Society
2. Working Memory: Working memory and aging, individual differences, software development, Air Traffic Control, Mental Calculation, Human-Computer Interaction
3. Everyday Memory: Autobiographical memory, flashbulb memories, Eyewitness Testimony

UNIT 3: DECISION MAKING & EFFECT OF DRUGS ON COGNITION (15)

1. Making Decisions: What Makes a Good decision? Maximizing Meu in Practice
2. Naturalistic Decision Making and Heuristic
3. Effect of Drugs on Cognition: Caffeine, Alcohol, Nicotine

UNIT 4: MUSIC, SPORT AND COGNITION (15)

1. Making Sense of Music
2. Music and Long Term Memory
3. Common Assumptions about Sport Performance
4. Attentional Control Theory: Sport

References:

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- 2) Sternberg, R.J. (2007). *Cognitive Psychology*. Australia: Thomson Wadsworth.
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- 7) Matlin, M. (1994). *Cognition*. Bangalore: Harcourt Brace Pub.
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- 11) Corens, S., Ward, L.M., & Enns, J. (1994). *Sensation and perception*. NY: Harcourt Brace & Co.
- 12) Messer, D. & Miller, S. (1999). *Exploring developmental psychology*. London:Arnold.
- 13) Flavell, J.H. (1985). *Cognitive development (2nd ed)* NJ: Prentice Hall.
- 14) Reed, S.K. (1988). *Cognition: Theory and applications (3rd ed)*. California:

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Question Paper Pattern for M.A. Part I (Choice Based Credit System)

Applied Cognitive Psychology

With Effect from 2021-22

Semester I

A) Semester End Exam Marks: 60 Time: 2 ½ Hours

Sr. No	Type of Question	Based on any of the 1 Unit	Options Given	Need to be attempted	Marks
1	Essay Type	1/2/3/4 unit	7	4	60

(B) Continuous Internal Evaluation (CIE) Marks: 40

a) Online Examination : Multiple Choice Question (Based on Unit I) **(20Marks)**

b) Completion of following activities as a part of CIE (20 Marks)

Sr. No.	Particular	Marks
1	Open Book Test	20

**M.A. Syllabus (2021-22), Karmaveer Bhaurao Patil College (Autonomous), Vashi.
Choice Based Credit System with effect from the academic year**

2021-22

M.A. Part I PSYCHOLOGY

Code	Sem.	Course Title	Credits	Marks
PGPSY103	1	Research Methodology (Core Course)	6	100 (60 + 40)

Semester I

Paper IV: Research Methodology

Paper Code: PGPSY103

Credits: 6

Lectures per week: 6

Course Objectives:

1. to prepare students to explain and apply the concepts used in psychological research such as Research Problem, Hypothesis, Variables and types of errors.
2. to prepare students to exemplify the different types of variables and write the operational definitions of the variables
3. to prepare students to classify, compare and apply different kinds of sampling methods used in psychological research
4. to prepare students to classify, compare and use different methods to collect data for psychological research
5. to prepare students to summarize principles and functions of experimental designs
6. to prepare students to compare and use between-group designs, within-group designs and factorial designs in research
7. to prepare students to compare and use different types of quasi-experimental designs in research
8. to prepare students to explain the philosophy and conceptual foundations for qualitative research
9. to prepare students to explain the Ground Theory

10. to prepare students to use and evaluate Interpretive phenomenological analysis, discourse analysis, Narrative analysis and conversation analysis
11. to prepare students to explain the structure and steps in writing research proposals and research report
12. to prepare students to write research proposals and research reports as per APA guidelines.
13. to prepare students to execute appropriate referencing and citations to avoid plagiarism

Course Outcomes:

After completion of this course the students will be able:

1. to explain and apply the concepts used in psychological research such as Research Problem, Hypothesis, Variables and types of errors.
2. to exemplify the different types of variables and write the operational definitions of the variables
3. to classify, compare and apply different kinds of sampling methods used in psychological research
4. to classify, compare and use different methods to collect data for psychological research
5. to summarize principles and functions of experimental designs
6. to compare and use between-group designs, within-group designs and factorial designs in research
7. to compare and use different types of quasi-experimental designs in research
8. to explain the philosophy and conceptual foundations for qualitative research
9. to explain the Ground Theory
10. to use and evaluate Interpretive phenomenological analysis, discourse analysis, Narrative analysis and conversation analysis
11. to explain the structure and steps in writing research proposals and research report
12. to write research proposals and research reports as per APA guidelines.

13. to execute appropriate referencing and citations to avoid plagiarism

Unit 1- Introduction [15 Hrs.]

Research: definition, objectives and significance

Types of Research

Research Methods Versus Methodology

Research Process

Research Ethics

Unit – 2-Research Problem and Research Design [15 Hrs]

Research Problem: definition, identification and necessity

Technique involved in defining a problem

Research Design: Meaning, needs and features

Important concepts related to research design

Types of research design

Unit – 3- Data Collection [15 Hrs.]

Primary Data Collection Methods: Observation, Interview, Questionnaires, Schedule, Survey and Experiments.

Secondary Data Collection Methods: Meaning and various secondary data source

Selection of Appropriate method for data collection

Unit -4- Interpretation and Report Writing [15 Hrs]

Meaning, techniques and precaution in interpretation

Significance of report writing

Layout and steps in writing report

Types of report: Technical report, Popular report and oral presentation

References:

- 1) Shaughnessy, J. J., Zechmeister, E. B. & Zechmeister, J. (2012). *Research methods in Psychology*. (9th ed.). NY: McGraw Hill.
- 2) Goodwin, C. James (2003). *Research in Psychology: Methods and design*. John Willey and Sons Inc
- 3) Kerlinger, F. N. (1995). *Foundations of behavioural research*. New Delhi: Surjeet Publication. Lewis-Beck, M. S. (1994). *International handbook of quantitative applications of social sciences*. Sage: Topan/London.
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- 22) Monette, D. R., Sullivan, T. J., & DeJong, C. R. (1994). *Applied psychological research: Tools for human services*. (3rd ed.). California: Harcourt Brace College Publisher.

- 23) Morse, J. M. (1994). Critical issues in qualitative research methods. Sage Publications.
- 24) Nunnally, J. & Bernstein, I. (1994). Psychometric Theory (3rd ed.). New York: McGraw Hill.
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Question Paper Pattern for M.A. Part I (Choice Based Credit System)

Research Methodology

With Effect from 2021-22

Semester I

A) Semester End Exam Marks: 60 Time: 2 ½ Hours

Sr. No	Type of Question	Based on any of the 1 Unit	Options Given	Need to be attempted	Marks
1	Essay Type	1/2/3/4 unit	7	4	60

(B) Continuous Internal Evaluation (CIE) Marks: 40

a) Online Examination : Multiple Choice Question (Based on Unit I) **(20 Marks)**

b) Completion of following activities as a part of CIE (20 Marks)

Sr. No.	Particular	Marks
1	Group Research Proposal	20

**M.A. Syllabus (2021-22), Karmaveer Bhaurao Patil College (Autonomous), Vashi.
Choice Based Credit System with effect from the academic year**

2021-22

M.A. Part I PSYCHOLOGY

Code	Sem.	Course Title	Credits	Marks
PGPSY102	1	Psychological Practicals: Experiments	6	100 (60 + 40)

Semester I

Paper V: Psychological Practicals: Experiments Paper Code: PGPSY102

Credits: 6

Lectures per week: 12

Course Objectives:

- 1) to prepare students to explain the steps in conduct psychological experiments
- 2) to prepare students to use software in conducting the experiments to study human cognitions
- 3) to prepare students to use open-source package for computerizing experiment such as Open Sesame, PEBL, etc. to design experiments
- 4) to prepare students to conduct the experiment on Memory under supervision
- 5) to prepare students to conduct the experiment on Motivation and Emotion under supervision
- 6) to prepare students to conduct the experiment on Learning under supervision
- 7) to prepare students to use ethical standards while conducting the experiments on human subjects
- 8) to prepare students to discuss the results of psychological experiment in the light of theories

Course Outcomes:

After completion of this course the students will be able:

- 1) to explain the steps in conduct psychological experiments
- 2) to use software in conducting the experiments to study human cognitions
- 3) to use open-source package for computerizing experiment such as Open Sesame, PEBL, etc. to design experiments
- 4) to conduct the experiment on Memory under supervision
- 5) to conduct the experiment on Motivation and Emotion under supervision
- 6) to conduct the experiment on Learning under supervision
- 7) to use ethical standards while conducting the experiments on human subjects
- 8) to discuss the results of psychological experiment in the light of theories

UNIT 1: EXPERIMENTAL DESIGNING:

Students will be divided into six groups. Each group has to choose an area by consensus or majority. Each student will have to design an experiment pertaining to the area chosen by the group. The student will present the experiment in the class. From these experiments, one experiment is selected as a group experiment. In this way, six experiments are obtained. A student can also design additional experiments in the areas other than the groups' area and present them along with presentations of respective areas. Six presentations and twelve supervision sessions are required for this.

UNIT 2: EXPERIMENTAL COMPUTERIZING:

All students have to learn one open-source package for computerizing experiments (for example, PEBL, Open Sesame, etc.). This may be done by a workshop by the teacher/students about computerization. The individual experiment designed by each student has to be computerized and presented in a CD (and Email if needed) for internal assessment.

The printout of the program syntax AND/OR major steps in computer programming also need to be submitted along with this assignment.

UNIT 3: PRACTICAL EXPERIMENTS: LEARNING (ANY 1):

1. Learning by Insight (Bolt Head Maze)
2. Maze Learning
3. Paired Associate Learning
4. Serial Learning
5. Verbal Conditioning

MEMORY (ANY 1):

1. Short Term Memory
2. Effect of Mnemonic Strategy on Memory
3. Immediate Memory Span: Meaningful Vs. Meaningless Material
4. Organization in Memory
5. Memory for Unattended Material
6. Memory for Associated and Unassociated Pairs of Words

COGNITIVE PROCESSES (ANY 2):

1. Signal Detection - ROC
2. Perceptual Defense
3. Concept Formation
4. Problem Solving
5. Study of Mental Imagery
6. Peterson's Test of Rational Learning
7. Illusion
8. Time perception

MOTIVATION AND EMOTION (ANY 2):

1. Zeigarnik Effect
2. Effect of Anxiety on Performance
4. Goal Setting
5. Level of Aspiration- Steadiness Tester or Tower Building Blocks

REFERENCES:

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- 2) Nunn, J. (1998). *Laboratory Psychology: A beginner's guide*. Psychology Hove: Press ltd.
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**M.A. Syllabus (2021-22), Karmaveer Bhaurao Patil College (Autonomous), Vashi.
Choice Based Credit System with effect from the Academic year**

2021-22

M.A. Part I PSYCHOLOGY

Code	Sem.	Course Title	Credits	Marks
PGPSY104 -A	I	Personality Psychology (Discipline Specific Elective)	6	100 (60+40)

Semester I

Paper I: Personality Psychology

Paper Code: PGPSY104-A

Credits: 6

Lectures per week: 6

Course Outcomes:

After completion of this course the students will be able to:

1. to prepare students to understand the overall nature of personality and various personality theories
2. to prepare students to evaluate different personality theories and assess the characteristics of personality theories
3. to prepare students to apply personality theories in industrial and clinical settings
4. to prepare students to summarize different approaches to study personality such as Person- Situation interaction, Idiographic & Nomothetic
5. to prepare students to explain personality development from psychoanalytic perspective
6. to prepare students to explain personality development from Psychodynamic perspectives
7. to prepare students to evaluate personality development from cognitive and social psychological perspectives
8. to prepare students to prepare students to evaluate personality development from Humanistic and Existential perspectives
9. to prepare students to evaluate personality development through trait approach
10. to prepare students to explain current issues in personality

psychology.

Course Outcomes:

After completion of this course the students will be able:

1. to understand the overall nature of personality and various personality theories
2. to evaluate different personality theories and assess the characteristics of personality theories
3. to apply personality theories in industrial and clinical settings
4. summarize different approaches to study personality such as Person-Situation interaction, Idiographic & Nomothetic
5. to explain personality development from psychoanalytical perspective
6. to explain personality development from Psychodynamic perspectives
7. to evaluate personality development from cognitive and social psychological perspectives
8. to evaluate personality development from Humanistic and Existential perspectives
9. to evaluate personality development through trait approach
10. to explain current issues in personality psychology

UNIT 1: INTRODUCTION TO PERSONALITY (NH 15)

1. Definitions and nature of personality
2. Theory in the field of Personality : Building and testing the theories
3. Methods in study of Personality: Gathering information, Establishing Relationships; Nomothetic and Idiographic Approach
4. Applications of personality in industrial and clinical areas

UNIT 2: PSYCHOANALYTIC AND NEO-PSYCHOANALYTIC THEORIES OF PERSONALITY (NH 15)

1. Classical Psychoanalysis: Sigmund Freud
2. Carl Jung
3. Adler, Horney
4. Erik Erikson

UNIT 3: LEARNING, COGNITIVE, HUMANISTIC- EXISTENTIAL APPROACHES TO PERSONALITY (NH 15)

1. Learning Perspectives: Skinners, Dollard & Miller, Julian Rotter's expectancy model
2. Cognitive Perspectives: Bandura, Kelly's constructive alternativism
3. Humanistic Perspectives: Abraham Maslow, Carl Rogers
4. Existential Positions: Viktor Frankl, Rollo May

UNIT 4: TRAIT APPROACH AND CURRENT ISSUES (NH 15)

1. The Trait Perspective
2. Allport and Cattell
3. Hans. J. Eysenck, Five Factor Model – Costa & McCrae
4. Five Important Areas of Personality Theory

REFERENCES:

- 1) Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of Personality*. 4th Edn. Wiley: India.
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**Question Paper Pattern for M.A. Part I (Choice Based Credit System) Personality
Psychology**

With Effect from 2021-22

Semester I

(A) Semester End Exam Marks: 60 Time: 2 ½ Hours

Sr. No	Type of Question	Based on any of the 1 Unit	Options Given	Need to be attempted	Marks
1	Essay Type	1/2/3/4 unit	7	4	60

(B) Continuous Internal Evaluation (CIE) Marks: 40

a) Online Examination : Multiple Choice Question (Based on Unit I) **(20Marks)**

b) Completion of following activities as a part of CIE (20 Marks)

Sr. No.	Particular	Marks
1	Review of Recently published Research Paper on Personality Psychology	20

**M.A. Syllabus (2021-22), Karmaveer Bhaurao Patil College (Autonomous), Vashi.
Choice Based Credit System with effect from the academic year
2021-22**

M.A. Part I PSYCHOLOGY

Code	Sem.	Course Title	Credits	Marks
PGPSY104-B	I	Biopsychology (Discipline Specific Elective)	6	100 (60 + 40)

Semester I

BIOPSYCHOLOGY

Paper VIII: Biopsychology

Paper Code: PGPSY104-B

Credits: 6

Lectures per week: 5+1

Course Objectives:

1. to prepare students to explain foundation of biopsychology and explain the research methods used in biopsychology
2. to prepare students to understand and evaluate role of evolution, genetics and experience in human behaviour
3. to prepare students to discuss the structure and function of Nervous system
4. to prepare students to explain the causes, consequences of brain damage and role of neuroplasticity in brain functioning
5. to prepare students to explain biological aspects of hunger and sex motivation
6. to prepare students to explain biological aspects of emotions and stress
7. to prepare students to discuss the memory and types of amnesia
8. to prepare students to understand and describe disorders of language and split brain research
9. to prepare students to understand and evaluate biological aspects of psychiatric disorders

Course Outcomes:

After completion of this course the students will be able:

1. to explain foundation of biopsychology and explain the research methods used in biopsychology
2. to understand and evaluate the role of evolution, genetics and experience in human behaviour
3. to discuss the structure and function of Nervous system
4. to explain the causes, consequences of brain damage and role of neuroplasticity in brain functioning
5. to explain biological aspects of hunger and sex motivation
6. to explain biological aspects of emotions and stress
7. to discuss the memory and types of amnesia
8. to understand and describe disorders of language and split brain research
9. to understand and evaluate biological aspects of psychiatric disorders

UNIT 1: FOUNDATION OF BIOPSYCHOLOGY

1. Biopsychology as a Neuroscience
2. Evolution, Genetics and Experience
3. Research Methods in Biopsychology

UNIT 2: NERVOUS SYSTEM & BRAIN PLASTICITY

1. Anatomy of Nervous System
2. Development of Nervous System
3. Brain Damage and Neuroplasticity

UNIT 3: BIOPSYCHOLOGY OF MOTIVATION AND EMOTION

1. Hunger
2. Sex
3. Biopsychology of Emotion and Stress

UNIT 4: DISORDERS OF COGNITION

1. Memory and Amnesia

2. Lateralization, Language and Split Brain
3. Biopsychology of Psychiatric Disorder

REFERENCES:

- 1) Pinel, J.P.J., and Barnes, S.J. (2018). Biopsychology (13th Global Edition). England: Pearson Education Ltd..
- 2) Pinel, J.P.J. (2014). Biopsychology (9th Edition). US: Pearson Education Ltd..
- 3) Pinel, J.P.J., and Barnes, S.J. (2014). Introduction to Biopsychology (9th Global Edition). US: Pearson Education Ltd..
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Question Paper Pattern for M.A. Part I (Choice Based Credit System)

Biopsychology

With Effect from 2021-22

Semester II

A) Semester End Exam Marks: 60 Time: 2 ½ Hours

Sr. No	Type of Question	Based on any of the 1 Unit	Options Given	Need to be attempted	Marks
1	Essay Type	1/2/3/4 unit	7	4	60

B. Continuous Internal Evaluation (CIE) Marks: 40

a) Online Examination : Multiple Choice Question (Based on Unit I) (20 Marks)

b) Completion of following activities as a part of CIE (20 Marks)

Sr. No.	Particular	Marks
1	Poster Presentation	20

**M.A. Syllabus (2021-22), Karmaveer Bhaurao Patil College (Autonomous), Vashi.
Choice Based Credit System with effect from the academic year
2021-22**

M.A. Part I PSYCHOLOGY

Code	Sem.	Course Title	Credits	Marks
PGPSY105	1	Positive Psychology (Skill Enhancement Course)	6	100 (60 + 40)

Semester I

Paper II: Positive Psychology

Paper Code: PGPSY105

Credits: 6

Lectures per week: 6

Course Objectives:

1. to prepare students to understand the emerging field of Positive Psychology, its assumptions and goals
2. to prepare students to understand the importance of deconstruction of illness ideology and inclusion of human strengths
3. to prepare students to discuss three pillars of Positive Psychology
4. to prepare students to understand the Self Efficacy, its antecedents, measures, neurobiology and effect in various life areas
5. to prepare students to explain and differentiate between the Optimism & Learned Optimism, its antecedents, measures, and their effect in various life areas
6. to prepare students to explain the concept of Hope, its antecedents, measures, and neurobiology
7. to prepare students to understand and explain Resilience from developmental and clinical perspectives
8. to prepare students to evaluate sources of resilience in children, youth, early and late adulthood
9. to prepare students to summarize positive emotions in relation to wellbeing, positive

behavior, success and flourishing

10. to prepare students to apply and evaluate Fredrickson's Broaden and Build Theory of Positive emotions.

11. to prepare students to evaluate different sources of positive emotions – health, psychological, physical and social

12. to prepare students to cultivate positive emotions through flow experiences and Savoring

Course Outcomes:

After completion of this course the students will be able:

1. to understand the emerging field of Positive Psychology, its assumptions and goals

2. to describe the importance of deconstruction of illness ideology and inclusion of human strengths

3. to discuss three pillars of Positive Psychology

4. to explain the Self Efficacy, its antecedents, measures, neurobiology and effect in various life areas

5. to explain and differentiate between the Optimism & Learned Optimism, its antecedents, measures, and their effect in various life areas

6. to explain the concept of Hope, its antecedents, measures, and neurobiology

7. to understand and explain Resilience from developmental and clinical perspectives

8. to evaluate sources of resilience in children, youth, early and late adulthood

9. to summarize positive emotions in relation to wellbeing, positive behavior, success and flourishing

10. to apply and evaluate Fredrickson's Broaden and Build Theory of Positive emotions.

11. to evaluate different sources of positive emotions – health, psychological, physical and social

12. to cultivate positive emotions through flow experiences and Savoring

UNIT 1: INTRODUCTION TO POSITIVE PSYCHOLOGY (15)

1. Need for a science of human strengths and virtues

2. Deconstruction of illness ideology and inclusion of human strengths

3. Positive Psychology: Assumptions, Goals and Definitions
4. Three pillars of positive psychology

UNIT 2: SELF –EFFICACY, OPTIMISM, AND HOPE (15)

1. Self-Efficacy: a) Definition of Self-Efficacy, b) Childhood Antecedents, c) The Neurobiology of Self-Efficacy, d) Scales, e) Self-efficacy's influence in life areas
2. Learned Optimism: a) Definition of Learned Optimism, b) Childhood Antecedents of Learned Optimism, c) The Neurobiology of Optimism and Pessimism, d) Scales, d) What Learned Optimism predicts
3. Optimism: a) Definition of Optimism, b) Childhood Antecedents of Optimism, c) Scales, d) What learned optimism predicts
4. Hope: a) Definition of Hope, b) Childhood Antecedents of Hope, c) The Neurobiology of Hope, d) Scales

UNIT 3: RESILIENCE (15)

1. What is Resilience?: a) Developmental Perspectives, b) Clinical Perspectives
2. Resilience Research: a) Sources of Resilience, b) The dangers of blaming the victim, c) Sources of resilience in children, d) Focus on research: Resilience among disadvantaged youth, e) Sources of Resilience in adulthood and later life, f) Successful aging
3. Growth through Trauma: a) Negative effects of trauma, b) Positive effects of trauma, c) Explanations for growth through trauma

UNIT 4: POSITIVE EMOTIONS AND WELL- BEING (15)

1. What are positive emotions?: a) Focus on Theory: The Broaden- and –Build theory of positive emotions, b) Positive emotions and health resources, c) Physical resource, d) Psychological resource, e) Social resource, f) Limits of positive emotions.
2. Positive emotions and well-being: a) Happiness and positive behavior, b) Positive emotions and success, c) Positive emotions and flourishing
3. Cultivating positive emotion: a) Flow experiences, b) Savoring

REFERENCES:

- 1) Baumgardner, Steve & Marie, K. Crothers (2009). Positive Psychology, Dorling Kindersley (India) Pvt. Ltd. Pearson Education in South Asia
- 2) Snyder, C. R.; & Lopez, S. J. (2002). Handbook of Positive Psychology. New York: Oxford University Press.
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- 8) Peterson C. (2006). A Primer in Positive Psychology. Oxford: Oxford University Press.
- 9) Lopez, S. J. (Ed) (2013). The Encyclopedia of Positive Psychology. UK: BlackwellPublishing Ltd.
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**M.A. Syllabus (2021-22), Karmaveer Bhaurao Patil College (Autonomous), Vashi.
Question Paper Pattern for M.A. Part I (Choice Based Credit System) Positive**

Psychology

With Effect from 2021-22

Semester I

A) Semester End Exam Marks: 60 Time: 2 ½ Hours

Sr. No	Type of Question	Based on any of the 1 Unit	Options Given	Need to be attempted	Marks
1	Essay Type	1/2/3/4 unit	7	4	60

(B) Continuous Internal Evaluation (CIE) Marks: 40

a) Online Examination : Multiple Choice Question (Based on Unit I) **(20 Marks)**

b) Completion of following activities as a part of CIE (20 Marks)

Sr. No.	Particular	Marks
1	ISR Activity Participation and Report	20

**M.A. Syllabus (2019-20), Karmaveer Bhaurao Patil College (Autonomous), Vashi.
Choice Based Credit System with effect from the academic year
2021-22**

M.A. Part I PSYCHOLOGY

Code	Sem.	Course Title	Credits	Marks
PGPSY201	II	Statistics in Psychology (Core Course)	6	100 (60 + 40)

Semester II

STATISTICS IN PSYCHOLOGY

Paper X: Statistics in Psychology

Paper Code: PGPSY201

Credits: 6

Lectures per week: 5+1

Course Objectives:

1. to prepare students to explain the concepts and applications of descriptive statistics – measures of central tendencies and dispersion
2. to prepare students to summarize Percentiles, percentile ranks and standard scores
3. to prepare students to describe the concepts related to probability such as axioms, random variables, expected value, central limit theorem
4. to prepare students to use parametric tests such as ‘t’ test, ANOVA, ANCOVA, MANOVA to study group differences
5. to prepare students to use non-parametric tests such as Wilcoxon sign-rank test; median test; U test; Kruskal-Wallis test to assess group differences
6. to prepare students to describe the applications of MANOVA and discriminant function analysis
7. to prepare students to describe and use different methods of correlations for studying the strength of relationship between the variables
8. to prepare students to explain and use different methods of regression analysis to predict the changes in the variables
9. to prepare students to describe and use different non-parametric methods such as

Kendall's tau; Spearman's rho; measures for nominal data, chi square, binomial test, proportions test to measure the strength of relationship between the variables

10. to prepare students to explain the assumptions and methods of exploratory and confirmatory factor analysis
11. to prepare students to explain the assumptions and methods of Path Analysis and Structural equation modeling
12. to prepare students to understand and use SPSS software for different statistical operations

Course Outcomes:

After completion of this course the students will be able:

1. to explain the concepts and applications of descriptive statistics – measures of central tendencies and dispersion
2. to summarize Percentiles, percentile ranks and standard scores
3. to describe the concepts related to probability such as axioms, random variables, expected value, central limit theorem
4. to use parametric tests such as 't' test, ANOVA, ANCOVA, MANOVA to study group differences
5. to use non-parametric tests such as Wilcoxon sign-rank test; median test; U test; Kruskal Wallis test to assess group differences
6. to describe the applications of MANOVA and discriminant function analysis
7. To describe and use different methods of correlations for studying the strength of relationship between the variables
8. to explain and use different methods of regression analysis to predict the changes in the variables
9. to describe and use different non-parametric methods such as Kendall's tau; Spearman's rho; measures for nominal data, chi square, binomial test, proportions test to measure the strength of relationship between the variables
10. to explain the assumptions and methods of exploratory and confirmatory factor analysis
11. to explain the assumptions and methods of Path Analysis and Structural equation modeling

12. to understand and use SPSS software for different statistical operations

UNIT 1: OVERVIEW OF DESCRIPTIVE STATISTICS AND PROBABILITY

1. Overview of measures of Central tendency and variability.
2. Percentiles, percentile ranks and standard scores.
3. Probability: Concept, definition, axioms, random variables, expected value, central limit theorem.
4. Distributions: normal distribution, Skewness and kurtosis.

UNIT 2: INFERENTIAL STATISTICS: INFERENCE ABOUT LOCATION

1. Two group differences: t test- independent and dependent samples.
Bootstrapping.
2. Multi-group differences: one-way ANOVA: independent and dependent samples.
Two-way ANOVA: independent samples
3. ANCOVA and Repeated Measure ANOVA
4. Wilcoxon sign-rank test; median test; U test; Kruskal-Wallis test
5. MANOVA and discriminant function analysis

UNIT 3: ASSOCIATION, PREDICTION AND OTHER METHODS

1. Correlation: product moment, partial correlation, special correlations.
2. Linear regression (OLS)
3. Multiple regressions, logistic regression.
4. Nonparametric correlations: Kendall's tau; Spearman's rho; measures for nominal data, chi square, binomial test, proportions test.

UNIT 4: FACTOR ANALYSIS AND SOFTWARE PACKAGES

1. Factor analysis: basic concepts, methods of extraction and methods of rotation
2. Confirmatory factor analysis.

3. Path Analysis
4. Structural Equations Modeling. .

REFERENCES:

- 1) Howell, D. (2009). *Statistical Methods for Psychology* (7th ed.). Wadsworth.
- 2) Wilcox R. R. (2009). *Basic Statistics: Understanding Conventional Methods and Modern Insights*. NY: OUP.
- 3) Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical reasoning in psychology and education*. Singapore: John-Wiley.
- 4) Aron & Aron (2008). *Statistics for Psychology* (5th ed). New Delhi: Pearson
- 5) Daniel, W. W. (1995). *Biostatistics*. (6th Ed.). N.Y.: John Wiely.
- 6) Field, A., Miles, J., and Field, Z. (2012). *Discovering Statistics Using R*. NY: Sage.
- 7) Gouch, R. L. (1983). *Factor Analysis*. Lorrence Erlbaum
- 8) Guilford, J. P., &Fructore, B. (1978). *Fundamental statistics for psychology and education*. N.Y.: McGraw-Hill.
- 9) Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Multivariate data analysis*. (5th Ed.). N.J.: Prentice-Hall Inc.
- 10) Hatekar, N. R. (2009). *Principles of Econometrics: An Introduction (Using R)*. ND: Sage.
- 11) Loehlin, J. (1998). *Latent Variable Models: an introduction to factor, path, and structural analysis*. Hillsdale, N.J.: LEA.
- 12) Marcoulides, A. G. &Schumacker, E. R. (2001). *New developments and techniques in structural equation modeling*. Hilsdel, New Jersey: Lawrence Erlbaum.
- 13) R Development Core Team. (2011). *R: A Language and Environment for Statistical Computing*. Vienna, Austria:R Foundation for Statistical Computing. (<http://www.Rproject.org>)
- 14) Sheskin, D. (2011). *Handbook of Parametric and Nonparametric Statistical Procedures*, (5th ed). Chapman and Hall/CRC.
- 15) Tabachnick, B. G. & Fidell, L. S. (2001). *Using multivariate statistics* (4th Ed.). Boston: Allyn and Bacon.

16) Wilcox, R. R. (2011). Modern Statistics for the Social and Behavioral Sciences: A Practical Introduction. CRC Press.

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**M.A. Syllabus (2021-22), Karmaveer Bhaurao Patil College (Autonomous), Vashi.
Question Paper Pattern for M.A. Part I (Choice Based Credit System)**

Statistics in Psychology

With Effect from 2021-22

Semester II

A) Semester End Exam Marks: 60 Time: 2 ½ Hours

Sr. No	Type of Question	Based on any of the 1 Unit	Options Given	Need to be attempted	Marks
1	Essay Type	1/2/3/4 unit	7	4	60

(B) Continuous Internal Evaluation (CIE) Marks: 40

(C) Online Examination : Multiple Choice Question (Based on Unit I)

(20Marks)

a) Completion of following activities as a part of CIE (20 Marks)

Sr. No.	Particular	Marks
1	Carrying out the Statistical analysis using SPSS and interpretation of results	20

**M.A. Syllabus (2021-22), Karmaveer Bhaurao Patil College (Autonomous), Vashi.
Choice Based Credit System with effect from the academic year
2021-22**

M.A. Part I PSYCHOLOGY

Code	Sem.	Course Title	Credits	Marks
PGPSY202	II	Practicals in Psychology: Testing & Psychometrics (Core Course)	6	100 (60 + 40)

Semester II

Paper XI: Practicals in Psychology: Testing & Psychometrics

Paper Code: PGPSY202

Credits: 6

Lectures per week: 12

Course Objectives:

1. to prepare students to discriminate measurements in Psychology and natural sciences
2. to prepare students to explain classical and modern test theories
3. to prepare students to summarize steps in test constructions and development such as item analysis, reliability, validity and norms
4. to prepare students to evaluate various ethical issues in testing and assessments
5. to prepare students to apply the knowledge of test constructions to develop psychological test and assess its psychometric properties
6. to prepare students to administer standardized test for assessment of Personality and write a report based on findings
7. to prepare students to administer standardized test for assessment of intelligence and write a report based on findings
8. to prepare students to administer standardized test for assessment of aptitude and attitude and write a report based on findings
9. to prepare students to administer standardized test for assessment of anxiety/values/aggression/job satisfaction and write a report based on findings.

Course Outcomes:

After completion of this course the students will be able:

1. to discriminate measurements in Psychology and natural sciences
2. to explain classical and modern test theories
3. to summarize steps in test constructions and development such as item analysis, reliability, validity and norms
4. to evaluate various ethical issues in testing and assessments
5. to apply the knowledge of test constructions to develop psychological test and assess its psychometric properties
6. to administer standardized test for assessment of Personality and write a report based on findings
7. to administer standardized test for assessment of intelligence and write a report based on findings
8. to administer standardized test for assessment of aptitude and attitude and write a report based on findings
9. to administer standardized test for assessment of anxiety/values/aggression/job satisfaction and write a report based on findings

UNIT 1: THEORETICAL-CONCEPTUAL ORIENTATION

1. Measurement in psychology and in the natural sciences
2. Measurement theories: classical test theory, modern test theory
3. Test construction: item analysis, reliability, validity and norms
4. Ethical issues in psychological testing

UNIT 2: TEST DEVELOPMENT

Students will be divided into six groups. Each group has to choose an area by consensus or majority. Each student will have to develop a psychological test pertaining to the area chosen by the group. Every student in each group will present his or her ideas about developing a specific psychological test in the class. After these presentations, one specific psychological construct is selected as the group's construct.

UNIT 3: TEST ADMINISTRATION AND REPORT WRITING Personality

(any 1):

1. Objective NEO – FFI or EPQ – R, MMPI
2. Projective test: ROR, CAT, TAT

Intelligence Test (Any 1):

1. WISC or SB 5
2. ICIT
3. Development Assessment

Aptitude Test (Any 1)

1. Multiple Test battery - DAT or DBDA or GATB
2. Specific Aptitude test : Mechanical , Scientific

Attitude/Interest (any 1)

1. Marriage Attitude Scale
2. Attitude toward Sex Education Scale
3. Teacher Attitude Scale
4. Physical Attitude Scale
5. Vocational / Career Interest Inventory

Anxiety / Values / Others (any 1)

1. Anxiety Scale
2. Aggression Scale
3. Test of values
4. Job Satisfaction Scale
5. WMS

REFERENCES:

- 1) Kaplan, R.M. and Saccuzzo, D.P. (2007). *Psychological Testing: Principles, Applications and Issues*. Thomson Wadsworth, Australia.
- 2) Gregory, R.J. (2005). *Psychological Testing: History, Principles and Applications*. New Delhi: Pearson Education.
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York: Routledge.

- 4) Chadha, N. K. (2009). *Applied Psychometry*. New Delhi: Sage.
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- 8) Anastasi, A., & Urbina, S. (1997). *Psychological Testing* (Seventh Ed.). New Delhi: Prentice Hall.
- 9) Test Manuals of Respective Test,

**M.A. Syllabus (2021-22), Karmaveer Bhaurao Patil College (Autonomous), Vashi.
Choice Based Credit System with effect from the academic year
2021-22**

Psychological Practicals: Testing & Psychometrics

With Effect from 2021-22

Semester II

(A) Semester End Exam Marks: 60 Time: 3 Hours

- Experimental Journal: 20 Marks · Viva voce examination: 20 Marks
- Instruction and Conduction: 10 Marks · Report: 10 Marks

(B) Continuous Internal Evaluation (CIE) Marks: 40

a) Online Examination : Based on Unit 1 (20 Marks)

b) Completion of following activities as a part of CIE (20 Marks)

Sr. No.	Particular	Marks
1	Test Development and assessment of its psychometric properties	20

M.A. Syllabus (2021-22), Karmaveer Bhaurao Patil College (Autonomous), Vashi.
Choice Based Credit System with effect from the academic year

2021-22

M.A. Part I PSYCHOLOGY

Code	Sem.	Course Title	Credits	Marks
PGPSY203	II	Research Methodology (core course)	6	100 (60 + 40)

Semester II

Paper VI: Research Methodology

Paper Code: PGPSY203

Credits: 6

Lectures per week: 5 +1

Unit -1- Central Tendency, Correlation and Regression (15 hours)

Central Tendency: Mean, Mode and Medium

Correlation-Meaning and types of correlation, measurement of correlation, Scatter diagram, Karl Pearson's coefficient of correlation, Spearman's Rank correlation- Testing of correlation coefficient.

Regression: Simple regression model-estimation \bar{n} least squares model- Goodness of fit. Introduction to multiple regression.

Unit -2- Index Number [15 Hrs]

Meaning and classification and problems encountered while constructing index numbers- uses and limitation of index numbers, Methods of constructing index numbers: Simple indices) aggregate method ii) simple average of relative's method, Weighted index: Laspeyres's, Paache's and Fisher's index and weighted average of relative's method. Limitations of Index Number.

Concepts of Base shifting, splicing, and deflating, Consumer price index: meaning, need and construction \bar{n} methods: aggregate expenditure method and family budget method.

Unit-3-Sampling [15 Hrs.]

Meaning and Aims of Sampling

Characteristics of good Sample

Sampling Techniques or Methods

Probability Sampling Methods

Non-Probability Sampling Methods

Optimum size of sampling and Advantages and Limitations of Sampling

Unit -4- Hypothesis formulation and Hypothesis Testing (15 Hrs.)

Definition, functions of hypothesis and Criteria of workable hypothesis, forms and sources of hypothesis- Testing of Hypothesis

Null and Alternative Hypotheses, Levels of Significance, critical region, Type I and Type II errors.
T-test, F-test, X² –test

References:

1. C. R. Kothari and Gaurav Garg, Research Methodology, Methods and Techniques, Fourth Multicolour Edition, New Age Publishers, 2019.
2. Goode J. William & Hatt K. Paul, Methods in social Research, New York, McGraw-Hill, 1952.
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**M.A. Syllabus (2021-22), Karmaveer Bhaurao Patil College (Autonomous), Vashi.
Choice Based Credit System with effect from the academic year**

2021-22

M.A. Part I PSYCHOLOGY

Code	Sem.	Course Title	Credits	Marks
PGPSY204-A	II	Psychology for Motivation and Emotion (Discipline Specific Elective)	6	100 (60 + 40)

Semester II

Paper VI: Psychology for Motivation and Emotion

Paper Code: PGPSY204 -A

Credits: 6

Lectures per week: 5 +1

Course Objectives:

1. to prepare students to explain and compare Physiological, Ethological, Cognitive, Socio cultural, Developmental- Interactionalistic approaches to study motivation and emotion
2. to prepare students to explain the mechanism of biological motives such as hunger, thirst, sleep and sex
3. to prepare students to explain social needs such as aggression and social attachment
4. to prepare students to analysis classic theories of motivation such as Murray, Atkinson, Maslow, and McClelland
5. to prepare students to apply theories of motivations in Clinical and industrial setup
6. to prepare students to apply theories of motivations in education and public health setup
7. to prepare students to explain the components of emotions and its biological bases
8. to prepare students to summarize psychophysiological measures of emotions
9. to prepare students to explain use of different psycho-physiological measures in assessments
10. to prepare students to differentiate classic theories of emotion such as James-Lange, Cannon-Bard, Schachter-Singer
11. to prepare students to exemplify negative emotions such as anger and depression and its etiology and correlates
12. to prepare students to explain Fredrikson's Broaden and Build theory of positive emotions and optimism
13. to prepare students to describe the concept of Emotional intelligence and summarize its Models, measurement and correlates.

Course Outcomes:

After completion of this course the students will be able:

1. to explain and compare Physiological, Ethological, Cognitive, Socio-cultural, Developmental- Interactionalistic approaches to study motivation and emotion
2. to explain the mechanism of biological motives such as hunger, thirst, sleep and sex
3. to explain social needs such as aggression and social attachment
4. to analysis classic theories of motivation such as Murray, Atkinson, Maslow, and McClelland
5. to apply theories of motivations in Clinical and industrial setup
6. to apply theories of motivations in education and public health setup

7. to explain the components of emotions and its biological bases
8. to summarize psychophysiological measures of emotions
9. to explain use of different psycho-physiological measures in assessments
10. to differentiate classic theories of emotion such as James-Lange, Cannon-Bard, Schachter Singer
11. to exemplify negative emotions such as anger and depression and its etiology and correlates
12. to explain Fredrikson's Broaden and Build theory of positive emotions and optimism
13. to describe the concept of Emotional intelligence and summarize its Models, measurement and correlates

UNIT 1: FOUNDATIONS OF MOTIVATION

1. Concepts and Components of Motivation
2. Approaches to the study of motivation and emotion: Physiological, Ethological, Cognitive, Socio-cultural, Developmental- Interactionalistic.
3. Mechanism of hunger and thirst
4. Mechanism of sleep and sex
5. Aggression and social attachment

UNIT 2: THEORIES AND APPLICATIONS OF MOTIVATION

1. Classical Theories: Murray, Atkinson, Maslow, and McClelland
2. Motivation in the Clinical setup
3. Motivation in the Industrial setup
4. Motivation in the Educational setup
5. Motivation in the Public-health setup

UNIT 3: FOUNDATIONS OF EMOTION

1. Concepts and Components of Emotion
2. Emotion and culture - Etic and Emic approach
3. Biological bases of emotions – ANS, endocrine system, immune system,
4. Cerebral lateralization of cognition and emotion
5. Psycho-physiological measures

UNIT 4 THEORIES AND INTERVENTIONS OF EMOTION

1. **Classical Theories:** James-Lange, Cannon-Bard, Schachter-Singer

2. **Negative emotions:** Etiology and correlates:
 - a. Anger: Causes, State Trait model and its relation to health
 - b. Depression: Conceptualization and its relations to health
3. **Stress:** Immunity, illness, coping, and **anxiety:** State Trait Model and its relation to health and performance.
4. **Positive emotions and related interventions:** Fredrickson's Broaden and Build theory of positive emotions and optimism
5. **Emotional intelligence:** Models, measurement and correlates.

REFERENCES:

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2. Buck, R. (1976) *Human Motivation and Emotion*, New York: Wiley.
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5. Carlson, N. R. (2007). *Foundations of physiological psychology*. N.D.: Pearson Edu.
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8. Kalat, J. W. (2000). *Biological psychology*. Wadsworth, Inc.
9. Ryckman, R.M. (1978). *Theories of Personality*. D.VanNostrandCompany:New York.
10. Misra, G. (ed) (1999). *Psychological perspectives on stress and health*. ND: Concept.
11. Salovey, P. & Sluyter, D. (eds) (1997). *Emotional development and emotional intelligence: Implications for educators*. NY: Basic Books.
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Hall.

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15. Kassino, H. (ed) (1995). *Anger disorders: Definition, diagnosis and treatment*. Washington, D.C.: Taylor & Francis.
16. Borod, J. (ed) (2000). *The neuropsychology of emotions*. Oxford: Oxford University Press.
17. Endler, N.S., & Magnusson, D. (1976) *Interactional Psychology and Personality*. Hemisphere Pub. Corporation.
18. Kalat, J. W. (2000). *Biological psychology*. Wadsworth, Inc.
19. Schultz, D.P & Schultz, E.S. (2005). *Theories of personality*. Delhi: Thomson Wadsworth.
20. Kaplan, H.B. (1996), Psychological stress from the perspective of self-theory. In: H.B. Kaplan (Ed) *Psychological stress*. N.Y. Academic Press:
21. Kuppaswami, B. (1985) *Elements of ancient Psychology*. Delhi: Vani Educational Books.
22. Lazarus, R.S. and Monat, A. (1979). *Personality*. Prentice Hall, Inc.
23. London, H. & Exner, J.E. (1978) *Dimensions of Personality*. New York: Wiley
24. Oatley, K. & Jenkins, J. M. (1992). *Understanding emotions*. Cambridge: Blackwell publishers.
25. Mischel, W.; Shoda, Y.; & Smith, R. E. (2004). *Introduction to personality*. John Wiley & Sons.
26. Ekman, P. & Davidson, R.J. (1995). *The nature of emotion: Fundamental 1) questions*. NY: Oxford University Press.
27. Taylor, S. (1999). *Health psychology*. ND: McGraw-Hill.
28. Aamodt, M. G. (2010) *Industrial/organizational psychology: An applied approach* (6th Ed.).U.S.A.: Wadsworth Cengage Learning.
29. Driscoll, K. A. et al. (2004). *Simple treatments for complex problems :A systematic cognitive behaviour analysis approach to psychotherapy*. New Jersey: Lawrence Erlbaum Associates, Publishers.
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M.A. Syllabus (2021-22), Karmaveer Bhaurao Patil College (Autonomous), Vashi.

Question Paper Pattern for M.A. Part I (Choice Based Credit System)

Psychology for Motivation and Emotion

With Effect from 2021-22

Semester II

A) Semester End Exam Marks: 60 Time: 2 ½ Hours

Sr. No	Type of Question	Based on any of the 1 Unit	Options Given	Need to be attempted	Marks
1	Essay Type	1/2/3/4 unit	7	4	60

B. Continuous Internal Evaluation (CIE) Marks: 40

a) Online Examination : Multiple Choice Question (Based on Unit I) (20

Marks)

b) Completion of following activities as a part of CIE (20 Marks)

Sr. No.	Particular	Marks
1	Group Presentation	20

**M.A. Syllabus (2021-22), Karmaveer Bhaurao Patil College (Autonomous), Vashi.
Choice Based Credit System with effect from the Academic year**

2021-22

M.A. Part I PSYCHOLOGY

Code	Sem.	Course Title	Credits	Marks
PGPSY204 -B	II	Health Psychology (Discipline Specific Elective)	6	100 (60+40)

Semester II

Paper VII: Health Psychology

Paper Code: PGPSY204

Credits: 6

Lectures per week: 5+1

Course Outcomes:

After completion of this course the students will be able to:

1. to prepare students to summarize the development of health psychology
2. to prepare students to interpret psychological factors affecting illness and diseases
3. to prepare students to explain cognition and social cognition models of health
4. to prepare students to summarize lifestyle disorders like CAD, CHD, Obesity and Diabetes
5. to prepare students to summarize psycho-physiological disorders like Migraine, Asthma, and Peptic ulcer
6. to prepare students to explain stress and its dimensions and how people can cope with it
7. to prepare students to discuss the health enhancing behavior like sleep, exercise, social interaction
8. to prepare students to evaluate the relationship between immune system and stress
9. to prepare students to interpret the knowledge of health psychology in prevention of diseases and impairments as primary intervention
10. to prepare students to discuss the importance of communication between health care professionals and patients for improving

11. to prepare students to analyze primary, secondary and tertiary prevention measures and its effect on behavioural outcomes

Course Outcomes:

After completion of this course the students will be able:

1. to summarize the development of health psychology
2. to interpret psychological factors affecting illness and diseases
3. to explain cognition and social cognition models of health
4. to summarize lifestyle disorders like CAD, CHD, Obesity and Diabetes
5. to summarize psycho-physiological disorders like Migraine, Asthma, and Peptic ulcer
6. to explain stress and its dimensions and how people can cope with it
7. to discuss health enhancing behavior like sleep, exercise, social interaction
8. to evaluate the relationship between immune system and stress
9. to interpret the knowledge of health psychology in prevention of diseases and impairments as primary intervention
10. to discuss the importance of communication between healthcare professionals and patients for improving
11. to analyze primary, secondary and tertiary prevention measures and its effect on behavioural outcomes

UNIT 1: AN INTRODUCTION TO HEALTH PSYCHOLOGY (NH 15)

1. What is Health, View from history , Psychology's role in Health , Current Perspective on Health and Illness
2. Mind-Body relationship , Rise of Bio-Psycho-Social Method, Need for health psychology
3. The System of body
4. Psychology's relevance to Health, Profession of Health Psychology

UNIT 2: HEALTH BEHAVIOR AND PRIMARY PREVENTION

(NH 15)

1. Health Behaviors
2. Health promoting Behaviour
3. Health Compromising Behavior
4. Adhering to Healthy behaviour

UNIT 3: HEALTH ENHANCING BEHAVIOUR (NH 15)

1. Stress: Meaning, Impact and Sources
2. Stress, Biopsychosocial Factor, and Illness

3. Coping with and reducing Stress
4. Patients, Provider, and Treatment; The Management of Pain and Discomfort

UNIT 4: BEHAVIOR AND CHRONIC ILLNESS (NH 15)

1. Behavioral factors in Cardiovascular Diseases
2. Behavioral factors in Cancer
3. Living with Chronic Illness
4. Management of Chronic Illness

Books for reference

- 1) Brannon, L. Updegraff, J. & Feist, J. (2017). Health Psychology: An Introduction to Behavior and Health. (9th Ed). Cengage Learning.
- 2) Sarafina, E. & Smith, T. (2010) Health Psychology: Biopsychosocial Interactions. (7th Ed.) Wiley Publication
- 3) Tyler, S (2015) Health Psychology. (9th Ed.) McGraw-Hill
- 4) Dimatto, M.R., Martin, R.M. (2012). Health Psychology. Fifth Impression, Pearson Education in South Asia
- 5) Ogden, Jane (2010). Health Psychology A TextBook. Tata McGraw Hill Education Private Ltd.
- 6) Marks, D.F., Murray, M. Evans, B. and Estacio, E.V. (2011). Health Psychology. Sage Publication India Pvt Ltd.
- 7) Ogden, J. (1996): Health Psychology: A textbook Open University Press, Buckingham Shelly E

**M.A. Syllabus (2021-22), Karmaveer Bhaurao Patil College (Autonomous), Vashi.
Question Paper Pattern for M.A. Part I (Choice Based Credit System)**

Health Psychology

With Effect from 2021-22

Semester II

A) Semester End Exam Marks: 60 Time: 2 ½ Hours

Sr. No	Type of Question	Based on any of the 1 Unit	Options Given	Need to be attempted	Marks
1	Essay Type	1/2/3/4 unit	7	4	60

B. Continuous Internal Evaluation (CIE) Marks: 40

a. Online Examination : Multiple Choice Question (Based on Unit I)

(20 Marks)

b. Completion of following activities as a part of CIE (20 Marks)

Sr. No.	Particular	Marks
1	Poster Presentation	20

AC- 3.1/2019

Serial No-



**Rayat Shikshan Sanstha's
KARMAVEER BHARAO PATIL COLLEGE, VASHI.
NAVI MUMBAI
(AUTONOMOUS COLLEGE)
Sector-15- A, Vashi, Navi Mumbai - 400 703**

Syllabus for M.A. Psychology (Clinical Psychology)

Semester III & IV

Program: M.A.

Course: M.A. Psychology

**(Choice Based Credit, Grading and Semester System with
effect from the academic year 2020-21)**

Preamble of the Syllabus:

Masters of Arts (M.A.) in Psychology is a Post graduation programme of 100 credits offered by the Department of Psychology, Karmaveer Bhaurao Patil College [Autonomous], Vashi, Navi Mumbai, under the Choice Based Credit and Grading System.

The programme is designed to fulfil the demand of trained mental health professionals. The curricula is designed to develop strong theoretical foundation while ensuring the applications of acquired knowledge to various fields such as educational, health, clinical, community and industry.

In first year, students have to complete five courses in each semester. Courses for first semester includes Personality Psychology, Positive Psychology, Applied Cognitive Psychology, Research Methods in Psychology, and Practicals in Psychology: Experiments and for second semester Motivation and Emotion, Health Psychology, Educational Psychology, Statistics in Psychology and Practicals in Psychology: Psychological tests and Psychometrics.

In second year, they will have an option of selecting courses from Clinical Psychology or Child and Adolescent Psychology programme. In third semester, they have to carry out independent research under the guidance of teacher and submit the dissertation before the final examination. In semester four, students will have to complete field work or internship in clinical/hospital/school/rehabilitation settings under the supervision of trained professionals.

Karmaveer Bhaurao Patil College, Vashi

Autonomous College

Affiliated to University of Mumbai

Sr. No.	Heading	Particular
1	Class	M.A. Part II
2	Eligibility for Admission	M.A.Part I in Psychology
3	Name of the Course	M.A. (Psychology)
4	Passing Marks	40 marks per course
5	Syllabus and Evaluation	Semester End Examination 60 Marks, Continuous Internal Evaluation 40 Marks
6	Number of Semesters	04
7	Credits	100
8	Level	PG
9	Pattern	Choice Based Credit, Grading and Semester System
10	Status	New
11	To be Implemented from the academic year	From 2020-21

Green - Global Development/Employability

Blue - Skill Development

Yellow - Human Values/Gender/Cross-cutting issues

Programme Specific Outcomes:

After completion of this programme (M.A. Psychology) the students will:

- 1) Experience the overall development in their personality through improved communication skills, presentation skills, skills related to time and stress management, ability to work in a team, lead the team, solve the problems, analytical, creative and scientific thinking.
- 2) Apply the knowledge acquired from different fields of Psychology; namely, Positive Psychology, Health Psychology, Personality Psychology, Motivation and Emotion, Educational Psychology, Psychological Assessments, Psychopathology, Psychotherapy, Forensic psychology, Community Based Rehabilitation, Child and Adolescent Psychology, Pediatric Psychology, Research Methods and Statistics in Psychology, etc.
- 3) Become competent to design their own researches or experiments and will be able to carry out their studies independently.
- 4) Be able to apply their acquired knowledge of psychology in Educational, Clinical, Health, Pediatric, Forensic and Community settings.
- 5) Be able to use knowledge of psychology to solve social problems.
- 6) Be competent to administer psychological tests to measure intelligence, attitude, aptitude, personality and psychopathology of people and write a report of the same for Career counseling, Recruitment decisions, Marital counseling, and Psychodiagnostic purpose.
- 7) Be able to conduct clinical interviews for diagnosing the clients with various mental disorders.
- 8) Be able to conduct counseling or therapy sessions under supervision of trained and experienced counselors or therapists.
- 9) Be able to work as an assistant Clinical Psychologist or Child and Adolescent Psychologist in hospitals, Schools, NGO's, Pediatric settings, Child Guidance Centre, or private settings.

**Choice Based Credit, Grading and Semester System with effect from the
academic year 2020-21**

M.A. Part II PSYCHOLOGY

Clinical Psychology				
Paper No.	Code	Sem.	Proposed Courses	Credits
12	PGPSY301	III	Assessment in Clinical Psychology	4
13	PGPSY302	III	Psychopathology I	4
14	PGPSY303	III	Psychotherapy - I	4
15	PGPSY304	III	Multiculturalism: Theory & Practice	3
16	PGPSY305	III	Research Based Project	10
17	PGPSY401	IV	Ability Enhancement Course: Community Based Rehabilitation	3
18	PGPSY402	IV	Psychopathology II	4
19	PGPSY403	IV	Psychotherapy – II	4
20	PGPSY404	IV	Interdisciplinary Course: Forensic Psychology	4
21	PGPSY405	IV	Practicum in Clinical Psychology	10

1. 100 Credits for the entire MA course (25 Credits per semester).
2. For Semester I and II: Credits Theory Course = 17 Credits + 8 credits of Practical/Field work Component = 25 credits
3. For semester III: Credits Theory Course = 15 Credits + 10 credits of Practical/Field work Component = 25 credits
4. For Semester IV: Credits Theory Course = 15 Credits + 10 credits of One Project Component = 25 Credits.
5. 60 teaching hours per course of 4 credits, 48 teaching hours per course for 3 credit, 100 teaching hours per course for 5 credit (core/elective/IC/Ability Enhancement) during the Semester.
6. One Teaching hours per week per 1 credit. Two Practical hours per credits for Practical/Field Work component per week.
7. For an elective to be offered a minimum of 05 students are required.

M.A. Part II PSYCHOLOGY

(Clinical Psychology)

Code	Sem.	Course Title	Credits	Marks
PGPSY301	III	Assessment in Clinical Psychology	4	100 (60 + 40)

Semester III

Paper XII: Assessment in Clinical Psychology

Credits: 4

Paper Code: PGPSY301

Lectures per week: 4

Course Objectives:

1. to help students explain various approaches for psychological testing in Clinical Psychology domains.
2. to help students compare the available test options and provide rational for selecting a particular test.
3. to help students summarize and apply ethical principles in psychological assessments.
4. to help students exemplify the tests, rating scales and test batteries used for clinical assessments.
5. to help students describe and use the psychological tools for developmental assessment of the children
6. to help students describe and use the psychological tools for assessment of cognitive abilities of children and adults
7. to help students interpret the profile analysis and scatter analysis and provide differential diagnosis
8. to help students describe and use standardized psychological tools for assessment of personality
9. to help students describe and use projective tests for assessment of personality of children and adult
10. to help students describe and use rating scales for the assessment of psychopathology for clinical purpose
11. to help students describe and use rating scales for the assessment of psychopathology for the research purpose
12. to help students describe and explain neuropsychological batteries for the assessment of neuropsychological functioning of clients

Course Outcomes:

After completion of this course the students will be able:

1. to explain various approaches for psychological testing in Clinical Psychology domains.
2. to compare the available test options and provide rational for selecting a particular test.
3. to summarize and apply ethical principles in psychological assessments.
4. to exemplify the tests, rating scales and test batteries used for clinical assessments.
5. to describe and use the psychological tools for developmental assessment of the children
6. to describe and use the psychological tools for assessment of cognitive abilities of children and adults
7. to interpret the profile analysis and scatter analysis and provide differential diagnosis
8. to describe and use standardized psychological tools for assessment of personality
9. to describe and use projective tests for assessment of personality of children and adult
10. to describe and use rating scales for the assessment of psychopathology for clinical purpose
11. to describe and use rating scales for the assessment of psychopathology for the research purpose
12. to describe and explain neuropsychological batteries for the assessment of neuropsychological functioning of clients

UNIT 1: PRINCIPLES OF PSYCHOLOGICAL EVALUATION (15)

- 1.1 Psychological testing approaches and test choice rationales.
- 1.2 Behavioral assessment, clinical observation, history taking, MSE, MMSE.
- 1.3 Ethical practice in assessment.
- 1.4 Tests, rating scales, test batteries.

UNIT 2: ASSESSMENT OF DEVELOPMENT AND ABILITY (15)

- 2.1 Child developmental assessment: VSMS, Seguin form board, Bayley scales, other developmental scales.

- 2.2 Child cognitive assessment: WISC all editions, Kamat Binet, Bhatia battery, Ravens' progressive matrices, MISIC, assessment for learning disabilities, Woodcock Johnson test, WRAT test.
- 2.3 Adult cognitive assessment: WAIS all versions, WAPIS, WMS all versions.
- 2.4 Clinical interpretations of profiles scatter analysis, differential diagnosis.

UNIT 3: ASSESSMENT OF PERSONALITY (15)

- 3.1 Objective tests of personality: MMPI all versions, MCMI, five factor tests.
- 3.2 Projective tests of personality for adults: Rorschach inkblot method, Thematic Apperception Test, other techniques.
- 3.3 Projective techniques for children: children's apperception test, drawing as projection, projective play, sacks sentence completion test, HTP, DAP, other projective methods.
- 3.4 Test combinations, profile interpretation and report writing, medicolegal issues.

UNIT 4: RATING SCALES AND TEST BATTERIES (15)

- 4.1 Clinical rating scales: BDI, BSS, BHS, HDRS, HARS, BPRS, SIDP, SCL-90-R, CARS, Connors rating scale, Indian Scale for Assessment of Autism and other rating scales.
- 4.2 Research rating scales, SCID, PANSS, SAPS, SANS, PSE and other rating scales.
- 4.3 Neuropsychological batteries: NIMHANS battery, AIIMS battery, PGI battery and others.
- 4.4 Bender Gestalt Test, Lobe testing, TOMM testing for specific neuropsychological conditions.

REFERENCES:

1. Bellack, A.S. and Hersen, M. (Ed.s) (1998) *Behavioral assessment: A Practical Handbook* (4th Ed.). MA: Allyn and Bacon.
2. Goldstein, G. and Hersen, M. (Ed.) (2000) *Handbook of Psychological Assessment* . (3rd Ed). Oxford: Elsevier science.
3. Hersen, M. (2004). *Comprehensive Handbook of Psychological Assessment* (Vol. 4). Industrial and Organizational assessment. New York, NY: Wiley.
4. Manuals of various tests and scales covered.

**Choice Based Credit, Grading and Semester System with effect from the academic year
2020-21**

M.A. Part II PSYCHOLOGY

Code	Sem.	Course Title	Credits	Marks
PGPSY302	III	Psychopathology - I	4	100 (60 + 40)

Semester III

Paper XIII: Psychopathology - I
Credits: 4

Paper Code: PGPSY302
Lectures per week: 4

Course Objectives:

1. to help students summarize the history of mental illness in India, mental health acts and legal systems
2. to help students compare the classification systems of mental disorders namely, DSM and ICD
3. to help students recognize and describe the phenomenology, signs, symptoms, and socio-demographic determinants of clinical psychopathology
4. To help students explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of Anxiety Disorders
5. To help students explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of OCD and related Disorders
6. To help students explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of stress related Disorders
7. To help students explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of Schizophrenia Spectrum & Other Psychotic disorders
8. To help students explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of Bipolar & Related Disorder
9. To help students explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of Depressive Disorders
10. To help students explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of Somatic Symptom and related disorder and Dissociative disorder
11. To help students explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of Neurodevelopmental Disorders

12. To help students explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of Neurocognitive Disorders

Course Outcomes:

After completion of this course the students will be able:

1. to summarize the history of mental illness in India, mental health acts and legal systems
2. to compare the classification systems of mental disorders namely, DSM and ICD
3. to recognize and describe the phenomenology, signs, symptoms, and socio-demographic determinants of clinical psychopathology
4. To explain and discuss the etiology, prevalence, clinical picture, course, diagnosis and treatment of Anxiety Disorders
5. To explain and discuss the etiology, prevalence, clinical picture, course, diagnosis and treatment of OCD and related Disorders
6. To explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of stress related Disorders
7. To explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of Schizophrenia Spectrum & Other Psychotic disorders
8. To explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of Bipolar & Related Disorder
9. To explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of Depressive Disorders
10. To explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of Somatic Symptom and related disorder and Dissociative disorder
11. To explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of Neurodevelopmental Disorders
12. To explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of Neurocognitive Disorders

UNIT 1: ORIENTATION, OVERVIEW AND INTRODUCTION TO CLINICAL PSYCHOLOGY (15)

- 1.1 History of mental illness in India, Mental Health Acts and legal systems.

- 1.2 Classifications of mental disorders: DSM and ICD.
- 1.3 Phenomenology, signs and symptoms of clinical psychopathology.
- 1.4 Socio-demographic determinants of clinical psychopathology.

UNIT 2: ANXIETY, OCD AND STRESS RELATED DISORDERS (15)

- 2.1 Anxiety Disorders,
- 2.2 OCD & related disorders
- 2.3 Trauma & Stress Related Disorders

UNIT 3: SCHIZOPHRENIA SPECTRUM AND MOOD DISORDERS (15)

- 3.1 Schizophrenia Spectrum & Other Psychotic disorders
- 3.2 Bipolar & Related Disorder
- 3.3 Depressive Disorder

UNIT 4: SOMATIC SYMPTOM, DISSOCIATIVE, NEURODEVELOPMENTAL AND NEUROCOGNITIVE (15)

- 4.1 Somatic Symptom and related Disorder and Dissociative Disorders
- 4.2 Neurodevelopmental Disorders
- 4.3 Neurocognitive Disorders

REFERENCES:

1. Adams P.B. and Sutker, H.E. (2001). *Comprehensive Handbook of Psychopathology* (3rd ed.). NY: Springer.
2. Hersen, M and Beidel, D (2012). *Adult psychopathology and diagnosis* (6th ed.). NY: Wiley.
3. Sadock B.J. and Sadock V.A.(2015). *Kaplan and Sadock's Synopsis of Psychiatry* (11th ed).. PA: Lipincott, Williams and Wilkins.
4. M.Gelder, D. Gath, R.Mayou, P. Cowen. (1996). *Oxford textbook of Psychiatry* (3rd edition). UK: Oxford University Press.
5. Millon, T. Blaney, P. and Davis R.D. (1999). *Oxford textbook of psychopathology*. UK: Oxford University Press.
6. Millon, T., Krueger, R.F., Simonsen, E. (2011). *Contemporary Directions in Psychopathology*. NY: Guilford Press.
7. Craighead, W.E. Miklowitz, D.J. and Craighead L.W. (2008). *Psychopathology: History, Diagnosis and Empirical Foundations*. NY: John Wiley and Sons.
8. Maddux, J.E. and Winstead, B.A. (2007). *Psychopathology: Foundations for a contemporary understanding*. NY: CRC press.

9. Pomerantz, A.M. (2017). *Clinical Psychology: Science, Practice and Culture* (4th Ed). New Delhi: Sage Publications, Inc.

**Choice Based Credit, Grading and Semester System with effect from the academic year
2020-21**

M.A. Part II CLINICAL PSYCHOLOGY

Code	Sem.	Course Title	Credits	Marks
PGPSY303	III	Psychotherapy - I	4	100 (60 + 40)

Semester III

Paper XIV: Psychotherapy

Credits: 4

Paper Code: PGPSY303

Lectures per week: 4

Course Objectives:

1. To help students explain what is psychotherapy and what are its ingredients
2. to help students compare varieties of psychotherapies and identify best kind of psychotherapy
3. to help students summarize physical surrounding of Psychotherapy, equipment of psychotherapist, general principles and practical outline of Psychotherapy
4. to help students explain activities that are conducted by psychotherapist in the initiate phase such as establishing working relationship, evaluating problems, making diagnosis, and estimating prognosis
5. to help students explain activities that are conducted by psychotherapist in the middle phase such as use of free association, dream and fantasies to uncover unconscious material, to inculcate insight and how it could be translating into actions
6. to help students explain and discuss the goals and problems in the terminal phase of treatment
7. to help students describe and evaluate the process and techniques of Psychoanalytical therapy
8. to help students describe and evaluate the process and techniques of Neo-Freudian therapies such as Jungian and Adlerian
9. to help students describe and evaluate the process and techniques of Person Center Therapy and Existential Therapy
10. to help students describe and evaluate the process and techniques of Gestalt Therapy and Transactional Analysis

Course Outcomes:

After completion of this course the students will be able:

1. to explain what is psychotherapy and what are its ingredients
2. to compare varieties of psychotherapies and identify best kind of psychotherapy
3. to summarize physical surrounding of Psychotherapy, equipment of psychotherapist, general principles and practical outline of Psychotherapy
4. to explain activities that are conducted by psychotherapist in the initiate phase such as establishing working relationship, evaluating problems, making diagnosis, and estimating prognosis
5. to explain activities that are conducted by psychotherapist in the middle phase such as use of free association, dream and fantasies to uncover unconscious material, to inculcate insight and how it could be translating into actions
6. to explain and discuss the goals and problems in the terminal phase of treatment
7. to describe and evaluate the process and techniques of Psychoanalytical therapy
8. to describe and evaluate the process and techniques of Neo-Freudian therapies such as Jungian and Adlerian
9. to describe and evaluate the process and techniques of Person Center Therapy and Existential Therapy
10. to describe and evaluate the process and techniques of Gestalt Therapy and Transactional Analysis

UNIT 1: SCOPE AND GENERAL PRINCIPLES OF PSYCHOTHERAPY (15)

- 1.1 What is Psychotherapy? What are the ingredients of Psychotherapy? What is the Best kind of Psychotherapy?
- 1.2 Varieties of Psychotherapies, Basic ingredients of Psychotherapy
- 1.3 Physical Surrounding of Psychotherapy and Equipment of Psychotherapist
- 1.4 General principles of psychotherapy and Practical Outline of Psychotherapy

UNIT 2: PHASES OF PSYCHOTHERAPY (15)

- 2.1 **Initial Interview:** The first contact with the client, making a diagnosis, evaluating the problem, estimating the prognosis, important “Don’ts” during the initial interview, Dealing with Inadequate motivation, Establishing a working relationship
- 2.2 **Middles Phase Use of therapeutic interviewing:** Identifying important trends and patterns: the Use of Free Association, the use of dreams and fantasies, the Examination of Attitudes towards the therapist including

transference questions, The Uncovering of Unconscious material, Inculcating insight through interpretation, Translating insight to action, Handling resistance to cure

2.3 **Terminal Phase of Treatment:** Goals in Terminating Treatment, Technical Problems in Termination

2.4 **Assessment and Evaluation**

UNIT 3: PSYCHOANALYTIC AND NEO-FREUDIAN THEORIES (15)

3.1 Psychoanalytic Therapy

3.2 Jungian Analytical Therapy

3.3 Adlerian Therapy

UNIT 4: HUMANISTIC AND EXISTENTIAL THEORIES (15)

4.1 Person-Centered Therapy

4.2 Existential Therapy

4.3 Gestalt Therapy

4.4 Transactional Analysis

REFERENCES:

1. Wolberg, L. R., (2013).*The Technique of Psychotherapy*, Fourth Edition, Jason Aronson Inc, London.
2. Capuzzi, D., & Gross, D.R, (2007).*Counseling and Psychotherapy: Theories and Interventions*, Fourth Edition, Pearson Education Inc, New Delhi.
3. Rao, N.S, (1991).*Counselling and Guidance*, Second Edition, McGraw Hill Education Private Limited, New Delhi.
4. Gillon, E., (2007).*Person-Centered Counselling Psychology: An Introduction*, Sage Publications, London.
5. Corey, G. (2012). *Theory and Practice of Counseling and Psychotherapy*.California: Brooks/ Cole Publishing.
6. Kleinberg, J. (2012).*The Wiley Blackwell handbook of Group psychotherapy*.NY: Wiley Blackwell24
7. Yalom, I. D. (2005).*Theory and Practice of Group Psychotherapy*. NY: Basic Books.
8. 5. John, C., Masters, J. C., Burish, T., Hollon, H.D., &Rimm, D. C. (1990). *Behavior Therapy: Techniques and Empirical Findings*. New York: Academic Press

**Choice Based Credit, Grading and Semester System with effect from the academic year
2020-21**

M.A. Part II PSYCHOLOGY

Code	Sem.	Course Title	Credits	Marks
PGPSY304	IV	Multiculturalism: Theory & Practice	03	100 (60 + 40)

Semester IV

Paper XV: Multiculturalism: Theory & Practice
Credits: 03

Paper Code: PGPSY304
Lectures per week: 3

Course Objectives:

1. to help students explain concept of culture and how cultural identity develop
2. to help students summarize major cultural variables in Indian context such as gender, religion, caste, social class, language and regionalism
3. to help students discuss how the cultural transition, acculturation, assimilation and alienation occurs and its consequences
4. to help students explain and discuss issues of identity, stereotyping and discrimination in a multicultural society
5. to help students explain and discuss methods of assessment of prejudice and ethnicity related stress
6. to help students discuss methods of ensuring equality and social justice
7. to help students identify and use culturally sensitive tools for the assessments
8. to help students know and write psychological and educational reports for culturally and linguistically diverse clients
9. to help students summarize and do counseling in multicultural setting
10. to help students identify barriers, manage diversity and conflicts in organization and do culturally appropriate career counseling

Course Outcomes:

After completion of this course the students will be able:

1. to explain concept of culture and how cultural identity develop
2. to summarize major cultural variables in Indian context such as gender, religion, caste, social class, language and regionalism
3. to discuss how the cultural transition, acculturation, assimilation and alienation occurs and its consequences

4. to explain and discuss issues of identity, stereotyping and discrimination in a multicultural society
5. to explain and discuss methods of assessment of prejudice and ethnicity related stress
6. to discuss methods of ensuring equality and social justice
7. to identify and use culturally sensitive tools for the assessments
8. to know and write psychological and educational reports for culturally and linguistically diverse clients
9. to summarize and do counseling in multicultural setting
10. to identify barriers, manage diversity and conflicts in organization and do culturally appropriate career counseling

UNIT 1: MULTICULTURALISM AND SOCIETY

(12)

- 1.1 Culture and cultural identity development
- 1.2 Understanding major cultural variables in Indian context: gender, religion, caste, social class, language and regionalism.
- 1.3 Cultural transition
- 1.4 Acculturation, assimilation and alienation

UNIT 2: PREJUDICE AND DISCRIMINATION

(12)

- 2.1 Understanding prejudice and discrimination
- 2.2 Assessment of prejudice and ethnicity related stress
- 2.3 Rights – based approach: orientation to equal opportunity
- 2.4 Equity and social justice

UNIT 3: MULTICULTURAL ASSESSMENT

(12)

- 3.1 Cross cultural sensitivity in assessment: using tests in culturally appropriate ways
- 3.2 Ethical issues in multicultural assessment.
- 3.3 Writing psychological and educational reports for culturally and linguistically diverse client
- 3.4 Assessment of multicultural competence

UNIT 4: MULTICULTURAL PRACTICE IN PSYCHOLOGY

(12)

- 4.1 Multicultural counseling: counselor's self-awareness and counselor's awareness of the clients' world view, developing culturally appropriate intervention strategies
- 4.2 Barriers to multicultural counseling
- 4.3 Culturally appropriate career counseling
- 4.4 Managing diversity and conflicts in organizations

REFERENCES:

1. Gamst, G.C., Liang, C.T.H., Der-Karabetian, A. (2011). *Handbook of Multicultural Measures*, La Verne: SAGE
2. Suzuki, L.A., Meller, P.J., Ponterotto, J.G. (1996). *Handbook of Multicultural Assessment: Clinical, Psychological and Educational Applications*. San Francisco, CA: Jossey- Bass Inc.
3. Sue, Sue D.W. (2006) *Multicultural Competencies: Individual and Organizational Development*, Sage Publication, New Delhi.
4. Sue, D.W., Sue, D. (2012). *Counselling The Culturally Diverse: Theory and Practice* (6th Ed.). Hoboken, NJ: John Wiley & Sons, Inc.
5. Swanson, J.L., Fouad, N.A. (1999). *Career Theory and Practice: Learning Through Case Studies*. New Delhi: Sage Publications.
6. Elrich, H. (2003). *The Social Psychology of Prejudice: A systematic Theoretical Review and Propositional Inventory of the American*. New York, Wiley.
7. Garrett McAulifee & Associates (2008). *Culturally Alert Counselling: A Comprehensive Introduction*, Sage Publications.
8. Cordeiro, P.A., Reagan, T.G. & Martinez, L.P. (1994). *Multiculturalism and TQE*. California: SAGE
9. Corey, G. (2009). *Theory and Practice of group Counseling*. CA: Thomson Brooks
10. Nelson-Jones, R. (2005). *Basic Counselling Skills: A Helpers Manual*. New Delhi: Sage Publications.
11. Obinna, A. K. & Farkas, F.M. (2011). Cultural conflict management program for firms and organizations. *International Journal of Business and Management Studies*, Vol 3, no 2, 1- 10.
12. NCDA. (2009). *Minimum Competencies for Multicultural Career Counseling and Development*. Broken Arrow, OK: National Career Development Association. Retrieved from www.ncda.org.
13. Contrada, R.J., Ahsmore, R.D., Gary M.L., Coups, E. Egeth, J.D.Chasse, V. (2001). Measures of Ethnic Related Stress: Psychometric Properties, Ethnic Group Differences and Associations with Well- being. *Current Directions in Psychological Science*, 9 (4), 136- 139.

14. Berry, J.W. (2005). Acculturation: Living successfully in two cultures. *International Journal of Intercultural Relations*, 29, 697–712.
15. Zapf, M.K. (1991). Cross-cultural transitions and wellness: Dealing with culture shock. *International Journal for the Advancement of Counselling*, 14, 105-119.
16. Banks, J.A. (2004). Teaching for Social Justice, Diversity, and Citizenship in a Global World. *The Educational Forum*. 68, 289- 298.
17. Vera, E.M., Speight, S.L.(2003), Multicultural Competence, Social Justice, and Counseling Psychology: Expanding Our Roles. *The Counselling Psychologist*, 31 (3), 2530- 272.

**Choice Based Credit, Grading and Semester System with effect from the academic year
2020-21**

M.A. Part II PSYCHOLOGY

Code	Sem.	Course Title	Credits	Marks
PGPSY305	III	Research Project Based Course	10	100

Semester III

Paper XVI: Research Project Based Course
Credits: 10

Paper Code: PGPSY305
100 Hours

Course Objectives:

1. to help students explain and use concepts such as research Problem, hypothesis, variables, sampling and research design
2. to help students write research proposal as per APA guidelines and develop theoretical background for their research
3. to help students select variables for manipulation and measurement of behavior construct under the study
4. to help students write hypothesis
5. to help students use suitable method of sample selection and data collection
6. to help students use appropriate research design to test their hypothesis
7. to help students select appropriate statistical method for the analysis of obtained data
8. to help students analyze their research data and drawing conclusions using Excel & / SPSS.
9. to help students write a research report as per the guidelines of APA.
10. to help students learn appropriate referencing and citations as used in research writing

Course Outcomes:

After completion of this course the students will be able:

1. to explain and use concepts such as research Problem, hypothesis, variables, sampling and research design
2. to write research proposal as per APA guidelines and develop theoretical background for their research
3. to select variables for manipulation and measurement of behavior construct under the study
4. to write hypothesis
5. to use suitable method of sample selection and data collection

6. to use appropriate research design to test their hypothesis
7. to select appropriate statistical method for the analysis of obtained data
8. to analyze their research data and drawing conclusions using Excel & / SPSS.
9. to write a research report as per the guidelines of APA.
10. to learn appropriate referencing and citations as used in research writing

PROCESS OF RESEARCH PROJECT BASED COURSE

- The project based course will be in the form of a dissertation based on a live project or a research assignment related to the specific discipline of the psychology department.
- Every Teacher from Psychology department/MA Centers will announce four to five broad topics at the beginning of the second semester, reflecting degree of relevance and rigor suitable to a post graduate programme, along with an indicative reading list. These will be screened by the Board of Studies in the subject and a final list of approved topics along with a reading list will be displayed in the first week of the third semester.
- The student will submit a list of his/her three most preferred topics in the order of preference by the second week of the third semester to the Head of the department.
- The Departments a project committee consisting of the Head of the Department (Chairperson) and two other teachers from the department. The purpose of this committee is to oversee the functioning of the project component in the department.
- All post graduate teachers in the Department will be guides for the project component. All teachers shall have equal number of students allotted for the dissertation.
- In case, a particular topic is preferred by more students, the project committee will allocate students to guides within the department in order of the average of marks obtained in semesters 1 and 2.
- If it is felt necessary, the project committee can assign a co-guide to a student, depending upon specific disciplinary needs.
- The student will make a preliminary presentation in or before the fifth week of the third semester. The presentation will be attended by the guide/s and a committee consisting of two other teachers from the department. The committee will make necessary suggestions to improve the dissertation.
- The student will make a final presentation in the 7th week of semester three. The presentation will be evaluated by the same committee that evaluated the preliminary presentation. The criteria for evaluation will be as follows:
 - i) 10 marks for the quality of presentation
 - ii) 15 marks for answers to questions
 - iii) 15 marks for submission of research proposal

The marks given by the three members of the evaluation committee will be averaged in each head and the total marks decided by totaling the averages under the three heads.

SUBMISSION

- The student will submit a bound hard copy of the dissertation to the Department by the end of the third semester, along with a soft copy to be uploaded on Google Classroom.
- The final dissertation will have a word limit of 8000-10000 words and will be typed in one and a half spacing on one side of the paper. The APA style shall be followed for the writing of dissertation.
- The final dissertation will be evaluated out of 60 marks by the guide.

THE DISSERTATION FORMAT:

Title Page

Abstract

Introduction (Contains literature review, concluded with Objectives and Hypothesis)

Method: (Includes Sample; Tools; Procedure; etc.)

Results

Discussion

References

Appendix

EVALUATION:

Research Based Project

With Effect from 2020-2021

Semester III

- **60 Marks:**

Evaluation by Project Guide: **40 Marks**

- Problem selected, its rationale and significance – 5
- Review work – 10
- Methodology
 - Hypothesis – 5
 - Design and Analysis – 5
- Interpretation, Discussion & Implication – 10
- Overall quality of the report – 5

Presentation & Viva-voce – 20 marks

- Presentation – 10 marks
- Viva-voce – 10 marks

**Choice Based Credit, Grading and Semester System with effect from the academic year
2020-2021**

M.A. Part II PSYCHOLOGY

Code	Sem.	Course Title	Credits	Marks
PGPSY401	III	Community Based Rehabilitation Psychology	3	100 (60 + 40)

Semester III

Paper XVII: Community Based Rehabilitation Psychology
Credits: 3

Paper Code: PGPSY401
Lectures per week: 3

Course Objectives:

1. to help students explain community based clinical practices
2. to help students describe, discuss and evaluate disability and its models
3. to help students summarize assumptions and fundamentals of rehabilitation
4. to help students compare the normality and classification of difference
5. to help students evaluate client centered philosophy, contesting assumptions; challenging practice
6. to help students organize the role of family and friends in preventing child abuse and neglect
7. to help students evaluate models of Home-Based Mental Health Treatment of high risk children, children with HIV and their families
8. to help students evaluate school based clinical practices and school reforms
9. to help students evaluate community-based model for Care of adults with Psychiatric Disabilities
10. to help students evaluate The Child Development–Community Policing Program Model
11. to help students evaluate alternative Mental Health Programme

Course Outcomes:

After completion of this course the students will be able:

1. to explain community based clinical practices
2. to describe, discuss and evaluate disability and its models
3. to summarize assumptions and fundamentals of rehabilitation
4. to compare the normality and classification of difference
5. to evaluate client centered philosophy, contesting assumptions; challenging practice

6. to organize the role of family and friends in preventing child abuse and neglect
7. to evaluate models of Home-Based Mental Health Treatment of high risk children, children with HIV and their families
8. to evaluate school based clinical practices and school reforms
9. to evaluate community-based model for Care of adults with Psychiatric Disabilities
10. to evaluate The Child Development–Community Policing Program Model
11. to evaluate alternative Mental Health Programme

UNIT I: INTRODUCTION TO DISABILITY AND REHABILITATION (12)

- 1.1 What Is Community-Based Clinical Practice? Traditions and Transformations
- 1.2 Exploring the assumptions underpinning rehabilitation
- 1.3 Normality and the classification of difference
- 1.4 Theoretical models of disability

UNIT II: EXPLORATIONS OF CHALLENGES IN REHABILITATION (12)

- 2.1 Disability, rehabilitation and liminality
- 2.2 Rehabilitation fundamentals
- 2.3 Client-centered philosophy: exploring privilege and power
- 2.4 Contesting assumptions; challenging practice

UNIT III: COMMUNITY BASED REHABILITATION WITH CHILDREN (12)

- 3.1 Family of Friends: Creating a Supportive Day Care Community to Prevent Child Abuse and Neglect
- 3.2 Children and HIV: A Model of Home-Based Mental Health Treatment
- 3.3 School-Based Clinical Practice and School Reform: Application of Clinical Social Work to the School Development Program
- 3.4 Working with High-Risk Children and Families in Their Own Homes: An Integrative Approach to the Treatment of Vulnerable Children

UNIT IV: COMMUNITY BASED REHABILITATION WITH ADULT (12)

- 4.1 Recovery Guides: An Emerging Model of Community-Based Care for Adults with Psychiatric Disabilities
- 4.2 Open Dialogue Integrates Individual and Systemic Approaches in Serious Psychiatric Crises

- 4.3 Police–Mental Health Collaboration on Behalf of Children Exposed to Violence: The Child Development–Community Policing Program Model
- 4.4 The Neighborhood Place: An Alternative Mental Health Program

REFERENCES:

- 1) Hammell. K. W. (1998). Perspective on Disability and rehabilitation: Contesting Assumptions, Challenging Practices New York: Elsevier Limited.
- 2) Lightburn. A., Sessions P. (2006). Handbook of Community Based Clinical Practice. Oxford University Press. New York
- 3) Dunn, D. S. (2000). Social psychological issues in disability. In R. G. Frank & T. R. Elliott (Eds.), Handbook of Rehabilitation Psychology. Washington, D.C.: American Psychological Association
- 4) Mary Ann Bruce and Barbara Borg (2001). Overview - Psychosocial Frames of Reference, SLACK, Incorporated, 2001
- 5) Murphy John W. (2014), Community-Based Interventions Philosophy and Action, Springer New York Heidelberg Dordrecht London
- 6) Rohe, D. E. (1998). Psychological aspects of rehabilitation. In J. A. DeLisa & B. Gans (Eds.)
- 7) Singh, R., Yadava, A. & Sharma, N. R. (Eds) (2005). Health Psychology. New Delhi: Global Vision Publishing House.
- 8) Goreczny, A. J. (Ed) (1995). Handbook of Health and Rehabilitation Psychology. New York: Plenum Press.
- 9) Snyder, C. R. (1999). Coping: The Psychology of What Works. London: Oxford Press
- 10) Ph.D. Orto Arthur E. Dell, Paul W. Power (2007), The Psychological and Social Impact of Illness and Disability: 5th Edition Springer Series on Rehabilitation

Choice Based Credit, Grading and Semester System with effect from the academic year

2020-21

M.A. Part II PSYCHOLOGY

Code	Sem.	Course Title	Credits	Marks
PGPSY402	IV	Psychopathology - II	4	100 (60 + 40)

Semester IV

Paper XVIII: Psychopathology - II

Paper Code: PGPSY402

Credits: 4

Lectures per week: 4

Course Objectives:

1. to help students explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of disruptive, impulse control & conduct disorder
2. to help students explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of substance related and addictive disorders
3. to help students explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of personality disorder
4. to help students explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of sexual dysfunctions
5. to help students explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of paraphilic disorder
6. to help students explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of gender dysphoria
7. to help students explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of feeding and eating disorder
8. to help students explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of elimination disorders
9. to help students explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of sleep and awakening disorder
10. to help students explain, discuss and evaluate emergency issues with adults and children, and suicide
11. to help students explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of geriatric psychopathology

12. to help students explain, discuss and evaluate concepts of death, dying & bereavement, palliative care, euthanasia& physician assisted suicide

Course Outcomes:

After completion of this course the students will be able:

1. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of disruptive, impulse control & conduct disorder
2. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of substance related and addictive disorders
3. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of personality disorder
4. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of sexual dysfunctions
5. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of paraphilic disorder
6. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of gender dysphoria
7. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of feeding and eating disorder
8. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of elimination disorders
9. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of sleep and awakening disorder
10. to explain, discuss and evaluate emergency issues with adults and children, and suicide
11. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of geriatric psychopathology
12. to explain, discuss and evaluate concepts of death, dying & bereavement, palliative care, euthanasia& physician assisted suicide

UNIT 1: IMPULSE CONTROL, SUBSTANCE RELATED AND PERSONALITY DISORDERS (15)

- 1.1 Disruptive, impulse control & Conduct Disorder
- 1.2 Substance Related and Addictive Disorders

- 1.3 Personality Disorders
- UNIT 2: SEXUAL DYSFUNCTION, PARAPHILIC DISORDERS AND GENDER DYSPHORIA (15)**
- 2.1 Sexual Dysfunctions
- 2.2 Paraphilic Disorders
- 2.3 Gender Dysphoria
- UNIT 3: FEEDING, ELIMINATING AND SLEEP RELATED DISORDERS (15)**
- 3.1 Feeding & Eating Disorders
- 3.2 Elimination Disorders
- 3.3 Sleep & Awakening Disorders
- UNIT 4: EMERGENCY ISSUES AND GERIATRIC PSYCHOPATHOLOGY(15)**
- 4.1 Emergency Issues with Adults and Children, Suicide
- 4.2 Geriatric Psychopathology
- 4.3 End of Life: Death, Dying & Bereavement, Palliative Care, Euthanasia& Physician Assisted Suicide

REFERENCES:

1. Adams P.B. and Sutker, H.E. (2001). *Comprehensive Handbook of Psychopathology* (3rd ed.). NY: Springer.
2. Hersen, M and Beidel, D (2012). *Adult psychopathology and diagnosis* (6th ed.). NY: Wiley.
3. Sadock B.J. and Sadock V.A.(2015). *Kaplan and Sadock's Synopsis of Psychiatry* (11th Ed). PA: Lipincott, Williams and Wilkins.
4. M.Gelder, D. Gath, R.Mayou, P. Cowen. (1996). *Oxford textbook of Psychiatry* (3rd Ed). UK: Oxford University Press.
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7. Craighead, W.E. Miklowitz, D.J. and Craighead L.W. (2008). *Psychopathology: History, Diagnosis and Empirical Foundations*. NY: John Wiley and Sons.
8. Maddux, J.E. and Winstead, B.A. (2007). *Psychopathology: Foundations for a contemporary understanding*. NY: CRC press.
9. Pomerantz, A.M. (2017). *Clinical Psychology: Science, Practice and Culture* (4th Ed). New Delhi: Sage Publications, Inc.

**Choice Based Credit, Grading and Semester System with effect from the academic year
2020-21**

M.A. Part II CLINICAL PSYCHOLOGY

Code	Sem.	Course Title	Credits	Marks
PGPSY403	IV	Psychotherapy - II	4	100 (60 + 40)

Semester IV

Paper XIX: Psychotherapy

Credits: 4

Paper Code: PGPSY403

Lectures per week: 4

Course Objectives:

1. to help students describe and evaluate the process and techniques of Behavior Therapy
2. to help students describe and evaluate the process and techniques of Cognitive Behavior Therapy and Rational Emotive Behavior Therapy
3. to help students describe and evaluate the process and techniques of Dialectic Behaviour Therapy and Acceptance and Commitment Therapy
4. to help students describe and evaluate the process and techniques of Family Therapy, Marital and couple Therapy
5. to help students describe and evaluate the process and techniques of Group Therapy and Motivational Interviewing
6. to help students describe and evaluate the process and techniques of Supportive Therapies and Re-educational therapies
7. to help students describe and evaluate the process and techniques of Reconstructive therapies and Feministic Therapy
8. to help students describe and evaluate the process and techniques of Solution focused therapy
9. to help students describe and evaluate the process and techniques of Narrative Therapy
10. to help students describe and evaluate the process and techniques of Crisis Counselling

Course Outcomes:

After completion of this course the students will be able:

1. to describe and evaluate the process and techniques of Behavior Therapy
2. to describe and evaluate the process and techniques of Cognitive Behavior Therapy and Rational Emotive Behavior Therapy

3. to describe and evaluate the process and techniques of Dialectic Behaviour Therapy and Acceptance and Commitment Therapy
4. to describe and evaluate the process and techniques of Family Therapy, Marital and couple Therapy
5. to describe and evaluate the process and techniques of Group Therapy and Motivational Interviewing
6. to describe and evaluate the process and techniques of Supportive Therapies and Re-educational therapies
7. to describe and evaluate the process and techniques of Reconstructive therapies and Feministic Therapy
8. to describe and evaluate the process and techniques of Solution focused therapy
9. to describe and evaluate the process and techniques of Narrative Therapy
10. to describe and evaluate the process and techniques of Crisis Counselling

UNIT 1: COGNITIVE APPROACHES (15)

- 1.1 Behavioural Therapy
- 1.2 Cognitive-Behavioural Therapy and Rational Emotive Behavioural Therapy
- 1.3 Dialectic Behaviour Therapy
- 1.4 Acceptance and Commitment Therapy

UNIT 2: GROUP THERAPY (15)

- 2.1 Family Therapy
- 2.2 Marital and Couples Therapy
- 2.3 Group Counselling
- 2.4 Motivational Interviewing

UNIT 3: INTER-DISCIPLINARY THERAPIES (15)

- 3.1 Supportive Therapies
- 3.2 Re-educative Therapies
- 3.3 Reconstructive Therapies
- 3.4 Feminist therapy

UNIT 4: BRIEF COUNSELLING THERAPIES (15)

- 4.1 Solution-Focused Therapy
- 4.2 Narrative Therapy
- 4.3 Crisis Counselling

REFERENCES:

1. Wolberg, L. R., (1995), *The Technique of Psychotherapy*, Fourth Edition, Jason Aronson Inc, London.
2. Capuzzi, D., Gross, D.R, (2007), *Counseling and Psychotherapy: Theories and Interventions*, Fourth Edition, Pearson Education Inc, New Delhi.

3. Rao, N.S, (1991), *Counselling and Guidance*, Second Edition, McGraw Hill Education Private Limited, New Delhi.
4. Neenan, M., Dryden, W., (2004), *Rational Emotive Behavioural Counselling in Action*, Third Edition, Sage Publications, Wiltshire.
5. Corey, G. (2012). *Theory and Practice of Counseling and Psychotherapy*.California: Brooks/ Cole Publishing.
6. 3. Kleinberg, J. (2012).*The Wiley Blackwell handbook of Group psychotherapy*.NY: Wiley Blackwell.
7. 4. Yalom, I. D. (2005).*Theory and Practice of Group Psychotherapy*. NY: Basic Books.
8. 5. John, C., Masters, J. C., Burish, T., Hollon, H.D., &Rimm, D. C. (1990). *Behavior Therapy: Techniques and Empirical Findings*. New York: Academic Press.
- 9.

**Choice Based Credit, Grading and Semester System with effect from the academic year
2020-21**

M.A. Part II CLINICAL PSYCHOLOGY

Code	Sem.	Course Title	Credits	Marks
PGPSY404	IV	Forensic Psychology	4	100 (60 + 40)

Semester IV

Paper XX: Forensic Psychology
Credits: 4

Paper Code: PGPSY404
Lectures per week: 4

Course Objectives:

1. to prepare students explain the nature of forensic psychology, its practices and required training
2. to prepare students summarize and discuss ethical principles and professional competencies to work as forensic psychologist
3. to prepare students discuss and explain conflicts in Psychology and Law and whether Mental Health Professionals be Considered Experts?
4. to prepare students discuss and evaluate different theories of crime
5. to prepare students explain the concept of deception and how the lies can be detected
6. to prepare students explain importance of eyewitness memories for people and event
7. to prepare students explain the concept of feigned cognitive impairment and how it can be detected
8. to prepare students discuss, compare and evaluate models of forensic assessment
9. to prepare students discuss, compare and evaluate forensic and Clinical issues in the assessment of psychopathy
10. to prepare students explain the concept of civil commitment, its history, criteria and evaluation
11. to prepare students explain the concept of civil competencies and guardianship

Course Outcomes:

After completion of this course the students will be able:

1. to explain the nature of forensic psychology, its practices and required training
2. to summarize and discuss ethical principles and professional competencies to work as forensic psychologist

3. to discuss and explain conflicts in Psychology and Law and whether Mental Health Professionals be Considered Experts?
4. to discuss and evaluate different theories of crime
5. to explain the concept of deception and how the lies can be detected
6. to explain importance of eyewitness memories for people and event
7. to explain the concept of feigned cognitive impairment and how it can be detected
8. to discuss, compare and evaluate models of forensic assessment
9. to discuss, compare and evaluate forensic and Clinical issues in the assessment of psychopathy
10. to explain the concept of civil commitment, its history, criteria and evaluation
11. to explain the concept of civil competencies and guardianship

UNIT 1: NATURE OF FORENSIC PSYCHOLOGY (15)

- 1.1 Overview of Forensic Psychology: Forensic Training and Practice
- 1.2 Ethical Principles and Professional Competencies theory
- 1.3 Paradigm Conflicts in Psychology and Law
- 1.4 Should Mental Health Professionals be Considered Experts?

UNIT 2: PSYCHOLOGY AND CRIME (15)

- 2.1 Theories of crime
- 2.2 Deception and Lie Detection
- 2.3 Eyewitness Memory for People and Events
- 2.4 Feigned Cognitive Impairment and Detection Strategies

UNIT 3: ASSESSMENT AND EVALUATION (15)

- 3.1 The Nature and Method of Forensic Assessment model
- 3.2 Forensic and Clinical Issues in the Assessment of Psychopathy
- 3.3 Ethical Considerations in the Evaluation Process

UNIT 4: NONCRIMINAL ADJUDICATION (15)

- 4.1 Civil Commitment: Introduction, History, Criteria for Commitment.
- 4.2 Clinician's role in Civil Commitment, Commitment Evaluation.
- 4.3 Civil Competencies: Introduction, Guardianship.
- 4.4 Competency to make Treatment Decisions and to Consent to Research.

REFERENCES:

- 1) Petrila, G.B. & Melton, J.D. (2007). Psychological Evaluations for the Courts.3rd Edition. The Guilford Press, New York London.
- 2) Goldstein, A.M., Weiner, I.B. (2004). Handbook of Psychology. Vol.11, Forensic Psychology. New York: John Wiley & Sons.
- 3) Dennis, R.M. (2018). Introduction to Forensic and Criminal Psychology.6th Edition. Pearson.

**Choice Based Credit, Grading and Semester System with effect from the academic year
2020-21**

M.A. Part II PSYCHOLOGY

Code	Sem.	Course Title	Credits	Marks
PGPSY405	IV	Practicum in Clinical Psychology	10	100 (60 + 40)

Semester IV

Paper XXI: Practicum in Clinical Psychology

Credits: 10

Paper Code: PGPSY405

Lectures per week: 20

Course Objectives:

1. to prepare students take Case History and do behavioural observation
2. to prepare students do Mental Status Examination of the Client with Psychological Disorders
3. to prepare students synthesize information collected from various sources and using it for diagnosis
4. to prepare students identify the signs and symptoms of Schizophrenia Spectrum & Other Psychotic disorders, make a diagnosis and plan interventions
5. to prepare students identify the signs and symptoms of mood disorders, anxiety Disorders, OCD and related disorders, make a diagnosis and plan interventions
6. to prepare students identify the signs and symptoms of Trauma & Stress Related Disorders & Somatic symptom and related disorders, make a diagnosis and plan interventions
7. to prepare students identify the signs and symptoms of Neurocognitive disorders, Neurodevelopmental Disorders and Personality Disorders
8. to prepare students identify the signs and symptoms of Sexual Dysfunctions, Paraphilic Disorders, Gender Dysphoria
9. to prepare students do assessments of personality and other psychopathology, write a report based on assessment and communicate the findings of the assessment to the client and their relatives
10. to prepare students do assessments of cognitive abilities and neuropsychological functioning, write a report based on assessment and communicate the findings of the assessment to the client and their relatives

Course Outcomes:

After completion of this course the students will be able:

1. to take Case History and do behavioural observation
2. to do Mental Status Examination of the Client with Psychological Disorders
3. to synthesize information collected from various sources and using it for diagnosis
4. to identify the signs and symptoms of Schizophrenia Spectrum & Other Psychotic disorders, make a diagnosis and plan interventions
5. to identify the signs and symptoms of mood disorders, anxiety Disorders, OCD and related disorders, make a diagnosis and plan interventions
6. to identify the signs and symptoms of Trauma & Stress Related Disorders & Somatic symptom and related disorders, make a diagnosis and plan interventions
7. to identify the signs and symptoms of Neurocognitive disorders, Neurodevelopmental Disorders and Personality Disorders
8. to identify the signs and symptoms of Sexual Dysfunctions, Paraphilic Disorders, Gender Dysphoria
9. to do assessments of personality and other psychopathology, write a report based on assessment and communicate the findings of the assessment to the client and their relatives
10. to do assessments of cognitive abilities and neuropsychological functioning, write a report based on assessment and communicate the findings of the assessment to the client and their relatives

UNIT 1: INTERVIEW IN CLINICAL SETTINGS (15)

- 1.1. Case History taking
- 1.2 Behavioral observation
- 1.3 Mental status examination and MMSE
- 1.4 Syntheses of information from different sources

UNIT 2: IDENTIFICATION OF PSYCHOPATHOLOGICAL CONDITIONS (15)

- 2.1 Schizophrenia Spectrum & Other Psychotic disorders
- 2.2 Mood disorders - Bipolar & Related, Depressive Disorder
- 2.3 Anxiety Disorders, OCD & related disorders
- 2.4 Trauma & Stress Related Disorders
- 2.5 Somatic symptom and related disorder

2.6 Neurocognitive disorders, Neurodevelopmental Disorders and Personality Disorders

2.7 Sexual Dysfunctions, Paraphilic Disorders, Gender Dysphoria

UNIT 3: TEST ADMINISTRATION IN CLINICAL SETTINGS (15)

3.1 Ability assessment: Clinical profiling based on WISC, WAPIS, MISIC

3.2 Personality assessment: MMPI, MCMI, Rorschach, TAT

3.3 Neuropsychological assessment: BGT and BGT- II, NIMHANS battery

3.4 Scale and questionnaire administration, choice of tools- HARS, HDRS, SCL 90, BDI, CARS, CBCL

UNIT 4: INTEGRATION OF FINDINGS AND HELPING BEHAVIOR

4.1 Test profile generation and integration, Integration with observation and interview findings

4.2 Differential diagnosis and diagnosis: DSM and ICD, combining tests, MSE, and Interview findings, Communication of diagnosis to patients and family members, suggested management plan.

4.3 Prognosis

4.4 Contracting of therapy sessions.

4.5 Writing session report of each case: Planning intervention, process and termination

GUIDELINES FOR IMPLEMENTATION:

1. Each batch of practicum should consist of maximum 15 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to 20 lecture periods.
4. Each student should study clinical cases in hospital / clinic / correctional institution / NGO set up; one teacher supervisor should accompany a group of students.
5. Eligibility for the Practicum Examination is subject to Certification of Practicum by teacher-in-charge and HoD.

REFERENCES:

1. Hersen, M. (2004). *Comprehensive Handbook of Psychological Assessment: Intellectual and neuropsychological assessment* (Vol. 1); *Personality assessment* (Vol. 2); *Behavioral assessment* (Vol. 3). NY: Wiley.
2. Goldstein, L.H. & McNeil, J.E. (2013). *Clinical Neuropsychology: A Practical Guide to Assessment & Management for Clinicians* (2nd Ed). UK: Wiley-Blackwell.
3. Flanagan J.S. and Flanagan, R.S. (2012). *Clinical interviewing* (4th Ed.) New Jersey: John Wiley and Co.
4. Flanagan J.S. and Flanagan, R.S. (2012). *Counseling & Psychotherapy Theories in Context & Practice* (2nd Ed.) New Jersey: John Wiley and Co.
5. Fontes, L. A. (2008). *Interviewing clients across cultures: A practitioners' guide*. NY: The Guilford Press.
6. Lezak, M., Howieson, D.B., Bigler, E. & Trandl, D. (2012). *Neuropsychological assessment* (5th ed.). London: OUP.
7. Schoenberg, M.R. & Scott, J.G. (2011). *The Little Black book of neuropsychology*. NY: Springer.
8. Hebben, N. & Milberg, W. (2009). *Essentials of Neuropsychological Assessment* (2nd Ed). NJ: Wiley.
9. Parson, M.W., Hammeke, T.A. & Snyder, P.J. (2014). *Clinical Neuropsychology: A Pocket Handbook for Assessment* (3rd Ed). Washington: APA.
10. Levounis, P., Arnaout, B. & Marienfeld, C. (2017). *Motivational Interviewing for Clinical Practice*. US: American Psychiatric Association Publishing.
11. Feinberg, T.E. & Farah, M.J. (2003). *Behavioral neurology and neuropsychology* (2nd ed.). NY: McGraw Hill.

**Question Paper Pattern under the Choice Based Credit, Grading and Semester System
to be implemented from 2020-21**

M.A. Clinical Psychology

A) SEMESTER END EXAMINATION:

MARKS = 60

a) **Timing for Theory Paper = 2 ½ Hours**

Format of Question Paper is as below:

Sr. No	Type of Question	Based on any of the 1 Unit	Options Given	Questions to be attempted	Marks
1	Essay Type	2/3/4 unit	4	2	20
2	Short Note	2/3/4 unit	7	4	20
3	Short Note	2/3/4 unit	7	4	20

b) **Timing for Practical exam = 3 Hours**

B) CONTINUOUS INTERNAL EVALUATION

MARKS = 40

Paper No.	Code	Sem.	Proposed Courses	Credits	Methods of CIE	
12	PGPSY301	III	Assessment in Clinical Psychology	4	Online Test MCQ	Review of Psychological test & presentation (20)
13	PGPSY302	III	Psychopathology I	4	Online Test MCQ	Group Presentation (20)
14	PGPSY303	III	Psychotherapy - I	4	Online Test MCQ	Open Book Test (20)
15	PGPSY304	III	Multiculturalism: Theory & Practice	3	Online Test MCQ	Group Discussion (20)
16	PGPSY305	III	Research Based Project	10	Online Test MCQ	Submission of research proposal (15) Presentation of Proposal (10) Viva (15)
17	PGPSY401	IV	Ability Enhancement: Community Based Rehabilitation	3	Online Test MCQ	Report of ISR Activity (20)
18	PGPSY402	IV	Psychopathology II	4	Online Test MCQ	Open Book Test (20)
19	PGPSY403	IV	Psychotherapy - II	4	Online Test MCQ	Class Test (20)
20	PGPSY404	IV	Interdisciplinary: Forensic Psychology	4	Online Test MCQ	Class Test (20)
21	PGPSY405	IV	Practicum in Clinical Psychology	10	Online Test MCQ	Submission of 3 cases in detail (30) Presentation of 1 case in Case Conference (10)

AC- /2020

Serial No-



**Rayat Shikshan Sanstha's
KARMAVEER BHURAO PATIL COLLEGE, VASHI.
NAVI MUMBAI**

(AUTONOMOUS COLLEGE)

Sector-15- A, Vashi, Navi Mumbai - 400 703

Syllabus for M.A. Psychology

(Child and Adolescent Psychology)

Semester III & IV

Program: M.A.

Course: M.A. Psychology

**(Choice Based Credit, Grading and Semester System with
effect from the academic year 2020-21)**

Preamble of the Syllabus:

Masters of Arts (M.A.) in Psychology is a Post graduation programme of 100 credits offered by the Department of Psychology, Karmaveer Bhaurao Patil College [Autonomous], Vashi, Navi Mumbai, under the Choice Based Credit and Grading System.

The programme is designed to fulfil the demand of trained mental health professionals. The curricula is designed to develop strong theoretical foundation while ensuring the applications of acquired knowledge to various fields such as educational, health, clinical, community and industry.

In first year, students have to complete five courses in each semester. Courses for first semester includes Personality Psychology, Positive Psychology, Applied Cognitive Psychology, Research Methods in Psychology, and Practicals in Psychology: Experiments and for second semester Motivation and Emotion, Health Psychology, Educational Psychology, Statistics in Psychology and Practicals in Psychology: Psychological tests and Psychometrics.

In second year, they will have an option of selecting courses from Clinical Psychology or Child and Adolescent Psychology programme. In third semester, they have to carry out independent research under the guidance of teacher and submit the dissertation before the final examination. In semester four, students will have to complete field work or internship in clinical/hospital/school/rehabilitation settings under the supervision of trained professionals.

Karmaveer Bhaurao Patil College, Vashi

Autonomous College

Affiliated to University of Mumbai

Sr. No.	Heading	Particular
1	Class	M.A. Part II
2	Eligibility for Admission	M.A.Part I in Psychology
3	Name of the Course	M.A. (Psychology)
4	Passing Marks	40 marks per course
5	Syllabus and Evaluation	Semester End Examination 60 Marks, Continuous Internal Evaluation 40 Marks
6	Number of Semesters	04
7	Credits	100
8	Level	PG
9	Pattern	Choice Based Credit, Grading and Semester System
10	Status	New
11	To be Implemented from the academic year	From 2020-21

Programme Specific Outcomes:

After completion of this programme (M.A. Psychology) the students will:

- 1) Experience the overall development in their personality through improved communication skills, presentation skills, skills related to time and stress management, ability to work in a team, lead the team, solve the problems, analytical, creative and scientific thinking.
- 2) Apply the knowledge acquired from different fields of Psychology; namely, Positive Psychology, Health Psychology, Personality Psychology, Motivation and Emotion, Educational Psychology, Psychological Assessments, Psychopathology, Psychotherapy, Forensic psychology, Community Based Rehabilitation, Child and Adolescent Psychology, Pediatric Psychology, Research Methods and Statistics in Psychology, etc.
- 3) Become competent to design their own researches or experiments and will be able to carry out their studies independently.
- 4) Be able to apply their acquired knowledge of psychology in Educational, Clinical, Health, Pediatric, Forensic and Community settings.
- 5) Be able to use knowledge of psychology to solve social problems.
- 6) Be competent to administer psychological tests to measure intelligence, attitude, aptitude, personality and psychopathology of people and write a report of the same for Career counseling, Recruitment decisions, Marital counseling, and Psychodiagnostic purpose.
- 7) Be able to conduct clinical interviews for diagnosing the clients with various mental disorders.
- 8) Be able to conduct counseling or therapy sessions under supervision of trained and experienced counselors or therapists.
- 9) Be able to work as an assistant Clinical Psychologist or Child and Adolescent Psychologist in hospitals, Schools, NGO's, Pediatric settings, Child Guidance Centre, or private settings.

Choice Based Credit, Grading and Semester System with effect from the academic year

2020-21

M.A. PART II CHILD AND ADOLESCENT PSYCHOLOGY

Paper No.	Code	Sem.	Proposed Courses	Credits
22	PGPSY306	III	Child Development	4
23	PGPSY307	III	Adolescent Development	3
24	PGPSY308	III	Assessments in Child and Adolescent Psychology	4
25	PGPSY309	III	Child and Adolescent Psychopathology	4
26	PGPSY310	III	Research Based Project	10
27	PGPSY406	IV	Ability Enhancement: Interventions for Children and Adolescents	3
28	PGPSY407	IV	Child and Adolescent Psychotherapies	4
29	PGPSY408	IV	Pediatric Psychology	4
20	PGPSY404	IV	Interdisciplinary: Forensic Psychology	4
30	PGPSY409	IV	Psychology Practicum: Child and Adolescent Psychology	10

Green - Global Development/Employability

Blue - Skill Development

Yellow - Human Values/Gender/Cross-cutting issues

**Choice Based Credit, Grading and Semester System with effect from the academic year
2020-21**

M.A. PART II CHILD AND ADOLESCENT PSYCHOLOGY

Code	Sem.	Course Title	Credits	Marks
PGPSY306	III	Child Psychology	4	100 (60 + 40)

Semester III

Paper XXII: Child Psychology
Credits: 4

Paper Code: PGPSY306
Lectures per week: 4

Course Objectives:

1. to prepare students to summarize and explain developmental processes and biological processes involved in child development
2. to prepare students to explain and compare the prenatal and post natal development
3. to prepare students to describe, discuss and compare physical, motor and perceptual development of children
4. to help students describe, discuss and evaluate different approaches to study cognitive development of children
5. to help students describe, discuss and evaluate information processing approach to study cognitive development of children
6. to help students explain and discuss the development of intelligence and discuss the relationship between intelligence and creativity
7. to prepare students to explain and discuss the language development in children
8. to help students explain and discuss the emotional development in children
9. to prepare students to explain and discuss development of gender identity and gender role in children
10. to help students explain and discuss development self identity and moral development in children
11. to prepare students to critically evaluate the role of families, siblings and peers in the development
12. to help students critically evaluate the role of schools and culture in the development

Course Outcomes:

After completion of this course the students will be able:

1. to summarize and explain developmental processes and biological processes involved in child development
2. to explain and compare the prenatal and post natal development
3. to describe, discuss and compare physical, motor and perceptual development of children
4. to describe, discuss and evaluate different approaches to study cognitive development of children
5. to describe, discuss and evaluate information processing approach to study cognitive development of children
6. to explain and discuss the development of intelligence and discuss the relationship between intelligence and creativity
7. to explain and discuss the language development in children
8. to explain and discuss the emotional development in children
9. to explain and discuss development of gender identity and gender role in children
10. to explain and discuss development self identity and moral development in children
11. to critically evaluate the role of families, siblings and peers in the development
12. to critically evaluate the role of schools and culture in the development

	Teaching Hours	Notion Hours
Unit 1: THE NATURE OF CHILD DEVELOPMENT	15	8
1.1 Introduction : Child Development-Yesterday and Today, Processes, Periods, and Issues		Developmental
1.2 Biological Processes: The Evolutionary Perspective, Heredity and Environment Interaction		
1.3 Prenatal Development & The Postpartum Period		
1.4 Physical, Motor, Sensory & Perceptual Development		
Unit 2: COGNITIVE AND LANGUAGE DEVELOPMENT	15	8
2.1 Cognitive Developmental Approaches		
2.2 Information Processing : The Information-Processing Approach		
2.3 Intelligence : The Development of Intelligence, The Extremes of Intelligence and Creativity		
2.4 Language Development		

Unit 3: PERSONALITY AND SOCIAL DEVELOPMENT

15

8

- 3.1 Emotional Development
- 3.2 Gender: Development of Sex Differences & Gender Roles
- 3.3 The Self and Identity
- 3.4 Moral Development

Unit 4: SOCIAL CONTEXTS OF DEVELOPMENT

15

8

- 4.1 Families: Siblings, the Changing Family in a Changing Social World
- 4.2 Peers
- 4.3 Schools and Achievement
- 4.4 Culture and Diversity: Culture and Children's Development, Socioeconomic Status and Poverty, Technology

References:

1. Rathus, S. A. (2017). *Childhood & adolescence: Voyages in development*. Boston, MA, USA : Cengage Learning, 2017
2. Santrock, J. W. (2014). *Child development*. New York : McGraw-Hill Education, 2014
3. Levine, L. E., & Munsch, J. (2019). *Child development from infancy to adolescence: An active learning approach*. Thousand Oaks : SAGE Publications, Inc, 2019
4. Berk, L. E. (2013). *Child Development, 9th edition*. Boston: Pearson, 2013
5. Damon, W., & Lerner, R. M. (2008). *Child and adolescent development: An advanced course*. Hoboken, N.J: Wile
6. Levine, L. E., & Munsch, J. (2019). *Child development from infancy to adolescence: An active learning approach*. Thousand Oaks : SAGE Publications, Inc, 2019
7. Levine, L. E., & Munsch, J. (2018). *Child development: An active learning approach*. Los Angeles : SAGE, 2018
8. Boyd, D. R., & Bee, H. L. (2014). *The developing child*. Essex : Pearson, 2014
9. Gilmore, K. J., & Meersand, P. (2015). *The little book of child and adolescent development*. Oxford: Oxford Univ. Press.
10. Doherty, J. (2014). *Child development: Theory and practice*. Harlow : Pearson Education Limited, 2014

**Choice Based Credit, Grading and Semester System with effect from the
academic year 2020-21**

M.A. PART II CHILD AND ADOLESCENT PSYCHOLOGY

Code	Sem.	Course Title	Credits	Marks
PGPSY307	III	Adolescent Psychology	3	100 (60 + 40)

Semester III

Paper XXIII: Adolescent Psychology

Credits: 4

Paper Code: PGPSY307

Lectures per week: 4

Course Objectives:

1. to help students explain physical development in adolescents
2. to help students explain cognitive development in adolescents
3. to help students summarize and evaluate the development of morality, values and religiosity among adolescents
4. to help students summarize and evaluate interpersonal development and lifestyle changes in adolescents
5. to help students explain and evaluate emotional and personality development
6. to help students explain and evaluate formation of gender, gender roles and stereotypes along with the various gender related critical developmental junctures especially in females
7. to help students explain and evaluate the growth and exploration of sexuality, problematic sexual behaviors, prevalence of sexual literacy and education
8. to help students explain and evaluate the academic development of adolescents through schools
9. to help students explain and evaluate work and careers related views of adolescents
10. to help students explain and evaluate development of adolescents keeping in mind the cultural context and it's impact of adolescent development

Course Outcomes:

After completion of this course the students will be able:

1. to explain physical development in adolescents
2. to explain cognitive development in adolescents
3. to summarize and evaluate the development of morality, values and religiosity among adolescents
4. to summarize and evaluate interpersonal development and lifestyle changes in adolescents

5. to explain and evaluate emotional and personality development
6. to explain and evaluate formation of gender, gender roles and stereotypes along with the various gender related critical developmental junctures especially in females
7. to explain and evaluate the growth and exploration of sexuality, problematic sexual behaviors, prevalence of sexual literacy and education
8. to explain and evaluate the academic development of adolescents through schools
9. to explain and evaluate work and careers related views of adolescents
10. to explain and evaluate development of adolescents keeping in mind the cultural context and it's impact of adolescent development

	Teaching Hours	Notion hours
Unit 1: PHYSICAL & COGNITIVE DEVELOPMENT IN ADOLESCENTS	12	8
1.1 Introduction		
1.2 Puberty, Health and Biological Foundations		
1.3 The Brain and Cognitive Development		
Unit 2: MORAL AND INTERPERSONAL DEVELOPMENT	12	8
1.1 Moral Development, Values and Religion		
1.2 Families		
1.3 Peers, Romantic Relationships and Lifestyle		
Unit 3: EMOTIONAL, PERSONALITY & SEXUAL DEVELOPMENT	12	8
1.1 The Self, Identity, Emotion and Personality		
1.2 Gender		
1.3 Sexuality		
Unit 4: SCHOOLING AND CAREER DEVELOPMENT	12	8
1.1 Schools		
1.2 Achievement, Work and Careers		
1.3 Culture		

References:

- 1) Santrock, J. W. (2019). *Adolescence*. New York, NY : McGraw-Hill Education.
- 2) Santrock, J. W. (2018). *Adolescence*. NY: McGraw-Hill Higher Education.
- 3) Santrock, J. W. (2014). *Child development*. New York : McGraw-Hill Education, 2014
- 4) Stickle, F. E. (2013). *Adolescent psychology*. New York: McGraw-Hill Education Create, 2013.
- 5) Levine, L. E., & Munsch, J. (2019). *Child development from infancy to adolescence: An active learning approach*. Thousand Oaks : SAGE Publications, Inc, 2019
- 6) Rathus, S. A. (2017). *Childhood & adolescence: Voyages in development*. Boston, MA, USA : Cengage Learning, 2017
- 7) Rathus, S. A. (2017). *Childhood & adolescence: Voyages in development*. Boston, MA, USA : Cengage Learning, 2017
- 8) Santrock, J. W. (2014). *Child development*. New York : McGraw-Hill Education, 2014
- 9) Levine, L. E., & Munsch, J. (2019). *Child development from infancy to adolescence: An active learning approach*. Thousand Oaks : SAGE Publications, Inc, 2019
- 10) Damon, W., & Lerner, R. M. (2008). *Child and adolescent development: An advanced course*. Hoboken, N.J: Wile

**Choice Based Credit, Grading and Semester System with effect from the academic year
2020-21**

**M.A. Part II PSYCHOLOGY
Child and Adolescent Psychology**

Code	Sem.	Course Title	Credits	Marks
PGPSY308	III	Assessments in Child and Adolescent Psychology	4	100 (60 + 40)

Semester III

Paper XXIV: Assessments in Child and Adolescent Psychology

Paper Code: PGPSY308

Credits: 4

Lectures per week: 4

Course Objectives:

1. to help students summarize and compare the role of theory, ethical and professional practices in child and adolescent assessment
2. to help students explain, evaluate and use the theories of cognitive assessments and principles of neuropsychological assessments of child and adolescent assessment
3. to help students explain, evaluate, and use models of personality assessment and principles of behavioral assessment for the assessment of children and adolescents
4. to help students explain and use functional analysis, observations and rating scales for the assessment of behavior and psychopathology in children and adolescents
5. to help students describe, analyze and evaluate the use of different methods and tools where play can be used for the assessment of children
6. to help students describe, analyze and evaluate the use of different rating and self-report scales for the assessment of psychopathology in children and adolescents
7. to help students describe, analyze and evaluate the available tools for the developmental screening and assessment of cognitive abilities of children and adolescents
8. to help students describe, analyze and evaluate the available tools for the assessment of attention, learning, memory and executive functioning of children and adolescents
9. to help students describe, analyze and evaluate the available tools for the assessment of perceptual/sensory and motor functioning of children and adolescents
10. to help students describe, analyze and evaluate the available objective and projective tools for the assessment of personality of children and adolescents

11. to help students describe, analyze and evaluate the available tools for the assessment of academic performance and achievement of children and adolescents
12. to help students describe the principles of assessment of aptitude and achievement and analyze and evaluate the available tools for the assessment of aptitude and career guidance of children and adolescents

Course Outcomes:

After completion of this course the students will be able:

1. to summarize and compare the role of theory, ethical and professional practices in child and adolescent assessment
2. to explain, evaluate and use the theories of cognitive assessments and principles of neuropsychological assessments of child and adolescent assessment
3. to explain, evaluate, and use models of personality assessment and principles of behavioral assessment for the assessment of children and adolescents
4. explain and use functional analysis, observations and rating scales for the assessment of behavior and psychopathology in children and adolescents
5. to describe, analyze and evaluate the use of different methods and tools where play can be used for the assessment of children
6. to describe, analyze and evaluate the use of different rating and self-report scales for the assessment of psychopathology in children and adolescents
7. to describe, analyze and evaluate the available tools for the developmental screening and assessment of cognitive abilities of children and adolescents
8. to describe, analyze and evaluate the available tools for the assessment of attention, learning, memory and executive functioning of children and adolescents
9. to describe, analyze and evaluate the available tools for the assessment of perceptual/sensory and motor functioning of children and adolescents
10. to describe, analyze and evaluate the available objective and projective tools for the assessment of personality of children and adolescents
11. to describe, analyze and evaluate the available tools for the assessment of academic performance and achievement of children and adolescents
12. to describe the principles of assessment of aptitude and achievement and analyze and evaluate the available tools for the assessment of aptitude and career guidance of children and adolescents

	Teaching Hours	Notion Hours
Unit 1: Issues and Concepts in Child and Adolescent Assessment	15	15
1.1 The Clinical Practice Of Child and Adolescent Assessment		
1.2 a)The Role of theory in Psychological assessments		
b)Responsible Use of Psychological Tests: Ethical and Professional Practice Concerns		
1.3 a) Cognitive Assessment: Progress in psychometric Theories.		
b) Principles of Neuropsychological assessment in Children and Adolescent		
1.4 a)Models for Personality Assessment of children and adolescent		
b) Principles of Behavioral Assessment		
Unit 2: Behavioral and Psychopathology Assessment	15	15
2.1 Behavioral Assessments and Methods of Assessing Behavior: Functional Analysis, Observations and Rating Scales		
2.2 Assessment through play: PTOI, NAP, CPTI, APS		
2.3 Rating Scale: BASC II, BASC. CBCL,CARS, CPRS, INCLINE, ISAA, ABAS,ADHD Rating Scale–IV, Child Observation Record		
2.4 Self-Report: State-Trait Anxiety Inventory for Children, MASC, SCARED,SCAS, CASI, RADS-2; CDI, BAT, ChIPS, DICA,K-SADS, FSSC-R, CSI - 4, DSMD, DPCL, CY- BOCS		
Unit 3: Developmental and Neuropsychological Assessments	15	15
3.1 Developmental:- Developmental Schedules (Gesell’s, Illingworth’s & others), Bharatraj’s Developmental Screening Test, VSMS, SFB, DASII		
3.2 Assessment of Intelligence and Cognitive Abilities : WISC, WPPSI-IV, KABC-II, BSID, BKT, MISIC, AMD, WJ-III cognitive abilities, CPM, SPM, APM		
3.3 Test of Attention - CPT, TOVA, Executive Functioning - TMT, CTMT, D-KEFS, NEPSY-II, Learning & Memory -WRAML, TOMAL, CMS, PPVT-IV ,EVT-II, OWLS-II: Carrow-Woolfolk,		
3.4 Perceptual/Sensory and Motor Functioning VMI, DTVP-2, LNNB-CR, NIMHANS, PGI. MINI-KID, BGT		
Unit 4: Personality, Achievement and Aptitude Assessments	15	15
4.1 Objective Methods in Assessing Child and Adolescent Personality and Affect MMPI –A, MPA-CI, MACI,PIC, SBS, FFPI-C, MBTI, SSQ, CPQ, JEPQ, JTCI		
4.2 Projective and other personality test;- HPT, DAP, CAT, ROR, Sentence Completion test		
4.3 Academic and Achievement :- WJ-III Test of Achievement, WRAT, DTLD, DALI,		

Curriculum Based, MSEL, WAIT III, BASI, KTEA-II

4.4 a) Aptitude and Career Guidance:- DAT, DBDA, GATB ,MAT

b) Principles of Assessment of Aptitude and Achievement

Reference books:

- 1) Smith, S. & Handler, L. (2014). *The Clinical Assessment of Children and Adolescents: A Practitioner's Handbook*. NY: Routledge Taylor & Francis Publication.
- 2) Saklofske, D., Reynolds, C, Schwan, V. (2013). *The Oxford Handbook of Child Psychological Assessment*. NY: Oxford University Press.
- 3) Kamphaus, R. & Campbell, J. (2008). *Psychodiagnostic Assessment of Children: Dimensional and Categorical Approaches*. NJ: John Wiley & Sons, Inc.
- 4) Frick, P., Barry, C., & Kamphaus, R. (2010). *Clinical Assessment of Child and Adolescent Personality and Behavior (3rd Edition)*. NY: Springer.
- 5) McLeod, B., Jensen-Doss, A. & Ollendick, T. (2013). *Diagnostic and Behavioral Assessment in Children and Adolescents: A Clinical Guide*. NY: The Guilford Press.
- 6) Riccio, C. Sullivan, J., & Cohen, M. (2010). *Neuropsychological Assessment and Intervention for Childhood and Adolescent Disorders*. John Wiley & Sons, Inc.
- 7) Whitcomb, S. (2018). *Behavioral, Social, and Emotional Assessment of Children and Adolescents (5th Edition)*. NY: Routledge.

**Choice Based Credit, Grading and Semester System with effect from the academic year
2020-21**

M.A. PART II CHILD AND ADOLESCENT PSYCHOLOGY

Code	Sem.	Course Title	Credits	Marks
PGPSY309	III	Child and Adolescent Psychopathology	4	100 (60 + 40)

Semester III

Paper XXV: Child and Adolescent Psychopathology
Credits: 4

Paper Code: PGPSY309
Lectures per week: 4

Course Objectives:

1. to help students summarize and compare Past, Present and Future of Abnormal Child Psychology
2. to help students explain and evaluate the theoretical perspectives of abnormal development
3. to help students classify risk and protective factors for abnormal development
4. to help students describe and discuss the issues in diagnosis, assessment and treatment of psychopathology in children and adolescents
5. to help students explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of intellectual disabilities and autism spectrum disorders
6. to help students explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of specific learning disabilities and communication disorders
7. to help students explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of ADHD, oppositional defiant and conduct disorders
8. to help students explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of anxiety disorders, obsessive compulsive and related disorders, trichotillomania & excoriation disorder
9. to help students explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of mood disorder
10. to help students explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of childhood onset of schizophrenia and other psychotic disorders

11. to help students explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of eating and feeding disorders, elimination disorders
12. to help students explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of substance related disorders
13. to help students explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of sleep disorders and stress and trauma related disorders

Course Outcomes:

After completion of this course the students will be able:

1. to summarize and compare Past, Present and Future of Abnormal Child Psychology
2. to explain and evaluate the theoretical perspectives of abnormal development
3. to classify risk and protective factors for abnormal development
4. to describe and discuss the issues in diagnosis, assessment and treatment of psychopathology in children and adolescents
5. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of intellectual disabilities and autism spectrum disorders
6. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of specific learning disabilities and communication disorders
7. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of ADHD, oppositional defiant and conduct disorders
8. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of anxiety disorders, obsessive compulsive and related disorders, trichotillomania & excoriation disorder
9. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of mood disorder
10. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of childhood onset of schizophrenia and other psychotic disorders
11. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of eating and feeding disorders, elimination disorders
12. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of substance related disorders

13. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of sleep disorders and stress and trauma related disorders

	Teaching Hours	Notion Hours
Unit 1: The Foundations of Abnormal Child and Adolescent Psychology	15	10
1.1 Abnormal Child Psychology: Past, Present and Future		
1.2 Abnormal Development: Theoretical Perspectives		
1.3 Abnormal Development: Risks, Protective Factors and Culturally Diverse Youth		
1.4 Issues in Diagnosis, Assessment and Treatment		
Unit 2: Neurodevelopmental and Conduct Disorders	15	10
2.1 Intellectual Disability		
2.2 Autism Spectrum Disorder		
2.3 Specific Learning Disabilities and Communication Disorders		
2.4 ADHD, Oppositional Defiant and Conduct Disorders		
Unit 3: Anxiety and Mood Disorders and Schizophrenia	15	10
3.1 Anxiety Disorders, Obsessive Compulsive and Related Disorders, Trichotillomania & Excoriation Disorder		
3.2 The Mood Disorders: Depression, Bipolar Disorder		
3.3 Suicide (and Non-suicidal Self-Injury) and Suicide Prevention		
3.4 Childhood Onset of Schizophrenia & Other Early Onset Psychotic Disorders		
Unit 4: Eating, Substance, Sleep and Stress Related Disorders	15	10
4.1 Eating and Feeding Disorders, Elimination Disorders (Enuresis & Encopresis)		
4.2 Substance-Related Disorders		
4.3 Sleep Disorders		
4.4 Child Maltreatment and Stress, Trauma-Related Disorders		

References:

- 1) Wilmshurst, L. (2017). Abnormal Child and Adolescent Psychology: A Developmental Perspective (2nd Edition). NY: Routledge Taylor & Francis Group.
- 2) Martin, A., Bloch, M.H. & Volkmar, F.R. (2018). Lewis's Child and Adolescent Psychiatry: A Comprehensive Textbook (5th Edition). NY: Wolters Kluwer.

- 3) Weis, R. (2018). Introduction to Abnormal Child and Adolescent Psychology (3rd Edition). California: Sage Publications, Inc.
- 4) Wilmshurst, L.A. (2018). Child and Adolescent Psychopathology (4th Edition). California: Sage Publications, Inc.
- 5) Flessner, C.A. & Piacentini, J.C. (2017). Clinical Handbook of Psychological Disorders in Children and Adolescents: A Step by Step Treatment Manual. NY: The Guilford Press.
- 6) Goldstein, S. & DeVries, M. (2017). Handbook of DSM-5 Disorders in Children and Adolescents. Salt Lake City, UT: Springer.
- 7) Thapar, A., Pine, D.S., Leckman, J.F., Scott, S. et al., (2015). Rutter's Child and Adolescent Psychiatry. UK: John Wiley & Sons, Ltd.
- 8) Sandock, B.J., & Sadock, V.A. (2008). Kalpan and Sadock's Concise Textbook of Child and Adolescents Psychiatry. NY: Wolters Kluwer.
- 9) Malhotra, S. & Santosh, P. (2016). Child and Adolescents Psychiatry: Asian Perspectives. New Delhi: Springer.
- 10) Goodman, R. & Scott, S. (2012). Child and Adolescents Psychiatry (13th Edition). UK: John Wiley & Sons, Ltd.

**Choice Based Credit, Grading and Semester System with effect from the academic year
2020-21**

M.A. PART II CHILD AND ADOLESCENT PSYCHOLOGY

Code	Sem.	Course Title	Credits	Marks
PGPSY310	III	Research Based Project	4	100 (60 + 40)

Semester III

Paper XXVI: Research Based Project
Credits: 10

Paper Code: PGPSY310
Lectures per week: 20

Course Objectives:

1. to help students explain and use concepts such as research Problem, hypothesis, variables, sampling and research design
2. to help students write research proposal as per APA guidelines and develop theoretical background for their research
3. to help students select variables for manipulation and measurement of behavior construct under the study
4. to help students write hypothesis
5. to help students use suitable method of sample selection and data collection
6. to help students use appropriate research design to test their hypothesis
7. to help students select appropriate statistical method for the analysis of obtained data
8. to help students analyze their research data and drawing conclusions using Excel & / SPSS.
9. to help students write a research report as per the guidelines of APA.
10. to help students learn appropriate referencing and citations as used in research writing

Course Outcomes:

After completion of this course the students will be able:

1. to explain and use concepts such as research Problem, hypothesis, variables, sampling and research design
2. to write research proposal as per APA guidelines and develop theoretical background for their research
3. to select variables for manipulation and measurement of behavior construct under the study
4. to write hypothesis
5. to use suitable method of sample selection and data collection
6. to use appropriate research design to test their hypothesis

7. to select appropriate statistical method for the analysis of obtained data
8. to analyze their research data and drawing conclusions using Excel & / SPSS.
9. to write a research report as per the guidelines of APA.
10. to learn appropriate referencing and citations as used in research writing

PROCESS OF RESEARCH PROJECT BASED COURSE

- The project based course will be in the form of a dissertation based on a live project or a research assignment related to the specific discipline of the Psychology.
- Every Teacher from Psychology department/MA Centers will announce four to five broad topics at the beginning of the second semester, reflecting degree of relevance and rigor suitable to a post graduate programme, along with an indicative reading list. These will be screened by the Board of Studies in the subject and a final list of approved topics along with a reading list will be displayed in the first week of the third semester.
- The student will submit a list of his/her three most preferred topics in the order of preference before the end of the second semester to the Head of the department.
- The Departments a project committee consisting of the Head of the Department (Chairperson) and two other teachers from the department. The purpose of this committee is to oversee the functioning of the project component in the department.
- All post graduate teachers in the Department will be guides for the project component. All teachers shall have equal number of students allotted for the dissertation.
- In case, a particular topic is preferred by more students, the project committee will allocate students to guides within the department in order of the average of marks obtained in semesters 1 and 2.
- If it is felt necessary, the project committee can assign a co-guide to a student, depending upon specific disciplinary needs.
- The student will make a preliminary presentation in or before the fifth week of the third semester. The presentation will be attended by the guide/s and a committee consisting of two other teachers from the department. The committee will make necessary suggestions to improve the dissertation.
- The student will make a final presentation in the 7th week of semester three. The presentation will be evaluated by the same committee that evaluated the preliminary presentation. The criteria for evaluation will be as follows:
 - i) 10 marks for the quality of presentation
 - ii) 15 marks for answers to questions
 - iii) 15 marks for submission of research proposal
- The marks given by the three members of the evaluation committee will be averaged in each head and the total marks decided by totaling the averages under the three heads.

DISSERTATION SUBMISSION

- The student will submit a bound hard copy of the dissertation to the Department by the end of the third semester, along with a soft copy on a Google Classroom.
- The final dissertation will have a word limit of 8000-10000 words and will be typed in one and a half spacing on one side of the paper. The APA style shall be followed for the writing of dissertation.
- The final dissertation will be evaluated out of 60 marks by the guide.

THE DISSERTATION FORMAT:

- Title Page
- Abstract
- Introduction (Contains literature review, concluded with Objectives and Hypothesis)
- Method: (Includes Sample; Tools; Procedure; etc.)
- Results
- Discussion
- References
- Appendix

EVALUATION

Total Marks: 100

- **40 Marks:** Submission of Proposal and Presentation to Project Committee. The marks have three components :
 - i) 10 marks for the quality of presentation
 - ii) 15 marks for answers to questions,
 - iii) submission of research proposal
- **40 Marks:** Evaluation by Project Guide.
 - Problem selected, its rationale and significance – 5
 - Review work – 10
 - Methodology
 - Hypothesis – 5
 - Design and Analysis – 5
 - Interpretation, Discussion & Implication – 10
 - Overall quality of the report – 5
- **Presentation & Viva-voce – 20 marks**
 - Presentation – 10 marks
 - Viva-voce – 10 marks

**Choice Based Credit, Grading and Semester System with effect from the academic year
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**M.A. Part II PSYCHOLOGY
Child and Adolescent Psychology**

Code	Sem.	Course Title	Credits	Marks
PGPSY406	IV	Ability Enhancement: Interventions for Children and Adolescents	3	100 (60 + 40)

Semester IV

Paper XXVII: Interventions for Children and Adolescents

Paper Code: PGPSY406

Credits: 3

Lectures per week: 3

Course Objectives:

- 1) to help students explain and evaluate the school based programs for preventing failures
- 2) to help students explain and evaluate the use and effectiveness of Skill-Building Efficacy Retraining
- 3) to help students select, implement and evaluate intervention programs to promote mental health
- 4) to help students summarize and promote life skills in children and adolescents
- 5) to help students describe and execute strategies for development of coping skills in children and adolescents
- 6) to help students describe and implement intervention to promote healthy eating, and physical activity tobacco and drugs free lifestyle
- 7) to help students describe and implement intervention to promote tobacco and drugs free lifestyle
- 8) to help students describe and implement intervention to promote sexual health in children and adolescents
- 9) to help students describe and implement intervention to promote safety and prevent violence in children and adolescents
- 10) to help students describe and evaluate psychological interventions for children with sensory dysregulation
- 11) to help students describe and evaluate specific interventions for over and under responsive children

Course Outcomes:

After completion of this course the students will be able:

- 1) to explain and evaluate the school based programs for preventing failures
- 2) to explain and evaluate the use and effectiveness of Skill-Building Efficacy Retraining
- 3) to select, implement and evaluate intervention programs to promote mental health
- 4) to summarize and promote life skills in children and adolescents
- 5) to describe and execute strategies for development of coping skills in children and adolescents
- 6) to describe and implement intervention to promote healthy eating, and physical activity tobacco and drugs free lifestyle
- 7) to describe and implement intervention to promote tobacco and drugs free lifestyle
- 8) to describe and implement intervention to promote sexual health in children and adolescents
- 9) to describe and implement intervention to promote safety and prevent violence in children and adolescents
- 10) to describe and evaluate psychological interventions for children with sensory dysregulation
- 11) to describe and evaluate specific interventions for over and under responsive children

	Teaching Hours	Notion Hours
Unit 1: Group Intervention to Promote Mental Health	12	8
1.1 Erasing Failure with School-Based Prevention Programs		
1.2 Skill-Building Efficacy Retraining		
1.3 Group Process and Change		
1.4 Selecting Effective Interventions and Implementing and Evaluating Your Program		
Unit 2: Promoting Life Skills and Coping Skills	12	10
2.1 Life Skills		
2.2 Dealing with Stress		
2.3 Media literacy Skills		
2.4 Dealing with Crises and Critical issues		

Unit 3: Promoting Health in Classroom setting **12** **10**

- 3.1 Promoting Healthy Eating and Physical Activity
- 3.2 Promoting a Tobacco-Free and Drug-Free Lifestyle
- 3.3 Promoting Sexual Health
- 3.4 Promoting Safety and Violence Prevention

Unit 4: Psychological Interventions for Children with Sensory **12** **10**

Dysregulation

- 4.1 Sensory Regulation and Dysregulation
- 4.2 Assessing Sensory Dysregulation
- 4.3 Treating Sensory Dysregulation
- 4.4 Specific Interventions for Over and Underresponsive Children

References:

1. Harpine, E.C. (2008). Group Interventions in Schools: Promoting Mental Health for At-Risk Children and Youth. NY: Springer.
2. Page, R.M. & Page, T.S. (2011). Promoting Health and Emotional Wellbeing in your Classroom (5th Edition). London: Jones & Bartlett Publishers.
3. Golomb, R.G. & Mouton-Odum, S. (2016). Psychological Interventions for Children with Sensory Dysregulation. NY: The Guilford Press.

**Choice Based Credit, Grading and Semester System with effect from the academic year
2020-21**

**M.A. Part II PSYCHOLOGY
Child and Adolescent Psychology**

Code	Sem.	Course Title	Credits	Marks
PGPSY407	IV	Child & Adolescent Psychotherapies	4	100 (60 + 40)

Semester IV

**Paper XXVIII: Child & Adolescent Psychotherapies
Credits: 4**

**Paper Code: PGPSY407
Lectures per week: 4**

Course Objectives:

1. to help students explain definition, nature and basic skills of Psychotherapies
2. to help students describe and evaluate ethical and legal issues in psychological interventions with children and adolescents
3. to help students describe and analyze culturally responsive interpersonal psychotherapy with children and adolescents
4. to help students describe and analyze the process and techniques of psychoanalytical and psychodynamic therapies
5. to help students describe and analyze the process and techniques of Existential, Humanistic and Gestalt therapies
6. to help students describe and analyze the process and techniques of Transactional Analysis and Multimodal approach
7. to help students describe and evaluate the process and techniques of behavioural therapy
8. to help students describe and evaluate the process and techniques of Cognitive Behavior Therapy and Rational Emotive Behavior Therapy
9. to help students describe and evaluate the process and techniques of Mindfulness, DBT and evidence based therapies
10. to help students describe and evaluate the process and techniques of family and narrative therapies
11. to help students describe and evaluate the process and techniques of Play and Creative Art therapies
12. to help students describe and evaluate the process and techniques of group psychotherapy and psychodrama

Course Outcomes:

After completion of this course the students will be able:

1. to explain definition, nature and basic skills of Psychotherapies
2. to describe and evaluate ethical and legal issues in psychological interventions with children and adolescents
3. to describe and analyze culturally responsive interpersonal psychotherapy with children and adolescents
4. to describe and analyze the process and techniques of psychoanalytical and psychodynamic therapies
5. to describe and analyze the process and techniques of Existential, Humanistic and Gestalt therapies
6. to describe and analyze the process and techniques of Transactional Analysis and Multimodal approach
7. to describe and evaluate the process and techniques of behavioural therapy
8. to describe and evaluate the process and techniques of Cognitive Behavior Therapy and Rational Emotive Behavior Therapy
9. to describe and evaluate the process and techniques of Mindfulness, DBT and evidence based therapies
10. to describe and evaluate the process and techniques of family and narrative therapies
11. to describe and evaluate the process and techniques of Play and Creative Art therapies
12. to describe and evaluate the process and techniques of group psychotherapy and psychodrama.

	Teaching Hours	Notion Hours
Unit 1: Introduction to Psychotherapies	15	10
1.1 Nature, Definition of Psychotherapies. Psychotherapeutic Basic Skills		
1.2 The Therapeutic Relationship		
1.3 Ethical and Legal Issues in Psychological Interventions with Children and Adolescents		
1.4 Culturally Responsive Interpersonal Psychotherapy with Children and Adolescents		
Unit 2: Psychoanalytical, Neo-psychoanalytical and other Therapies	15	10
2.1 Psychoanalytic Therapy & Psychodynamic Therapy		
2.2 Existential Therapy, Client Centered Therapy, & Gestalt Therapy		

2.3 Transactional Analysis

2.4 Multimodal Approach

Unit 3: Behavior, Cognitive and other Therapies

15

10

3.1 Behavior Therapies & Assertiveness Training

3.2 Cognitive Therapy, CBT

3.3 REBT, Mindfulness

3.4 DBT & Evidence-based Therapy

Unit 4: Family, Art, Play and Group Therapy

15

10

4.1 Family Therapy & Narrative Therapy

4.2 Play Therapy

4.3 The Creative Art Therapies: Art Therapy, Dance Therapy, Music Therapy

4.4 Group Psychotherapy & Psychodrama

REFERENCES:

- 1) Remschmidt, Helmut. (2001). Psychotherapy with children and adolescents. Cambridge: Cambridge University Press.
- 2) Prout, H.T. & Fedewa, A.L. (2015). Counseling and Psychotherapy with Children and Adolescents. 3rd Edition. New Jersey: JohnWiley & Sons, Inc.
- 3) Kendall, P.C. (2012). Child and Adolescent Therapy Cognitive- Behavioral Procedures. 4th Edition. NY: The Guilford Press.
- 4) Vernon, A., (2002). What Works When with Children and Adolescents. Illinois: Research Press.
- 5) Blake, Peter. (2011). Child and Adolescent Psychotherapy. London: Karnac Books Ltd.
- 6) Richard Sharf (2012). Theories of Psychotherapy & Counseling. 5th Edition. Belmont: Brooks/Cole, Cengage Learning.
- 7) Feltham, C. Hanley, T., Winter L.A., (2017). The Sage Handbook of Counseling and Psychotherapy. 4th Edition. London: SAGE Publications.
- 8) Kaplan & Saddock. (2015). Synopsis of Psychiatry. Fourteenth Edition. NY: Wolters Kluwer.
- 9) Corey G., (2012) Theory and Practice of Counseling and Psychotherapy. 4th Edition. Belmont: Brooks/Cole, Cengage Learning.
- 10) Webb N.C., (2007) Play Therapy with Children in Crisis. 3rd Edition. NY: The Guilford Press.

**Choice Based Credit, Grading and Semester System with effect from the academic year
2020-21**

**M.A. Part II PSYCHOLOGY
Child and Adolescent Psychology**

Code	Sem.	Course Title	Credits	Marks
PGPSY408	IV	Pediatric Psychology	4	100 (60 + 40)

Semester IV

Paper XXIX: Pediatric Psychology

Credits: 4

Paper Code: PGPSY408

Lectures per week: 4

Course Objectives:

1. to summarize and compare historical development and trends in Pediatric Psychology
2. to summarize and compare ethical and legal issues, professional development, Roles, and Practice Patterns in Pediatric Psychology
3. to explain the evidence-based practices and promotion of health in children and adolescents
4. to explain neonatology, prematurity, and developmental issues
5. to attribute the causes, and differentiate the risk and protective factors for Pediatric Asthma, Sickle Cell Disease and Cystic Fibrosis
6. to attribute the causes, and differentiate the risk and protective factors for Diabetes Mellitus and Cardiovascular Disease
7. to attribute the causes, and differentiate the risk and protective factors for Brain and Spinal Cord Injury and CNS Disorders
8. to critically evaluate medical and psychosocial aspects of juvenile rheumatoid arthritis
9. to critically evaluate medical and psychosocial aspects of chronic and recurrent pain
10. to critically evaluate medical and psychosocial aspects of abdominal pain–related gastrointestinal disorders
11. to explain the issues related to genetics, genetic testing and pediatric organ transplantation
12. to critically evaluate the role of families in pediatric psychology
13. to use knowledge of psychology in pediatric oncology and palliative care, end of life, and bereavement

Course Outcomes:

After completion of this course the students will be able:

1. to summarize and compare historical development and trends in Pediatric Psychology
2. to summarize and compare ethical and legal issues, professional development, Roles, and Practice Patterns in Pediatric Psychology
3. to explain the evidence-based practices and promotion of health in children and adolescents
4. to explain neonatology, prematurity, and developmental issues
5. to attribute the causes, and differentiate the risk and protective factors for Pediatric Asthma, Sickle Cell Disease and Cystic Fibrosis
6. to attribute the causes, and differentiate the risk and protective factors for Diabetes Mellitus and Cardiovascular Disease
7. to attribute the causes, and differentiate the risk and protective factors for Brain and Spinal Cord Injury and CNS Disorders
8. to critically evaluate medical and psychosocial aspects of juvenile rheumatoid arthritis
9. to critically evaluate medical and psychosocial aspects of chronic and recurrent pain
10. to critically evaluate medical and psychosocial aspects of abdominal pain–related gastrointestinal disorders
11. to explain the issues related to genetics, genetic testing and pediatric organ transplantation
12. to critically evaluate the role of families in pediatric psychology
13. to use knowledge of psychology in pediatric oncology and palliative care, end of life, and bereavement

Teaching Hours	Notion Hours
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Unit 1: Introduction to Pediatric Psychology

15

10

- 1.1 Historical Developments and Trends in Pediatric Psychology
- 1.2 a) Ethical and Legal Issues in Pediatric Psychology
 - b) Professional Development, Roles, and Practice Patterns
- 1.3 a) Evidence-Based Practice in Pediatric Psychology
 - b) Adherence to Pediatric Treatment Regimens

- 1.4 a) Health Promotion in Children and Adolescents
- b) Positive Psychology in Pediatric Psychology

Unit 2: Developmental issues and Neurological Disorders **15** **10**

- 2.1 Neonatology, Prematurity, and Developmental Issues
- 2.2 Pediatric Asthma, Sickle Cell Disease and Cystic Fibrosis
- 2.3 Diabetes Mellitus and Cardiovascular Disease in Youths
- 2.4 a) Brain and Spinal Cord Injury and CNS Disorders- Epilepsy and Spina Bifida
- b) Translating Clinical Child Neuroscience to Practice

Unit 3: Juvenile Rheumatoid Arthritis and Pain Management **15** **10**

- 3.1 Medical and Psychosocial Aspects of Juvenile Rheumatoid Arthritis
- 3.2 Chronic and Recurrent Pain
- 3.3 Abdominal Pain–Related Gastrointestinal Disorders:
 - Irritable Bowel Syndrome and Inflammatory Bowel Disease
- 3.4 Management of Pediatric Pain and Distress Due to Medical Procedures

Unit 4: Emerging Issues and Challenges in Pediatric Psychology **15** **7**

- 4.1 Genetics, Genetic Testing and Pediatric Organ Transplantation
- 4.2 Families and Other Systems in Pediatric Psychology
- 4.3 Families’ Interactions with the Health Care System
- 4.4 Pediatric Oncology and Palliative Care, End of Life, and Bereavement

References:

- 1) Roberts, M.C. & Steele, R.G. (2009). Handbook of Pediatric Psychology (4th Ed.). NY: The Guilford Press.
- 2) Roberts, M.C., Aylward, B.S. & Wu, Y.P. (2014). Clinical Practice of Pediatric Psychology. NY: The Guilford Press.
- 3) Brown, R.T. (2004). Handbook of Pediatric Psychology in School Settings. New Jersey: Lawrence Erlbaum Associates, Publishers.
- 4) Bearison, D.J. & Mulhern, R.K. (1994). Pediatric Psychooncology: Psychological Perspectives on Children with Cancer. NY: Oxford University Press.
- 5) Spirito, A. & Kazak, A.E. (2006). Effective and Emerging Treatments in Pediatric Psychology. Oxford: Oxford University Press.
- 6) Voigt, R.G., Macias, M.M., & Myers, S.M. (2011). Developmental and Behavioural Pediatrics. American Academic of Pediatrics.
- 7) Johnson, J.N. & Kamat, D.M. (2018). Common Cardiac Issues in Pediatrics. American Academic of Pediatrics.

- 8) Piteau, S. (2018). Updates in Pediatrics. Cham, Switzerland: Springer International Publishing.
- 9) Fenichel, G. M. (2009). Clinical Pediatric Neurology: A Sign and Symptom Approach. Philadelphia: Saunders Elsevier.

**Choice Based Credit, Grading and Semester System with effect from the academic year
2020-21**

M.A. Part II CLINICAL PSYCHOLOGY

Code	Sem.	Course Title	Credits	Marks
PGPSY404	IV	Forensic Psychology	4	100 (60 + 40)

Semester IV

Paper XX: Forensic Psychology
Credits: 4

Paper Code: PGPSY404
Lectures per week: 4

Course Objectives:

1. to prepare students explain the nature of forensic psychology, its practices and required training
2. to prepare students summarize and discuss ethical principles and professional competencies to work as forensic psychologist
3. to prepare students discuss and explain conflicts in Psychology and Law and whether Mental Health Professionals be Considered Experts?
4. to prepare students discuss and evaluate different theories of crime
5. to prepare students explain the concept of deception and how the lies can be detected
6. to prepare students explain importance of eyewitness memories for people and event
7. to prepare students explain the concept of feigned cognitive impairment and how it can be detected
8. to prepare students discuss, compare and evaluate models of forensic assessment
9. to prepare students discuss, compare and evaluate forensic and Clinical issues in the assessment of psychopathy
10. to prepare students explain the concept of civil commitment, its history, criteria and evaluation
11. to prepare students explain the concept of civil competencies and guardianship

Course Outcomes:

After completion of this course the students will be able:

1. to explain the nature of forensic psychology, its practices and required training
2. to summarize and discuss ethical principles and professional competencies to work as forensic psychologist
3. to discuss and explain conflicts in Psychology and Law and whether Mental Health Professionals be Considered Experts?

4. to discuss and evaluate different theories of crime
5. to explain the concept of deception and how the lies can be detected
6. to explain importance of eyewitness memories for people and event
7. to explain the concept of feigned cognitive impairment and how it can be detected
8. to discuss, compare and evaluate models of forensic assessment
9. to discuss, compare and evaluate forensic and Clinical issues in the assessment of psychopathy
10. to explain the concept of civil commitment, its history, criteria and evaluation
11. to explain the concept of civil competencies and guardianship

	Teaching Hours	Notion Hours
Unit 1: Nature of Forensic Psychology	15	10
1.1 Overview of Forensic Psychology: Forensic Training and Practice		
1.2 Ethical Principles and Professional Competencies theory		
1.3 Paradigm Conflicts in Psychology and Law		
1.4 Should Mental Health Professionals be Considered Experts?		
Unit 2: Psychology and Crime	15	10
2.1 Theories of crime		
2.2 Deception and Lie Detection		
2.3 Eyewitness Memory for People and Events		
2.4 Feigned Cognitive Impairment and Detection Strategies		
Unit 3: Juvenile Rheumatoid Arthritis and Pain Management	15	10
3.1 The Nature and Method of Forensic Assessment Model		
3.3 Forensic and Clinical Issues in the Assessment of Psychopathy		
3.3 Ethical Considerations in the Evaluation Process		
Unit 4: Emerging Issues and Challenges in Pediatric Psychology	15	7
4.1 Civil Commitment: Introduction, History, Criteria for Commitment		
4.2 Clinician's role in Civil Commitment, Commitment Evaluation		
4.3 Civil Competencies: Introduction, Guardianship		
4.4 Competency to make Treatment Decisions and to Consent to Research		

REFERENCES:

- 1) Petrila, G.B. & Melton, J.D. (2007). Psychological Evaluations for the Courts. 3rd Edition. The Guilford Press, New York London.
- 2) Goldstein, A.M., Weiner, I.B. (2004). Handbook of Psychology. Vol.11, Forensic Psychology. New York: John Wiley & Sons.
- 3) Dennis, R.M. (2018). Introduction to Forensic and Criminal Psychology. 6th Edition. Pearson.
- 4) Bartol, C.R. & Bartol, A.M. (2019). Introduction to Forensic Psychology. 4th Edition. Sage Publications.
- 5) Davies, G.M. & Beech, A.R. (2018). Forensic Psychology, Crime, Justice, Law, Interventions. 3rd Edition. British Psychological Society.
- 6) Maguie, M., Morgan, R. & Reiner, R. (2012). The Oxford Handbook of Criminology. 5th Edition. Oxford University Press.
- 7) Canter, D. (2010). Forensic Psychology: A Very Short Introduction. Oxford University Press.
- 8) Bachman, R. & Schutt, R. (2018). Fundamentals of Research in Criminology and Criminal Justice. 4th Edition. Sage Publications.

**Choice Based Credit, Grading and Semester System with effect from the academic year
2020-21**

**M.A. Part II PSYCHOLOGY
Child and Adolescent Psychology**

Code	Sem.	Course Title	Credits	Marks
PGPSY409	IV	Psychology Practicum: Child and Adolescent Psychology	10	100 (60 + 40)

Semester IV

Paper XXX: Psychology Practicum: Child and Adolescent Psychology

Paper Code: PGPSY409

Credits: 10

Lectures per week: 20

Course Objectives:

1. to take Case History and do behavioural observation
2. to do Mental Status Examination of the children and adolescents with psychopathology
3. to synthesize information collected from various sources and using it for diagnosis
4. to identify the signs and symptoms of neurodevelopmental and conduct disorders and make a diagnosis and plan interventions
5. to identify the signs and symptoms of anxiety and mood disorders and schizophrenia and make a diagnosis and plan interventions
6. to identify the signs and symptoms of eating, substance, sleep and stress related disorders and make a diagnosis and plan interventions
7. to identify the signs and symptoms of eating and substance related disorders make a diagnosis and plan interventions
8. to identify the signs and symptoms of sleep and stress related disorders and make a diagnosis and plan interventions
9. to do assessments of developmental issues, write a report based on assessment and communicate the findings of the assessment to the client and their relatives
10. to do assessments of cognitive and neurological functioning, write a report based on assessment and communicate the findings of the assessment to the client and their relatives
11. to do assessments of behavioural issues and psychopathology, write a report based on assessment and communicate the findings of the assessment to the client and their relatives

Course Outcomes:

After completion of this course the students will be able:

1. to take Case History and do behavioural observation
2. to do Mental Status Examination of the children and adolescents with psychopathology
3. to synthesize information collected from various sources and using it for diagnosis
4. to identify the signs and symptoms of neurodevelopmental and conduct disorders and make a diagnosis and plan interventions
5. to identify the signs and symptoms of anxiety and mood disorders and schizophrenia and make a diagnosis and plan interventions
6. to identify the signs and symptoms of eating, substance, sleep and stress related disorders and make a diagnosis and plan interventions
7. to identify the signs and symptoms of eating and substance related disorders make a diagnosis and plan interventions
8. to identify the signs and symptoms of sleep and stress related disorders and make a diagnosis and plan interventions
9. to do assessments of developmental issues, write a report based on assessment and communicate the findings of the assessment to the client and their relatives
10. to do assessments of cognitive and neurological functioning, write a report based on assessment and communicate the findings of the assessment to the client and their relatives
11. to do assessments of behavioural issues and psychopathology, write a report based on assessment and communicate the findings of the assessment to the client and their relatives

Unit 1: Interview in Clinical Settings

- 1.1 Case History taking
- 1.2 Behavioral observation, Mental status examination and MMSE
- 1.3 Syntheses of information from different sources

Unit 2: Identification of Psychopathological Conditions

- 2.1 Neurodevelopmental and Conduct Disorders
- 2.2 Anxiety and Mood Disorders and Schizophrenia
- 2.3 Eating, Substance, Sleep and Stress Related Disorders

Unit 3: TEST ADMINISTRATION IN CLINICAL SETTINGS

- 3.1 Developmental scales
- 3.2 Cognitive and Neuropsychological assessments
- 3.3 Assessment Behavioural issues
- 3.4 Assessment of Psychopathology

Unit 4: INTEGRATION OF FINDINGS AND HELPING BEHAVIOR

- 4.1 Test profile generation and integration, Integration with observation and interview findings
- 4.2 Differential diagnosis and diagnosis: DSM and ICD, combining tests, MSE, and Interview findings, Communication of diagnosis to patients and family members, suggested management plan
- 4.3 Prognosis and Contracting of therapy sessions
- 4.4 Writing session report of each case: Planning intervention, process and termination

References:

- 1) Remschmidt, Helmut. (2001). Psychotherapy with children and adolescents. Cambridge: Cambridge University Press.
- 2) Prout, H.T. & Fedewa, A.L. (2015). Counseling and Psychotherapy with Children and Adolescents. 3rd Edition. New Jersey: JohnWiley & Sons, Inc.
- 3) Kendall, P.C. (2012). Child and Adolescent Therapy Cognitive- Behavioral Procedures. 4th Edition. NY: The Guilford Press.
- 4) Vernon, A., (2002). What Works When with Children and Adolescents. Illinois: Research Press.
- 5) Blake, Peter. (2011). Child and Adolescent Psychotherapy. London: Karnac Books Ltd.
- 6) Richard Sharf (2012). Theories of Psychotherapy & Counseling. 5th Edition. Belmont: Brooks/Cole, Cengage Learning.
- 7) Feltham, C. Hanley, T., Winter L.A., (2017). The Sage Handbook of Counseling and Psychotherapy. 4th Edition. London: SAGE Publications.
- 8) Kaplan & Saddock. (2015). Synopsis of Psychiatry. Fourteenth Edition. NY: Wolters Kluwer.
- 9) Corey G., (2012) Theory and Practice of Counseling and Psychotherapy. 4th Edition. Belmont: Brooks/Cole, Cengage Learning.
- 10) Webb N.C., (2007) Play Therapy with Children in Crisis. 3rd Edition. NY: The Guilford Press.

Question Paper Pattern under the Choice Based Credit, Grading and Semester System to be implemented from 2020-21

M.A. Clinical Psychology

A) SEMESTER END EXAMINATION:**MARKS = 60****a) Timing for Theory Paper = 2 ½ Hours****Format of Question Paper is as below:**

Sr. No	Type of Question	Based on any of the 1 Unit	Options Given	Questions to be attempted	Marks
1	Essay Type	2/3/4 unit	4	2	20
2	Short Note	2/3/4 unit	7	4	20
3	Short Note	2/3/4 unit	7	4	20

b) Timing for Practical exam = 3 Hours**B) CONTINUOUS INTERNAL EVALUATION****MARKS = 40**

Paper No.	Code	Sem.	Proposed Courses	Credits	Methods of CIE	
22	PGPSY306	III	Child Development	4	Online Test MCQ	Home Assignment (20)
23	PGPSY307	III	Adolescent Development	3	Online Test MCQ	Class Test (20)
24	PGPSY308	III	Assessments in Child and Adolescent Psychology	4	Online Test MCQ	Presentation (20)
25	PGPSY309	III	Child and Adolescent Psychopathology	4	Online Test MCQ	Open Book Test (20)
26	PGPSY310	III	Research Based Project	10	NA	Submission of research proposal (15) Presentation of Proposal (10) Viva (15)
27	PGPSY406	IV	Ability Enhancement: Interventions for Children and Adolescents	3	Online Test MCQ	ISR Activity (20)
28	PGPSY407	IV	Child and Adolescent Psychotherapies	4	Online Test MCQ	Presentation (20)
29	PGPSY408	IV	Pediatric Psychology	4	Online Test MCQ	Home Assignment (20)
20	PGPSY404	IV	Interdisciplinary: Forensic Psychology	4	Online Test MCQ	Class Test (20)
30	PGPSY409	IV	Psychology Practicum: Child and Adolescent Psychology	10	NA	Submission of 3 cases in detail (30) Presentation of 1 case in Case Conference (10)

Note: Numbers in parentheses indicates marks.