

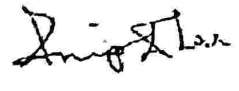




**WEST BENGAL STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
TWO YEAR NEP PG SYLLABUS**

 (Insert Signature here) Prof. L.S.S. Manickam	 (Insert Signature here) Prof. Pritha Mukhopadhyay	 (Insert Signature here) Prof. Anup Dhar
 Dr. Sanchita Ghosh 20/05/26	 Dr. Sreemoyee Tarafder 20.04.26.	Syllabus duly sanctioned by PGBOS of Psychology on 20.04.26

Two Years NEP PG Structure

Semester I: Departmental Papers

PSYP2PCOR01T	Departmental 1	Personality Studies
PSYP2PCOR02T	Departmental 2	Biopsychology
PSYP2PCOR03T	Departmental 3	Cognitive Neuropsychology
PSYP2PCOR04T	Departmental 4	Human Development
PSYP2PCOR05P	Departmental 5	Practicum I
PSYP2PAEC01M		AEC

Semester II: Departmental Papers

PSYP2PCOR06T	Departmental 6	Experimental Cognition
PSYP2PCOR07T	Departmental 7	Advanced Research Methodology
PSYP2PCOR08T	Departmental 8	Clinical Psychology
PSYP2PCOR09T	Departmental 9	Happiness & Peace Studies
PSYP2PCOR10P	Departmental 10	Practicum II

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Two Years NEP PG Structure

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PSYP2PCOR02T	Departmental 2	Biopsychology
PSYP2PCOR03T	Departmental 3	Cognitive Neuropsychology
PSYP2PCOR04T	Departmental 4	Human Development
PSYP2PCOR05P	Departmental 5	Practicum (Personality + Cognition)
PSYP2PAEC01M		AEC

Semester II: Departmental Papers

PSYP2PCOR06T	Departmental 6	Experimental Cognition
PSYP2PCOR07T	Departmental 7	Advanced Research Methodology
PSYP2PCOR08T	Departmental 8	Clinical Psychology
PSYP2PCOR09T	Departmental 9	Happiness & Peace Studies
PSYP2PCOR10P	Departmental 10	Practicum (TAT+ Project + Statistical Package)

Semester III: Departmental Papers

PSYP2PDSE01T	Departmental 11	Advanced Clinical Psychology	Disability & Rehabilitation
PSYP2PDSE02T	Departmental 12	Adult Psychopathology	Community Based Rehabilitation
PSYP2COR11T	Departmental 13	Neurodevelopmental Disorders & Child Psychopathology	
PSYP2PCOR12P	Departmental 14	Practicum III : Diagnostic Psychometry in Clinical Setting	
PSYP2PCOR13P	Departmental 15	Practicum IV : Clinical Internship	
PSYP2PSEC01P	SEC	RIT	

Semester IV: Departmental Papers

PSYP2PDSE03T	Departmental 16	Counseling Psychology	Psychological Rehabilitation
PSYP2PDSE04T	Departmental 17	Psychotherapeutic Interventions	Vocational Guidance & Counselling
PSYP2PDSE05T	Departmental 18	Intervention Techniques	Intervention Techniques in Rehabilitation
PSYP2PCOR14P	Departmental 19	Clinical Internship & Creative Art Therapies	
PSYP2PDSE06M	Departmental 20	Review Paper	Community mental health programme with awareness & outreach
PSYP2PDSE07M	Departmental 21	Term Paper	Interventions in educational institutes

SEMESTER I

DEPARTMENTAL 1

CREDIT= 4

MARKS= 50

PAPER: PERSONALITY STUDIES

PAPER CODE: PSYP2PCOR01T

Outcome of the course :

1. Understand the fundamental concepts of personality, including approaches to personality study and methods of personality assessment.
2. Demonstrate knowledge of major personality theories such as psychoanalytic, psychodynamic, behavioral, humanistic, and trait theories.
3. Apply different theoretical perspectives to analyze personality and interpret individual differences in behavior.

MODULE I : INTRODUCTION TO PERSONALITY STUDIES AND PERSONALITY ASSESSMENT

Psychology and the study of personality: Concept of personality, Personality Research: Nomothetic and Idiographic approach; Temperament and Character, Concept of Personality in Indian Psychology. Assessment of Personality: Non projective and Projective techniques

MODULE II : PSYCHOANALYTIC THEORIES

Classical psychoanalytic theories; Freud , Girindrasekhar Bose's theory of opposite wish.

MODULE III : PSYCHODYNAMIC THEORIES

Neo-Freudian theories: Adler, Jung ; Object Relation theories : Melanie Klein, Margaret Mahler, D.W Winnicott

MODULE IV : BEHAVIORAL & SOCIAL LEARNING THEORIES

Skinner's Learning theory, Bandura Social Cognitive theory, Kelly's Theory of Personal Construct

MODULE V : HUMANISTIC & EXISTENTIAL THEORY

Theories of Rogers, Rollo May & Maslow

MODULE VI : TRAIT / DISPOSITIONAL THEORIES

Gordon Allport's Trait theory, Raymond Cattell's 16 personality factors, Eysenck's three factor model, Costa & Mc Crae's Big Five Factors of personality.

Learning Outcomes :

1. Explain key concepts and approaches in personality, including Indian perspectives and assessment techniques.
2. Identify and describe various personality theories and their contributions to understanding human behavior.

3. Interpret personality characteristics using multiple theoretical frameworks in academic and applied contexts.

References:

Hall C. S., Lindzey. G & Campbell J. B. Theory of Personality, 4th Edn., John Wiley & Sons.

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Carver, C. S., & Scheier, M. F. (2017). Perspectives on Personality (8th ed.). New York: Pearson Education.

Cervone, D., & Pervin, L. A. (2019). Personality: Theory and Research (14th ed.). Hoboken, NJ: John Wiley & Sons.

Cooper, C. (2020). Individual Differences and Personality (4th ed.). New York: Routledge.

Fragar, R., & Fadiman, J. (2013). Personality and Personal Growth (7th ed.). Boston, MA: Pearson Education.

Funder, D. (2019). The Personality Puzzle (8th ed.). New York: W.W. Norton.

Haslam, N., Smillie, L., & Song, J. (2017). An Introduction to Personality, Individual Differences and Intelligence (2nd ed.). New York: Sage Publications.

Jha, A. (2008). Personality in Indian Psychology. In K. Rao, A. Paranjpe, & A. Dalal (Eds.), Handbook of Indian Psychology (pp. 348-360). Foundation Books. doi:10.1017/UPO9788175968448.019

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Larsen, R.J., & Buss, D. M. (2018). Personality Psychology: Domains of Knowledge About Human Nature (6th ed.). New York: McGraw-Hill Education.

Shirayev, E. (2016). Personality Theories. New York: Sage.

Susan Cloninger: Theories of Personality, 5th Edn., Pearson Education Pvt. Ltd. India, 2008.

DEPARTMENTAL 2

CREDIT= 4 MARKS= 50

PAPER: BIOPSYCHOLOGY

PAPER CODE: PSYP2PCOR02T

Outcome of the Course :

1. Understand the structural and functional organization of the nervous system, including neurons,

neurotransmitters, and major brain systems.

2. Demonstrate knowledge of the central and peripheral nervous systems and their role in regulating behavior and physiological processes.
3. Explain the biological basis of cognitive functions such as learning, memory, language, arousal, and emotion.
4. Apply biopsychological principles to understand stress, its physiological mechanisms, and its relationship with health and disease.

Module I: BASIC FEATURES OF THE NERVOUS SYSTEM

Structure of neurons, types, functions, Neural conduction, Neurotransmitters.

Basic features of the nervous system: Meninges, Ventricular system, Cerebrospinal fluid, Blood brain barrier. Large Scale Brain Networks (Auditory, Visual, Default Mode Network, Salience Network)

Module II: THE STRUCTURE AND FUNCTIONING OF NERVOUS SYSTEM

Major structures and functions of the Central Nervous System, Peripheral nervous system: Cranial Nerves, Spinal Nerves, Autonomous nervous system

Module III: BIOPSYCHOLOGY OF COGNITIVE FUNCTIONS

Learning: Nature of learning, kinds of learning, Synaptic plasticity;

Memory: Types of memory, Neurological basis of memory, Brain damage and

dysfunction of memory Language: Lateralization, Speech production, Comprehension, disorder of readings and writing.

Module IV: BIOPSYCHOLOGY OF AROUSAL

Physiological correlations of Arousal: consciousness and sleep, Factors affecting consciousness. Sleep: Stages of sleep, brain mechanisms of sleep and dreaming, physiological mechanisms of sleep and waking, disorders of sleep.

Module V: Emotion & Embodied Cognition (to be divided into two modules)

Limbic system: amygdala, hippocampus, hypothalamus, and cingulate cortex. Prefrontal cortex: Role in regulation, decision-making, and emotional control. Role of neurotransmitters: dopamine, serotonin, norepinephrine, GABA. Role of hormones: cortisol, oxytocin, and adrenaline. Emotion and the Autonomic Nervous System: Sympathetic and parasympathetic activation.

MODULE VI: PHYSIOLOGY OF STRESS

Stress – Physiology of Stress and related diseases (Headache, Cardiovascular diseases, Hypertension, Diabetes, Asthma, Rheumatoid Arthritis).

Learning Outcomes :

1. Describe the structure and functioning of neurons, neural conduction, and key components of

the nervous system.

2.Explain the neural mechanisms underlying cognitive processes, including learning, memory, language, and sleep.

3. Identify the role of brain structures, neurotransmitters, and hormones in emotional regulation and embodied cognition.

4.Interpret the physiological basis of stress and its impact on physical and mental health.

DEPARTMENTAL 3 CREDIT= 4 MARKS= 50
PAPER: COGNITIVE NEUROPSYCHOLOGY
PAPER CODE: PSYP2PCOR03T

Outcomes of the Course:

1. Students will develop a strong foundation in cognitive neuropsychology, including its historical evolution, core concepts, and relationship with experimental and cognitive psychology.

2. Students will gain knowledge of major neuropsychological research methods and neuroimaging techniques, and understand their applications in studying brain–behavior relationships.

3. Students will be able to explain and critically analyze key cognitive processes such as attention, perception, consciousness, and memory using established theoretical models and empirical findings.

Module I: Introduction to Cognitive Neuropsychology

Definition, History & Present trends, Introduction to Neuropsychology.

Module II: Precursors to Cognitive Neuropsychology

Tracing the journey from Experimental Psychology to Neuropsychology, Classical Works of Experimental Psychology and cognitive psychology.

Module III: Key Research methods in Cognition & Neuropsychology

An overview of the key neuroimaging techniques will be given including magnetic resonance imaging (MRI), functional magnetic resonance imaging (fMRI), positron emission tomography (PET), electroencephalogram (EEG), magnetoencephalography (MEG) and techniques for actively manipulating neural activity (e.g. transcranial magnetic stimulation (TMS) and transcranial direct current stimulation (tDCS)).

Module IV: Attention & Consciousness

Attention: Types of Attention: selective, sustained, divided. Theories of Attention: Filter theories (Broadbent, Treisman). Feature Integration Theory (Treisman & Gelade). Relationship between

attention and consciousness, of their co-dependency as well as dissociation.

Module V: Perceptual Processes

Gestalt Laws of Perception. Overview of Weber, Fechner, Steven's Law. Signal Detection Theory.

Module VI: Memory Processes

Models of Memory, Working Memory & storage & retrieval of STM: Atkinson- Shiffrin, Baddeley & Hitch model (phonological loop, visuospatial sketchpad, central executive, episodic buffer). Long Term Memory - Declarative, Implicit, LOP approach, storage & retrieval of LTM.

Learning Outcomes

1. Students will be able to describe and distinguish between major theories and models of attention, perception, and memory
2. Students will be able to identify and interpret different neuroimaging and brain stimulation techniques, and evaluate their strengths and limitations in cognitive research.
3. Students will be able to apply theoretical knowledge to analyze attention, consciousness, perception, and memory processes.

References:

Cognitive Neuropsychology: A Clinical Introduction — Brenda Rapp — Psychology Press / Routledge.

An Introduction to Cognitive Neuropsychology — David Groome — Psychology Press.

Human Cognitive Neuropsychology — Andrew W. Ellis and Andrew W. Young — Psychology Press / Routledge.

Cognitive Neuroscience: The Biology of the Mind — Michael S. Gazzaniga, Richard B. Ivry and George R. Mangun — W. W. Norton & Company.

The Student's Guide to Cognitive Neuroscience — Jamie Ward — Psychology Press.

Principles of Cognitive Neuroscience — Dale Purves et al. — Sinauer Associates.

Cognitive Psychology: Connecting Mind, Research, and Everyday Experience — E. Bruce Goldstein — Cengage Learning.

Cognitive Psychology — Robert J. Sternberg and Karin Sternberg — Cengage Learning; Indian licensed edition by Affiliated East-West Press.

Essentials of Neuropsychology: Integrating Eastern and Western Perspectives — K. Jayasankara Reddy — Routledge.

Textbook of Clinical Neuropsychology — Edited by Joel E. Morgan and Jeffrey H. Ricker — Routledge.

The SAGE Handbook of Clinical Neuropsychology — Edited by Gregory J. Boyle and Yaakov Stern — SAGE Publications.

DEPARTMENTAL 4 CREDIT= 4 MARKS= 50
PAPER: HUMAN DEVELOPMENT
PAPER CODE: PSYP2PCOR04T

Outcome of the course :

1. Understand the fundamental principles of human development, including lifespan perspectives and the influence of cultural, social, and familial contexts.
2. Demonstrate knowledge of research methods in developmental psychology, including microgenetic and cross-cultural approaches.
3. Explain the processes of physical, cognitive, social, emotional, and personality development across different stages of the lifespan.
4. Apply major developmental theories to understand identity formation, moral reasoning, and gender and sexual development.

Module I: Introduction to human Development - principles, growth & maturity, Context of development - culture, society, family influence. Lifespan approach - Paul Baltes Principle of lifespan development - multidirectionality, plasticity, embeddedness and historical context.

Module II: Research Method in developmental psychology - Microgenetic, Experience sampling - Real time ecological momentary assessment. Cross cultural and comparative approaches.

Module III: Physical ,Cognitive development& Language development- tracing it through the life span, with special emphasis on prenatal, infancy and old age. Focus on Theories - Gibson & Walk, Piaget, Vygotsky.

Module IV: Social Development & Moral development - tracing it through the life span, with special emphasis on childhood and adolescence. Focus on Theories - Ainsworth, Bowlby & Kohlberg.

Module V: Emotional development & Personality Development - tracing it through the life span, with special emphasis on childhood and adolescence. Focus on basic emotions and self conscious emotions and Theories - Erikson & Eisenberg

Module VI: Identity & Sexual Development - tracing it through the life span, with special

Learning Outcomes

1. Administer and score selected cognitive and personality assessment tools following standard procedures.
2. Interpret test results to understand cognitive abilities, memory functioning, and personality dimensions.
3. Analyze assessment outcomes from a neuropsychological perspective and relate them to theoretical knowledge.
4. Present and communicate psychological findings effectively through reports, posters, and group discussions.

DEPARTMENTAL AEC (ABILITY ENHANCEMENT COURSE)

CREDIT=2 MARKS=50

PAPER: ADVANCED SOCIAL PSYCHOLOGY & ETHNOGRAPHIC RESEARCH

PAPER CODE: PSYP2PAEC01M

1. Enhancing the ability to understand Social Psychology and Ethnography
2. To introduce major theories, concepts, perspectives and empirical findings in social psychology in terms of interpersonal interaction.
3. To explain how psychological theory and empirical research are used to help explain human behavior in individuals and group settings.
4. Enhance skills to know about Social Perception and Social Relations.
5. Enhance ability to understand about Social Influence and Group Processes.
6. Advanced knowledge within the field with a particularly thorough knowledge of political, socio-economic and cultural-historical perspectives on contemporary issues.
7. Formulate a viable research problem on contemporary issues and conduct independent ethnographic fieldwork in line with academic, methodological and ethical guidelines.

Module I: Enhancement of Pro-social behavior & Communication: Communication skills, Pro-social behavior, helping, altruism.

Module II: Aggression management & harmony : Theories of aggression; Individual

differences in aggression; Genocide; Terrorism. Reducing aggression. Anti Social Behaviour, Aggression, Crime and Terrorism; Personal and Situational Influences, prevention of violence & ways of promoting harmony

Module III: Fieldwork and Project using Ethnography based on module I and module II.

SEMESTER 2	
Departmental 6	Experimental Cognition
Departmental 7	Advanced Research Methodology
Departmental 8	Clinical Psychology
Departmental 9	Happiness & Peace Psychology
Departmental 10	Practicum (TAT+ Project + Statistical Package)

DEPARTMENTAL 6 **CREDIT= 4** **MARKS= 50**
PAPER: EXPERIMENTAL COGNITION
PAPER CODE : PSYP2PCOR06T

Outcomes of the course:

1. Understanding major theories of intelligence and creativity, their determinants, and how they are related to each other.
2. Learning different types of problem solving methods and analysing decision-making processes along with common biases.
3. Studying deductive and inductive reasoning, errors in thinking, and how concepts are formed and learned.
4. Exploring different theories of thought and examining the relationship between language and thinking.
5. Understanding how language is processed, including speech perception, comprehension, and pattern recognition.

6. Learning about mental imagery, its characteristics, and the role of cognitive maps in spatial understanding and navigation.

Module I: EMBODIED COGNITION AND CREATIVITY

Introduction to Embodied Cognition: Somatic Marker Hypothesis, Embodied and Situated Cognition, Proprioception and interoception (bodily signals like heartbeat, and gut signals)

Creativity : Nature, Measurement, Factors affecting creativity. Views of Torrance, Getzels, Guilford. Intelligence and Creativity: Relationship. Artificial Intelligence: Definition and scope,

Module II: PROBLEM SOLVING AND DECISION MAKING

Problem solving: Definition, Types of Problems; Newell and Simon's Theory. Problem Solving Strategies; Factors that Influence Problem Solving; Expertise, Knowledge Base, Memory, Mental Set, Functional Fixedness; Stereotypes and problem solving; Insight versus non insight problems; Impediments to Problem solving.

Decision Making: The Representativeness Heuristic, The Availability Heuristic, The Anchoring and Adjustment Heuristic, The Framing Effect, Overconfidence in Decisions.

Module III: REASONING AND CONCEPT FORMATION

Reasoning: Deductive reasoning and Inductive Reasoning; Types and Errors in Reasoning Process; Hypothesis testing, Verbal and Non- Verbal Reasoning, Spatial reasoning.

Concept Formation: Definition, Rules and Strategies of concept formation.

Module IV: THOUGHT AND LANGUAGE

Thinking : Fundamental Assumptions. Theories of Thought Processes: Associationism, Gestalt and Information Processing; Psycholinguistics.

Language and Thought : Relationship.

Module V: Language Comprehension & Pattern Recognition:

Speech perception, sentence processing, and lexical decision tasks, dual-task, n-back tasks. Theories of visual and auditory perception, object recognition, Stroop test.

Module VI : IMAGERY AND COGNITIVE MAPS

Images: characteristics of Images; relation, size, shape; part- whole relationship, ambiguous figures. Cognitive Maps : Distance, shape and relative positions.

Learning Outcomes

Understand key concepts and theories of cognition, including intelligence, creativity, thinking, and language.

Apply principles of problem solving, reasoning, and decision making to real-life situations.

Analyze cognitive processes such as perception, memory, imagery, and concept formation.

Evaluate the role of biases, heuristics, and errors in human thinking and judgment.

Examine the relationship between human cognition and artificial intelligence, including ethical implications.

archival analysis, and discourse/conversation analysis, ensuring methodological rigor.

7. Integrate quantitative and qualitative research knowledge to design and conduct comprehensive psychological research studies.

MODULE I: INTRODUCTION TO QUANTITATIVE RESEARCH IN PSYCHOLOGY Psychological research: exploratory, descriptive and explanatory; Process of research; Models, Theory Construction, Theoretical Constructs. Ethics in psychological research; Biases in psychological research.

MODULE II: RESEARCH DESIGNS

Research Designs: Correlational, Randomized Group, Factorial, Randomized Block, Matched Group, Quasi-Experimental, Time series design. ANOVA: Randomized and Repeated.

MODULE III: ANALYSIS OF DATA & HANDS ON APPLICATIONS

Correlation and Regression : Partial and Multiple; Regression Analysis.

Statistics for Hypothesis Testing: F Test, Factorial Design.

Factor Analysis: Assumptions, Methods, rotation and interpretation.

Non-parametric Statistics: Chi Square, Mann Whitney 'U' Test, Kruskal-Wallis, Median test, Rank order correlation.

MODULE IV: INTRODUCTION TO QUALITATIVE RESEARCH

Concepts; Paradigm issues, historical moments, Contrasting Qualitative and Quantitative approaches, ethical issues

MODULE V: APPROACHES OF QUALITATIVE RESEARCH

Post Modern Approach, Grounded theory, Narrative Approach, Ethnography and Discourse Analysis, Action research: reflecting real-world problems; bridging the theory-practice gap and empowering participants; community or institutional settings focus

MODULE VI: METHODS OF COLLECTING AND ANALYSING QUALITATIVE DATA:

Participant- Observation, Interviewing, Focus groups, Life History, oral History, Documentary research, Content analysis, Archival Analysis, Diaries, Photographs, Films and Videos, conversation and Discourse analysis.

Learning outcomes of the course:

By the end of the course, students will be able to:

1. Understand the fundamentals, processes, and ethical issues in psychological research.
2. Apply appropriate research designs and statistical techniques for quantitative analysis.
3. Demonstrate knowledge and application of qualitative research approaches

and methods, including data collection and analysis.

References:

- Goodwin, J. (2009). *Research in Psychology: Methods in Design*. Wiley (6th edition).
- Kerlinger, F. N. (1995). *Foundations of behavioral research*. New Delhi:Surjeet Publication.
- Gravetter, F.J. and Forzano, L.B. (2018) *Research Methods for the Behavioral Sciences*. 6th Edition, Cengage.
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- Kothari, C. R. (1985). *Research methodology: Methods and techniques*.New Delhi: Wiley Eastern Ltd.
- Christensen, L. B., Johnson, B., Turner, L. A. (2021). *Research methods,design, and analysis* (13th ed) Pearson publication
- Elmes, D. G. (2011). *Research Methods in Psychology*. WadsworthPublishing; 9 ed.
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- Levitt, H. M. (2025). *Reporting qualitative research in psychology* (Revised ed.). American Psychological Association.
- Fischer, C. T. (Ed.). (2005). *Qualitative research methods for psychologists: Introduction to empirical studies*. Elsevier Academic Press.
- Creswell, J. W., Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. India: SAGE Publications.
- Creswell, John W (2009) *Research Design Qualitative, quantitative and mixed methods approaches* (3rd Ed) Sage Publications Ltd.
- Creswell, John W (2007) *Qualitative inquiry and research design* SagePublications Ltd.

DEPARTMENTAL 8 **CREDIT= 4** **MARKS= 50**
PAPER: CLINICAL PSYCHOLOGY
PAPER CODE: PSYP2PCOR08T

Outcomes of the course:

1. Demonstrate foundational knowledge of the theories as well as the empirical evidence supporting the theories of psychopathology;
2. Develop an understanding of the most common psychiatric illnesses and the basis of psychopathology formation.
3. Understand classificatory systems used worldwide along with cultural - phenomenons and differences.
4. Basic knowledge of psychological intervention strategies supported by the empirical literature;
5. identify how individual differences and diversity impact psychological diagnosis and treatment;
6. understand the APA code of ethics and how it is applied to clinical situations, and be able to critically evaluate ethical dilemmas in professional psychology;
7. Identify symptoms and aetiologies of neurotic and psychotic disorders, psychophysiological diseases and organic brain dysfunctions.
8. A basic understanding of parameters of psychotherapy and introduction to major schools of thought.

Module I: CLASSIFICATION SYSTEM IN PSYCHOPATHOLOGY

Introduction to W.H.O. Classification (ICD 11) and Multiaxial System (DSM 5).

Module II: ANXIETY AND TRAUMA

Symptoms and Aetiological perspectives of Anxiety Disorders: GAD, Phobia, Social Anxiety, OCD and related Disorders, Panic Disorder. Disorders of Trauma & Stress : Symptoms of Acute & Post traumatic stress Disorder, Dissociative Disorders - Dissociative Amnesia, Dissociative Identity Disorder & Depersonalization & Derealization Disorders.

Module III: SCHIZOPHRENIA AND RELATED DISORDERS

Symptoms and Aetiological perspectives of Schizophrenia and Subtypes.

Brief Psychotic Disorders, Schizophreniform disorder; Schizo-affective disorders; Delusional Disorders.

Module IV: DISORDERS OF SOMATIC ORIGIN

Symptoms and Aetiological perspectives of Conversion Disorders, Somatic Symptoms Disorder, Illness Anxiety Disorder, Factitious Disorder, Munchausen Syndrome by Proxy, Psychophysiological Disorders

Module V: MOOD DISORDERS

Symptoms and Aetiological perspectives of Mood Disorders: Unipolar & Bipolar Disorder & Suicide. Suicide vs non-suicidal self-injury (NSSI) - clinical distinction; Perinatal Mood Disorders: Postpartum depression (PPD), peripartum anxiety, postpartum psychosis. Cyclothymic

Disorder and Dysthymia (Persistent Depressive Disorder)

Module VI: Neurodevelopmental Disorders

An overview of Neurodevelopmental Disorders - Intellectual Developmental Disorder, ASD, ADHD, Specific Learning Disorders, Communication Disorders, Motor Disorders (Tic Disorders/Tourette's).

Learning Outcomes

1. Describe major classification systems in psychopathology, including ICD-11 and DSM-5, and understand their applications in diagnosis.
2. Explain the symptoms and aetiological perspectives of anxiety, trauma-related, and dissociative disorders.
3. Identify and interpret the clinical features and causes of schizophrenia spectrum and other psychotic disorders.
4. Analyze the characteristics and underlying factors of somatic and mood disorders, including suicide and related conditions.
5. Explain the nature and features of neurodevelopmental disorders and differentiate among various types based on clinical presentation.

DEPARTMENTAL 9

CREDIT= 4 MARKS= 50

PAPER: HAPPINESS & PEACE PSYCHOLOGY

PAPER CODE: PSYP2PCOR09T

Outcomes of the course:

1. To bring an experience marked by preponderance of positive emotions and informing them about emerging paradigm of Positive Psychology
2. Build relevant competencies for experiencing and sharing happiness as lived experience and its implications.
3. To inform students about the efforts to develop sustainable societies through prevention of destruction, conflict and violence.
4. To help students develop a sense of empowerment for individuals to promote peace related values
5. To disseminate perspectives to build a culture of peace and harmony in community life.

MODULE I: INTRODUCTION TO THE CONCEPT OF HAPPINESS

Introduction to Psychology of happiness and well being (eastern & western), scope and paradigmatic challenges, Indian concepts -Anandam.PERMA model of Seligman.

Module II: POSITIVE EMOTIONS AND ITS INFLUENCE IN DAILY LIVING

Resilience, flow, happiness, gratitude and forgiveness & hope.

MODULE III: PEACE & NONVIOLENCE FROM INDIAN PERSPECTIVE

Introduction to psychology of Peace, Peace and ahimsa; perspectives from teachings of Gautama Buddha, Mahatma Gandhi, Rishi Aurobindo & Rabindranath Tagore.

MODULE IV: MINDFULNESS BASED PRACTICES

Mindful breathing, body scan meditation, Thought observation meditation.

MODULE V: CONFLICT & PEACE

Psychology of Specific Conflicts and Peace efforts, war Ethics and Geneva Convention, Role of organizations in promoting Peace; challenges & UN initiatives in promoting peace.

MODULE VI: LIFE, PEACE AND CULTURE

Role of Peace education, Collaboration, humility and social justice in promoting peace in individual and social living.

Learning Outcomes:

1. Explain key concepts in the psychology of happiness, well-being, and the PERMA model, and understand their relevance to daily life.
2. Analyze the role of positive emotions such as resilience, flow, gratitude, hope, and forgiveness in enhancing personal and social well-being.
3. Describe perspectives on peace and nonviolence, drawing from teachings of Gautama Buddha, Mahatma Gandhi, Rishi Aurobindo, and Rabindranath Tagore.
4. Practice mindfulness-based techniques, including mindful breathing, body scan, and thought observation meditation, to promote mental well-being and peace.
5. Evaluate strategies for conflict resolution, peace promotion, and the development of a culture of harmony through education, collaboration, and social values.

References:

Baumgardener, S.R. and Crothers, M.K. (2009). Positive Psychology. Pearson.
 Baylis, N. (2009). The Rough guide to happiness. Rough

Guides Ltd. London.

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Snyder, C.R. Lopez, S.J. (2007). *Positive Psychology*. Sage Publications.

Wells, I.E. (Eds). (2010). *Psychological Wellbeing*, Nova Science Publishers,

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Dalal, A. K. & Misra, G. (2001) *New Directions in Indian Psychology*. New Delhi: Sage publications.

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Baron A. & Byrne D. (2002). *Social Psychology*, 10th edition, Prentice-Hall of India

DEPARTMENTAL 10 CREDIT=4 MARKS=50

PAPER - PRACTICUMS II

PAPER CODE : PSYP2PCOR10P

Outcomes of the course:

1. Develop an in-depth understanding of designing and carrying out basic psychological research in the laboratory, by using statistical techniques.
2. To introduce the students to advanced statistical designs including analysis of variance, correlation and regression.
3. To explain how psychopathology develops through conducting in depth analysis of projective techniques.
4. To Know about deviant behaviour and develop an understanding about psychopathology and morbidity through book reviews and or film clubs.
5. Analyze the determinants of personality characteristics and develop an understanding of dynamics of behaviour through psychometric tests like TAT.
6. Think critically about and apply theoretical and research-based explanations for human cognition by studying attention, memory through open computer-based programmes.

MODULE I - PROJECT WORK - Group work done on assigned topic following quantitative methodology. (Midterm evaluation through project)

MODULE II: Movie Club/ Seminar / Poster Presentation

MODULE II: STATISTICS USING A STATISTICAL PACKAGE.

Chi square; Mann-Whitney U test ; 1-way ANOVA – Independent groups; 1-way ANOVA – Repeated measures; 2-way ANOVA – Independent groups

Partial Correlation; Multiple Correlation; Regression Analysis

MODULE IV: ASSESSMENT Assessment of Personality- Projective Tests: TAT (Murray)

MODULE V: Application of Experimental Cognition Bender Gestalt Test (PASCAL & Koppitz Method), Experiments using reaction timer/ PEBL / any open source software assessing Cognitive processes.

Learning Outcomes:

1. Design and conduct basic psychological research using quantitative methods and appropriate statistical analyses.
2. Apply advanced statistical techniques, including ANOVA, correlation, regression, and non-parametric tests, to analyze experimental and survey data.
3. Assess psychopathology and understand the development of deviant behavior through projective techniques, case studies, and observational analyses.
4. Evaluate personality characteristics and behavioral dynamics using psychometric tools such as TAT and Bender Gestalt Test.
5. Apply experimental and computer-based cognitive tasks to study human attention, memory, and other cognitive processes effectively.

Semester III: Departmental Papers

PSYP2PDSE01T	Departmental 11	Advanced Clinical Psychology	Disability & Rehabilitation
PSYP2PDSE02T	Departmental 12	Adult Psychopathology	Community Based Rehabilitation
PSYP2COR11T	Departmental 13	Neurodevelopmental Disorders & Child Psychopathology	
PSYP2PCOR12P	Departmental 14	Practicum III : Diagnostic Psychometry in Clinical Setting	
PSYP2PCOR13P	Departmental 15	Practicum IV : Clinical Internship	
PSYP2PSEC01P	SEC	RIT	

In Semester III students choose specializations and their elective papers are in keeping with their opted specialization. There are two Specializations that are being currently offered - Clinical & Counselling Psychology (CCP) and Rehabilitation Psychology (RP)

**CLINICAL & COUNSELLING PSYCHOLOGY SPECIALIZATION
(DEPARTMENT SPECIFIC ELECTIVES)**

Departmental 11

CREDIT = 4 MARKS =50

PAPER-ADVANCED CLINICAL PSYCHOLOGY

PAPER CODE: PSYP2PDSE01T

Outcomes of the course:

1. Demonstrate advanced knowledge of the theories as well as the empirical evidence supporting the theories of psychopathology, need for assessment, method of referral in clinical psychology, methods of conducting mental status examination and arriving at a diagnosis.
2. Develop an in depth understanding of the psychiatric illnesses and the basis of psychopathology formation -from Phenomenological, Psychodynamic and experimental approaches.
3. Understand classificatory systems used worldwide along with cultural -phenomenons and differences.
4. Identify how individual differences and diversity impact psychological diagnosis and treatment;
5. Understand the APA code of ethics and how it is applied to clinical situations, and be able to critically evaluate ethical dilemmas in professional psychology.

6. Understand the psycho-legal aspects of clinical practice and rights of the clients and practitioners.
7. Identify how assessments may be used to understand symptoms and aetiologies of disorders and dysfunctions, including an understanding of neuropsychological and psychophysiological Assessments, Rating scales and Inventories along with Projective Techniques.
8. A basic understanding of community mental health, mental health acts and the role of the Government in developing Rehabilitation programmes.

MODULE I: METHODS OF CLINICAL PSYCHOLOGY

Nature and purpose of assessment in clinical psychology; Referral in clinical assessment. Clinical Methods in studying Psychopathology: Phenomenological, Psychodynamic and experimental approaches.

MODULE-II: DIAGNOSTIC FORMULATION

Classificatory systems, Case History taking, Mental Status Examination, Differential Diagnosis, Provisional Diagnosis, formulation of Final Diagnosis.

MODULE III : CLASSIFICATION OF DISORDERS

DSM 5, ICD 11 and ICF: NIMH's dimensional, neuroscience-based framework as alternative to categorical classification. International Classification of Functioning, Disability and Health, a WHO framework for describing health, disability, and functional status.

MODULE IV: MODELS OF PSYCHOPATHOLOGY

Various conceptualizations of psychopathology - Biological model, Psychodynamic model, Behavioural model, Cognitive model, Humanistic-existential model, Socio-cultural model, Bio Psycho-Social Model.

MODULE V: COMMUNITY MENTAL HEALTH & REHABILITATION

Community Mental Health- Definition and concept, Primary care, Secondary care, Tertiary care. Rehabilitation- Concept of rehabilitation- Psychiatric and Psychological.

MODULE VI: ETHICAL & LEGAL ISSUES IN CLINICAL PSYCHOLOGY Ethics in Clinical Psychology, Confidentiality, Report Writing, Licensing Procedure. Mental Health Act of India (1987), The Mental Healthcare Act, (2017) Medico- Legal Issues.

Learning Outcomes

1. Explain the nature, purpose, and methods of clinical assessment, including phenomenological, psychodynamic, and experimental approaches.
2. Conduct diagnostic formulation through case history taking, mental status examination, differential diagnosis, and final diagnostic decisions.
3. Describe and compare classification systems for mental disorders, including DSM-5, ICD-11, International Classification of Functioning, Disability and Health, a WHO framework for describing health, disability, and functional status.
4. Analyze various models of psychopathology, including biological, psychodynamic, behavioral, cognitive, humanistic-existential, socio-cultural, and biopsychosocial models.
5. Apply principles of community mental health, rehabilitation, and ethical-legal standards in clinical psychology practice, including confidentiality, report writing, and relevant legislation.

References

- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). American Psychiatric Publishing.
- Butcher, J. N., Hooley, J. M., & Kendall, P. C. (2021). *Abnormal psychology* (18th ed.). Pearson.
- Barlow, D. H., & Durand, V. M. (2023). *Abnormal psychology: An integrative approach* (9th ed.). Cengage Learning.
- Barker, P. (2003). *Psychiatric and mental health nursing: The craft of caring*. Arnold.
- Kapur, M. (2011). *Mental health in Indian schools*. Sage Publications.
- Hersen, M., & Beidel, D. C. (Eds.). (2012). *Adult psychopathology and diagnosis* (6th ed.). John Wiley & Sons.
- Trull, T. J., & Prinstein, M. J. (2013). *Clinical psychology* (8th ed.). Wadsworth Cengage Learning.
- Insel, T. R. (2014). The NIMH Research Domain Criteria (RDoC) Project: Toward a neurobiological classification of mental disorders. *World Psychiatry*, 13(1), 4–6.

<https://doi.org/10.1002/wps.20092>

Prasad Rao, P. S. D. V., & Kondoor, R. (2018). Clinical psychology: Reflections and practice. Global Vision Publishing House.

Prasad, L. S., & Gupta, S. (Eds.). (2020). Mental health act 2017: A handbook. Jaypee Brothers Medical Publishers.

World Health Organization. (2022). International classification of diseases for mortality and morbidity statistics (11th ed.).

REHABILITATION PSYCHOLOGY SPECIALIZATION (DEPARTMENT SPECIFIC ELECTIVES)

COURSE OUTCOMES: PSYP2PDSE01T

1. Appreciate the contribution of models of disability to historical, current and future delivery of disability support services.
2. Demonstrate an integrated knowledge and understanding of research evidence in the field of disability and rehabilitation.
3. Integrate knowledge and understanding of the role of legislation and policy across the national and international field of disability.
4. Develop and critique individual plans for persons with disability.
5. Promote the application of evidence-based practice and policy throughout the disability sector.
6. Appreciate the contribution of models of disability to historical, current and future delivery of disability support services.
7. Understand the nature of rehabilitation
8. Reflect on the disability management continuum;
9. Identify the key elements in rehabilitation planning;
10. Critique key aspects of rehabilitation service provision in India;
11. identify assistive technology and other support needs.
12. Have an understanding of the broad spectrum of disabilities affecting people
13. Be aware of the influence of major theoretical perspectives on disability
14. Be able to identify and critique the issues for the major disability groupings in modern society evident in research and practice literature.
15. Understanding of specific physical, sensory, intellectual and developmental disability and ability to critically assess appropriate supports for individuals who have these disabilities.
16. Ability to use insights to identify and reflect on the issues evident when supporting individuals with disability.
17. . Employment issues both within the sector and for people with disabilities. promote

- the physical and emotional well-being of people with disabilities
18. utilise advocacy and person-centred planning to facilitate community inclusion of people with disabilities
 19. provide case management and counselling support for people with disabilities and their associates
 20. apply research, problem solving and evaluation skills to professional practice with people with disabilities and their associates.

OR Departmental 11 (RP)

CREDIT = 4 MARKS =50

PAPER -DISABILITY & REHABILITATION

PAPER CODE: PSYP2PDSE01T

Outcomes of the course:

1. Students will integrate into one's practice, the history and philosophy of rehabilitation as well as the laws affecting individuals with disabilities.
2. Students will describe in general, the organizational structure of the rehabilitation, education, and healthcare systems, including public, private-for-profit, and not-for-profit service settings.
3. Students will explain the role and values of independent living philosophy for individuals with a disability.
4. Students will apply the principles of disability-related legislation including the rights of people with disabilities to the practice of rehabilitation counseling.

Module I Basic Concepts of Disability

Concept and definition of disability , Concept of impairment, activity, participation , Nature and needs of persons with disabilities. International classification of functioning, disability and health: ICF. World Health Organization.

Module II Concept & Scope of Rehabilitation

Concept of rehabilitation, Evolution of rehabilitation, Scope of rehabilitation and rehabilitation professionals

Module III Models of Rehabilitation

Models of disability including DALYs model of disability

Module IV Intellectual Disabilities

Definition, nature, types and characteristics of Intellectual Disabilities-Intellectual developmental disorder, Cerebral Palsy, Fragile X Syndrome

Module V PHYSICAL DISABILITIES

Assessments in Different forms of disabilities

Psychological assessment of: Visually impaired, Hearing impaired , Physically impaired

Assessment of development in terms of: Gross motor development, and fine motor development. Principles of development, milestones

Reflexes, and automatic reactions

Writing & equilibrium reflexes

Development of mature reflexes & Voluntary control

Fine Motor development, Types of grasp

Importance of trunk and head control in fine motor development

Module VI Perceptual Development and Adaptive Behavior Assessment

Assessment of Adaptive Behaviour, Maturity, Developmental milestones. Assessment of skills of daily living: Bladder & bowel control, Dressing, Eating , Bathing and Grooming

Cognitive development, Language & communication

Assessment of Perceptual development: Body image, spatial relation-form perception, figure ground perception, motor basis of learning.

Importance of early intervention

Learning outcomes

- 1.Explain the basic concepts of disability, including impairment, activity, participation, and the needs of persons with disabilities.
- 2.Describe the concept, scope, and evolution of rehabilitation, including the roles of rehabilitation professionals.
3. Analyze different models of disability, including the DALYs model, and their applications in rehabilitation practice.
4. Assess intellectual and physical disabilities, including cognitive, motor, perceptual, and adaptive behavior development, using appropriate psychological methods.
5. Evaluate developmental milestones, fine and gross motor skills, adaptive behaviors, and early intervention strategies to support individuals with disabilities.

References

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). American Psychiatric Publishing.

World Health Organization. (2001). *International classification of functioning, disability and health: ICF*. World Health Organization.

Fawcett, A. J. (2003). *Principles of assessment and outcome measurement for occupational therapists and physiotherapists: Theory, skills and application*. John Wiley & Sons.

Puri, M., & Abraham, G. (Eds.). (2004). *Handbook of inclusive education for educators, administrators and planners*. Sage Publications.

Lollar, D. J., & Simeonsson, R. J. (2005). Diagnosis to function: Classification for children and adolescents. *Journal of Developmental & Behavioral Pediatrics*, 26(4), 323–330.

Best, S. J., Heller, K. W., & Bigge, J. L. (2010). *Strategies for teaching learners with special needs* (10th ed.). Pearson.

Gleitman, H., Gross, J. J., & Reisberg, D. (2011). *Psychology* (8th ed.). W. W. Norton & Company.

Sharma, S., & Singh, A. (2014). *Rehabilitation psychology*. Shipra Publications.

Sparrow, S. S., Cicchetti, D. V., & Saulnier, C. A. (2016). *Vineland Adaptive Behavior Scales* (3rd ed.). Pearson.

Batshaw, M. L., Pellegrino, L., & Roizen, N. J. (2019). *Children with disabilities* (8th ed.). Paul H. Brookes Publishing.

Departmental 12

CREDIT = 4 MARKS =50

PAPER- ADULT PSYCHOPATHOLOGY

PAPER CODE: PSYP2PDSE02T

Outcomes of the course:

1. Develop an in- depth understanding of the various presentations of depression, bipolar disorder, anxiety disorders, psychotic disorders, personality and adjustment disorders

- and how to differentiate among them.
2. Develop a thorough understanding of adult personality disorders from Psychodynamic and other approaches.
 3. Understand Clinical characteristics, Etiology and Intervention plans for anxiety and psychosomatic disorders.
 4. Identify Clinical characteristics, Classification, Etiology and Intervention plans for Schizophrenia and other psychotic disorders.
 5. Understand the clinical characteristics, Etiology and Intervention for disorders of sexuality and Paraphilias.
 6. Develop knowledge about clinical characteristics, etiology, models of alcohol addiction & other substance dependence
 7. Identify mood disorders and their variants, how clinical characteristics are manifested and how they are treated.
 8. A thorough understanding of psychiatric ailments that affects adults along with their aetiologies and evidence based intervention programmes for their treatment.

MODULE I: PERSONALITY DISORDERS Cluster A, B, C personality disorders. Clinical characteristics, Etiology and theories of personality Disorders.

MODULE II: ANXIETY DISORDERS

Clinical characteristics, Etiology and Intervention: Generalized Anxiety Disorder, Phobia, Panic Disorder, Obsessive-Compulsive and Related Disorders, Acute Stress Reaction and Post Traumatic Stress Disorder.

MODULE III: MOOD DISORDERS.

Clinical characteristics, Etiology and Intervention:

- a. Unipolar Depression- Dysthymia, Major Depressive Disorder, Recurrent Depressive Disorder. Hypomania, Mania. b. Bipolar Disorder- Bipolar I and II, Rapid Cycling Mood Disorder.

MODULE IV: SCHIZOPHRENIA AND OTHER PSYCHOTIC DISORDERS.

Clinical characteristics, Etiology and Intervention: a. Brief Psychotic Episode, Post Partum Psychosis. b. Schizophrenia c. Schizophreniform, Schizoaffective Disorder, Delusional Disorder.

MODULE V: DISORDERS OF SEXUALITY

Clinical characteristics, Etiology and Intervention: a. Sexual Disorders- Disorders of Desire, Disorders of Excitement, Disorders of Orgasm and Disorders of Sexual Pain b. Gender Dysphoria and Paraphilias.

MODULE VI: SUBSTANCE RELATED DISORDERS AND PSYCHOPHARMACOLOGY.

a. Concept, Application of Psychopharmacology in Management of Disease and Disorder, Need and Importance of Psychopharmacology .

b.Types of Substances- Depressants, Stimulants, Hallucinogens, Sedative-Hypnotics. Clinical characteristics, etiology, models of alcohol addiction & other substance dependence.

Learning Outcomes

1. Describe the clinical characteristics, etiology, and theoretical perspectives of personality disorders across Clusters A, B, and C.
2. Explain the symptoms, causes, and interventions for anxiety and trauma-related disorders, including OCD, PTSD, and acute stress reactions.
3. Identify and differentiate mood disorders, including unipolar and bipolar disorders, and understand their clinical management.
4. Analyze schizophrenia spectrum and other psychotic disorders, including brief psychotic episodes, postpartum psychosis, and delusional disorders, in terms of etiology and treatment.
5. Explain disorders of sexuality, substance-related disorders, and the role of psychopharmacology in managing psychiatric and substance use conditions.

References

American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed., text rev.). American Psychiatric Publishing.

Barlow, D. H. (Ed.). (2021). Clinical handbook of psychological disorders: A step-by-step treatment manual (6th ed.). Guilford Press.

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Julien, R. M., Advokat, C. D., & Comaty, J. E. (2018). A primer of drug action (14th ed.). Worth Publishers.

Manson, S. J. (2019). Gender dysphoria and disorders of sexual desire: Clinical assessment and treatment. Academic Press.

Hooley, J. M., Nock, M. K., & Butcher, J. N. (2020). Abnormal psychology (18th ed.). Pearson.

Kring, A. M., & Johnson, S. L. (2021). Abnormal psychology: The science and treatment of psychological disorders (15th ed.). Wiley.

Stahl, S. M. (2021). Stahl's essential psychopharmacology: Neuroscientific basis and practical applications (5th ed.). Cambridge University Press.

OR

Departmental 12

PAPER NAME: COMMUNITY BASED REHABILITATION (RP)

PAPER CODE: PSYP2PDSE02T

CREDIT = 4 MARKS =50

Outcome of the Course

By the end of the course, students will be able to:

1. Understand the theoretical foundations of community psychology and apply its principles in real-life community settings.
2. Analyze crisis intervention strategies and disaster management models in the context of community mental health.
3. Evaluate community mental health programmes, rehabilitation initiatives, and relevant policies in India.
4. Interpret key mental health legislations and assess social issues related to disability, inclusion, and stigma.

MODULE I: THEORETICAL CONCEPTS OF COMMUNITY PSYCHOLOGY:

Evolution of community psychology, principles and core values of community psychology

Module II :Crisis Intervention:

Concept and models of Disaster Management

Module III : Community Mental Health in India

Programmes, policies and Interventions

Module IV : Community Based rehabilitation programmes

Programmes, issues and challenges. Specific emphasis on programmes related to alcoholism and substance dependence

Module V Legislations for mental health

Management and Rehabilitation Programmes, Government schemes and policies for the disabled. Legislations: Mental Health Care Act. RPWD Act , RCI Act, NCHP Act. and National Trust Act.

Module VI Disability & Society

Societal attitudes toward disabilities, strategies for attitude change, social competence, participation and integration, social network and support; disabling factors in social environment, prejudice, stigma, discrimination, marginalization, gender disparity.

Learning Outcomes :

Students will be able to-

1. Explain concepts, evolution, and core values of community psychology and community-based rehabilitation.
2. Demonstrate understanding of crisis intervention, disaster management, and mental health programmes in India.
3. Identify and critically examine rehabilitation programmes, especially related to substance abuse and disability.
4. Develop awareness of legal frameworks and societal factors influencing disability, inclusion, and community participation.

References

Prewitt Diaz, J. O., Ritthiteuang, S., & Jareunsettasin, T. (2004). Psychosocial support in disasters: A guide for facilitators. International Federation of Red Cross and Red Crescent

Societies.

Orford, J. (2008). *Community psychology: Challenges, controversies and emerging consensus*. John Wiley & Sons.

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Murthy, R. S. (2017). *Mental health initiatives in India (1947-2017)*. National Book Trust.

Departmental 13

CREDIT = 4 MARKS =50

PAPER -NEURODEVELOPMENTAL DISORDERS & CHILD PSYCHOPATHOLOGY (CCP & RP)

PAPER CODE: PSYP2COR11T

Outcomes of the course:

1. Develop an in- depth understanding of the various presentations of intellectual disabilities and neurodevelopmental disorders and how to differentiate among them.
2. Develop a thorough understanding of externalized and internalized disorders from Psychodynamic and behavioural approaches.

3. Understand Clinical characteristics, Etiology and Intervention plans for eating disorders. 4. Identify Clinical characteristics, Classification, Etiology and Intervention plans for elimination disorders.

5. Understand the clinical characteristics, Etiology and Intervention for disorders of learning and communication.

6. Develop knowledge about clinical characteristics, etiology, models of childhood depression, suicide, disruptive behaviours.

7. A thorough understanding of psychiatric ailments that affects children along with their aetiologies and evidence based intervention programmes for their treatment.

MODULE I: NEURODEVELOPMENTAL DISORDERS I. Clinical characteristics, Etiology and Intervention:

- a. History, Nomenclature and Classification of intellectual developmental disorder
- b. Communication disorder - language disorder, speech sound disorder. stuttering, social communication disorder
- c . Motor disorders stereotypic movement, tic.

MODULE II: NEURODEVELOPMENTAL DISORDERS II

Clinical characteristics, Etiology and Intervention:

- a. Autism Spectrum Disorder ,
- b . Specific learning disorders: Reading, Mathematics and Written Expression.

MODULE III: EXTERNALISED DISORDERS

Clinical characteristics, Etiology and Intervention: Attention Deficit Hyperactivity Disorder; Disruptive Behaviour Disorder- Conduct Disorder, Oppositional Defiant Disorder , intermittent explosive disorder

MODULE IV: INTERNALISED DISORDERS

Clinical characteristics, Etiology and Intervention: Separation Anxiety disorder, Childhood Depression, Non suicidal self-injurious behaviour.

MODULE V: ELIMINATION DISORDER.

Clinical characteristics, Etiology of Elimination disorders : Enuresis, encopresis

MODULE VI: EATING DISORDERS.

Clinical characteristics, Etiology and Intervention:

- a. In Childhood and Infancy- Pica, Rumination Disorder, restrictive food intake disorder,
- b. In Adolescence- Anorexia Nervosa, Binge eating disorder, Bulimia

Nervosa.

Learning Outcomes

1. Describe the clinical characteristics, etiology, and interventions for neurodevelopmental disorders, including intellectual developmental disorders, communication disorders, and motor disorders.
2. Explain Autism Spectrum Disorder and specific learning disorders, including their assessment and evidence-based intervention strategies.
3. Identify and analyze externalized disorders such as ADHD and disruptive behavior disorders, including conduct and oppositional defiant disorders.
4. Explain internalized disorders in children, including anxiety, depression, and non-suicidal self-injurious behaviors, with reference to etiology and treatment.
5. Describe elimination and eating disorders across childhood and adolescence, including their clinical features, causes, and intervention approaches.

References

- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (5th ed., text rev.)*. American Psychiatric Publishing.
- Frith, U. (2003). *Autism: Explaining the enigma (2nd ed.)*. Blackwell Publishing.
- Panksepp, J. (2004). *Affective neuroscience: The foundations of human and animal emotions*. Oxford University Press.
- Waller, G., Cordery, H., Corstorphine, E., Hinrichsen, H., Lawson, R., Mountford, V., & Russell, K. (2007). *Cognitive behavioral therapy for eating disorders: A comprehensive treatment guide*. Routledge.
- Fairburn, C. G. (2008). *Cognitive behavior therapy and eating disorders*. Guilford Press.
- Mash, E. J., & Barkley, R. A. (Eds.). (2014). *Child psychopathology (3rd ed.)*. Guilford Press.

Barkley, R. A. (Ed.). (2014). Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment (4th ed.). Guilford Press.

Carr, A. (2015). The handbook of child and adolescent clinical psychology: A contextual approach (3rd ed.). Routledge.

Wilmshurst, L. (2017). Child and adolescent psychopathology: A casebook (4th ed.). SAGE Publications.

Sattler, J. M. (2018). Assessment of children: Cognitive foundations and applications (6th ed.). Jerome M. Sattler, Publisher.

Departmental 14

CREDIT = 4 MARKS =50

PAPER- PRACTICUMS III: DIAGNOSTIC PSYCHOMETRY IN CLINICAL SETTING (CCP &RP)

PAPER CODE: PSYP2PCOR12P

Outcomes of the course:

1. Demonstrate advanced knowledge of assessment, method of psychometry, conducting mental status examination and arriving at a diagnosis.
2. Develop an in depth understanding of using neuropsychological tests and how to integrate the findings in case-work up.
3. Know how to use and interpret findings obtained from Rating scales and Inventories.
4. How to deliver a time-bound power-point presentation based on assigned case - citing case history, MSE with a psychodiagnostic and psychopathology formulation to arrive at the final diagnosis.
5. Identify how assessments may be used to understand symptoms and aetiologies of disorders and dysfunctions, including an understanding of neuropsychological and psychophysiological Assessments, Rating scales and Inventories along with Projective Techniques.

MODULE I- ASSESSMENT IN CLINICAL SETTINGS

Neuropsychological Assessment, Psychophysiological Assessment, Rating scales and Inventories, Projective Techniques.

Module II - DIAGNOSTIC PSYCHOMETRY IN CLINICAL SETTINGS:

A. Neuropsychological Assessment- WAIS III, WMS III, MMSE, PGI-BBD, BGT, STROOP

B. Rating scales and Inventories – BDI, Y-BOCS, PANSS, SANS, SAPS, ISA, CARS II, STAI, GAD-7, VSMS, CSI, DST , SCL-90

C. Projective Techniques- DAP, TAT, CAT, RIT (Exner method)

MODULE III - End term evaluation will be done through Case vignettes

Departmental 15

CREDIT = 4 MARKS =50

PAPER -PRACTICUMS IV: CLINICAL INTERNSHIP (CCP & RP)

PAPER CODE: PSYP2PCOR13P

Outcomes of the course: At the end of the six-month rotation, the intern will have acquired:

1. Demonstrate the ability to complete a thorough general psychiatric diagnostic assessment
2. the ability to formulate a case, integrating biological, psychological, and social issue, from a bio-psycho-social perspective
3. The ability to generate and carry out a plan of care, including psychological and social interventions
4. The ability to draw a psychopathological formulation of the case integrating it in psychological theories.
5. Develop ability to formulate differential diagnosis and provisional diagnosis based on information gathered from clients and informants.

Module I: CASE WORK UP

The students will be placed in one (or more) organizations working in the area of mental health for at least 15 days during the period of III semester. The students will be divided in batches and placed under respective faculties who would supervise them in their internship all through the semester. The students will maintain a record file, which will be checked by the internship guide. Regular work & performance at Internship will be evaluated by internship guide / Supervisor. **(Midterm - graded by external supervisor based on clinical work + internal guide)**

Module II : PSYCHOMETRY FOR 2 CASES

Minimum 5 Psychometry has to be carried out by the candidate, at least one being a child case, 2 out of which have to be recorded in lab note books and will be evaluated at the end of

the semester.

Module III- CASE CONFERENCE:

A time-bound power-point presentation based on one client evaluated by the candidate, to be evaluated by a panel of teachers.

SEC

PAPER NAME - CLINICAL APPLICATIONS OF THE RORSCHACH INKBLOT TEST

PAPER CODE : PSYP2PSEC01P

Course Outcome: To equip students with standardized administration skills, systematic scoring competence (Exner's Comprehensive System/ RPAS), and preliminary interpretive abilities.

MODULE I: FOUNDATIONS AND THEORETICAL FRAMEWORK

Historical Context: Evolution from Hermann Rorschach's original 1921 work to modern standardized systems.

Projective Hypothesis: Understanding how individuals project their internal world and cognitive styles onto ambiguous stimuli.

Psychometric Properties: An honest review of controversies, including criticisms of reliability, validity, and the need for evidence-based practice.

MODULE II: STANDARDIZED ADMINISTRATION

Preparation: Establishing rapport, seating arrangements (side-by-side), and environmental control.

The Two Phases:

Response Phase: Recording the verbatim response and reaction times.

Inquiry Phase: Learning to prompt without "leading" the subject to determine location and determinants.

Role-Play: Supervised practice sessions where students alternate as examiner and examinee.

MODULE 3: THE SCORING SYSTEM (CODING)

Location:

Determinants:

Form Quality

Content and Special Scores

MODULE 4: INTERPRETATION AND REPORT WRITING

Structural Summary: Synthesizing the coded data into ratios and clusters to reveal personality traits and distress levels.

Clinical Clusters: Analyzing specific indicators for thought disorders, emotional regulation, and interpersonal style.

Report Formulation: Translating technical scoring into a meaningful psychological narrative for clinical use.

Case Studies: Reviewing real-world samples to practice diagnostic formulation.

References:

Standard Set of 10 Rorschach Plates (Essential for practicals).

Primary Text: [The Rorschach: A Comprehensive System](#) by John E. Exner.

Interpretive Guide: [The Rorschach Inkblot Test: An Interpretive Guide for Clinicians](#) by James P. Choca.

Manual: [Rorschach Inkblot Test: A Guide to Modified Scoring System](#) by Prasad Psycho Corporation.

PSYP2PDSE03T	Departmental 16	Counseling Psychology	Psychological Rehabilitation
PSYP2PDSE04T	Departmental 17	Psychotherapeutic Interventions	Vocational Guidance & Counselling
PSYP2PDSE05T	Departmental 18	Intervention Techniques	Intervention Techniques in Rehabilitation
PSYP2PCOR14P	Departmental 19	Clinical Internship & Creative Art Therapies	
PSYP2PDSE06M	Departmental 20	Review Paper	Community mental health programme with awareness & outreach
PSYP2PDSE07M	Departmental 21	Term Paper	Interventions in educational institutes

Departmental 16

COUNSELING PSYCHOLOGY (CCP)

PAPER CODE: PSYP2PDSE03T

Outcomes of the course:

1. The students will get an understanding about the process of counselling and the differences between counselling and psychotherapy;
2. The students will obtain an understanding about the process of counselling from the Indian perspective;
3. The students will gain an understanding about the ethical and legal guidelines of counselling;
4. The students will gain an understanding about the stages of counselling and the dynamics of therapeutic relationship;
5. The the students will learn to analyse and interpret counselling sessions, handle blocks and silences in sessions and address issues associated with termination;
6. The students will be equipped with the basic counselling skills of counselling along with the process of empathy;
7. The students will obtain knowledge about working with thoughts and cognitions, carrying out confrontations in the counselling setting and work on the here-and-now process;
8. The students will get a thorough understanding of various aspects of career and vocational counselling.

Module I: INTRODUCTION TO COUNSELING

Counseling defined; Counseling and psychotherapy; Types of Counseling; Historical development, Status of psychological counseling in India; Current trends and future Prospects; Ethical and legal guidelines

Module II: THEORETICAL PERSPECTIVES OF COUNSELING

Psychoanalytic, Humanistic and Cognitive Behavioural Model

Module III: COUNSELLING PROCESS & SKILLS

Stages in Counseling; Critical issues in counseling process: therapeutic relationship, transference and counter-transference, handling blocks and silences, termination issues; Analysis and interpretation of counseling sessions.

Attending skills, Active listening skills; The Process of Empathy and Probing

Module IV: ADVANCED COUNSELLING SKILLS

Advanced skills: Working through thought and cognition: imparting information, pointing out patterns, confrontations, here-and-now process, interpretation; Working through affect and emotion: awareness, experience and expression of affective expression.

Module V: COUNSELLING IN SPECIAL SETTINGS

Counselling in Educational settings: School, College, university; Career Counseling, Employment Counseling. Counselling in general medical setting: Chronic & terminal illness, ; Couple Counselling, Gerontological Counseling.

Learning Outcomes

By the end of the course, students will be able to:

1. Explain the concepts, processes, and theoretical approaches of counselling, including distinctions between counselling and psychotherapy, with relevance to the Indian context.
2. Demonstrate essential and advanced counselling skills such as active listening, empathy, probing, interpretation, and managing therapeutic relationships.
3. Analyze counselling sessions by identifying stages, handling challenges (e.g., resistance, silence, termination), and applying appropriate intervention techniques.
4. Apply ethical and legal guidelines in counselling practice and understand counselling applications in diverse settings such as educational, career, medical, and family contexts.

References

Patterson, L. E., & Welfel, E. R. (2000). *The counseling process*. Wadsworth/Thomson Learning.

Kapoor, S. (2011). *Counseling and psychotherapy*. Sterling Publishers.

Rao, S. N., & Sahajpal, P. (2013). *Counselling and guidance* (3rd ed.). Tata McGraw-Hill Education.

Welfel, E. R. (2015). *Ethics in counseling and psychotherapy: Standards, research, and emerging issues* (6th ed.). Cengage Learning.

Yalom, I. D. (2017). *The gift of therapy: An open letter to a new generation of therapists and their patients*. Harper Perennial.

Gladding, S. T. (2017). *Counseling: A comprehensive profession* (8th ed.). Pearson.

McLeod, J. (2019). An introduction to counselling and psychotherapy (6th ed.). Open University Press.

Egan, G., & Reese, R. J. (2021). The skilled helper: A problem-management and opportunity-development approach to helping (11th ed.). Cengage Learning.

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2023). Intentional interviewing and counseling: Facilitating client development in a multicultural society (10th ed.). Cengage Learning.

Corey, G. (2023). Theory and practice of counseling and psychotherapy (11th ed.). Cengage Learning.

OR

Departmental 16

CREDIT = 4 MARKS =50

PAPER - PSYCHOLOGICAL REHABILITATION (RP)

PAPER CODE: PSYP2PDSE03T

Outcomes of the course:

1. Students can develop rehabilitation plans that address individual learning styles and strengths of individuals with a disability.
2. Students can demonstrate understanding of various public and private disability benefits systems and the influence on rehabilitation, independent living, and employment.
3. Students can explain the requirements of benefits available to people with disabilities through systems such as workers' compensation, long-term disability insurance, and social security.
4. Students can utilize job and task analyses methodology to determine essential functions of jobs for employment planning and placement, worksite modifications or job restructuring.
5. Students can apply the techniques of job modification/restructuring and the use of assistive devices to facilitate placement of people with disabilities.
6. Students can apply transferable skills analysis methodology to identify alternative vocational and occupational options given the work history and residual functional capacities of individuals with a disability.
7. Students utilize career/occupational materials to assist the individual with a disability in vocational planning.

MODULE I

Rehabilitation Psychology: Definition, historical perspective, scope and methods. Functions of Rehabilitation Psychologists.

MODULE II

Psychological Approach to Rehabilitation: Assessment, diagnosis, treatment and certification

Role of psychologist in disability and rehabilitation. Role of autonomy and informed consent, ethical and legal issues in social integration, rights issues, professional code of conduct.

MODULE III

Personality development of persons with disabilities: Lifespan development of persons with disabilities Personality traits and coping styles

MODULE IV

Work settings of rehabilitation psychologists. Designing training programmes for rehabilitation psychologists. Training need analysis, implementation of training programmes

MODULE V

Research problems in disability rehabilitation : Research designs and recent trends in research in rehabilitation psychology.

MODULE VI

Understanding psychological needs of caregivers and working with families of persons with disabilities Issues around the role of being caregivers.

Learning Outcomes

By the end of the course, students will be able to:

1. Explain key concepts, scope, and ethical issues in rehabilitation psychology, including assessment, diagnosis, and intervention for persons with disabilities.
2. Apply rehabilitation techniques such as vocational assessment, job analysis, job modification, and use of assistive strategies for employment and independent living.
3. Analyze psychological development, personality, coping styles, and the needs of individuals with disabilities and their caregivers.
4. Design and evaluate rehabilitation programmes, training interventions, and research approaches in the field of disability rehabilitation.

References

Vash, C. L., & Crewe, N. M. (2004). *Psychology of disability* (2nd ed.). Springer Publishing Company.

Elliott, T. R., & Resnikoff, I. (2007). *Handbook of rehabilitation psychology*. American Psychological Association.

Goldberg, R. J. (2010). *The psychological impact of illness and disability* (6th ed.). Springer Publishing Company.

World Health Organization. (2011). *World report on disability*. World Health Organization.

Srivastava, R. K. (2011). *Introduction to social work and social welfare*. Sahitya Bhawan.

Kennedy, P. (Ed.). (2012). The Oxford handbook of rehabilitation psychology. Oxford University Press.

Banerjee, G. (2012). The legal rights of persons with disabilities. Rehabilitation Council of India.

Cardone, D., & Chan, F. (Eds.). (2014). Research in rehabilitation counseling: A guide to design, methodology, and utilization (3rd ed.). Charles C Thomas Publisher.

Rao, V. (2017). Caregiving in India: Cultural and social perspectives. Sage Publications.

Departmental 17

CREDIT = 4 MARKS =50

PAPER - PSYCHOTHERAPEUTIC INTERVENTIONS (CCP)

PAPER CODE : PSYP2PDSE04T

Outcomes of the course:

1. The students will gain understanding of various critical concepts of psychotherapy like therapeutic boundaries, the characteristics of the client and the characteristics of the therapist;
2. The students will obtain comprehensive knowledge about the theoretical processes underlying Psychodynamic Psychotherapy;
3. The students will gain thorough understanding of the core processes of Psychodynamic Psychotherapy;
4. The students will gain comprehensive understanding of handling clients using skills and techniques from Humanistic Psychotherapy;
5. The students will gain comprehensive understanding of handling clients using skills and techniques of Existential Therapy;
6. The students will learn various psychotherapeutic techniques using the principles of Classical and Operant conditioning;
7. The students will learn the practical application of the process of systematic desensitization and other exposure procedures;
8. The students will learn the theory, principles and the applications of the process of biofeedback;
9. The students will learn the application of contingency management and token economy system;
10. The students will learn the connection between thoughts, emotions and behaviours;
11. The students will learn the process of thought restructuring and the development of alternative core beliefs;
12. The students will gain comprehensive understanding of handling clients by using the skills and techniques of Rational Emotive Behaviour Therapy.

Module I: PSYCHOTHERAPY: INTRODUCTION AND CRITICAL ISSUES

Psychotherapy defined; Client characteristics; Therapist characteristics; Psychotherapy

relationship; Therapeutic boundaries; Psychotherapy research.

Module II: PSYCHODYNAMIC PSYCHOTHERAPY

Psychoanalysis: Background and Basic principles; Techniques of psychodynamic psychotherapy; Later developments; Treatment applications; Case illustrations.

Module III: HUMANISTIC THERAPY

Client-centered therapy - Theoretical bases, Techniques in psychotherapy, Treatment applications and Case illustrations.

Module IV: EXISTENTIAL THERAPIES

Existential Psychotherapy and Gestalt therapy - Theoretical bases, Techniques in psychotherapy, Treatment applications and Case illustrations.

Module V: BEHAVIORAL THERAPY

Techniques based on classical and operant conditioning: systematic desensitization, exposure techniques, contingency management, token economy, biofeedback procedures. Applications.

Module VI: COGNITIVE-BEHAVIORAL THERAPY

Therapeutic techniques based on Beck's cognitive therapy and Ellis' Rational Emotive Therapy. Applications.

Learning Outcomes

By the end of the course, students will be able to:

1. Explain key concepts of psychotherapy, including therapeutic relationship, client-therapist characteristics, and ethical boundaries.
2. Demonstrate understanding of major psychotherapeutic approaches—psychodynamic, humanistic, existential, behavioral, and cognitive-behavioral therapies.
3. Apply basic psychotherapeutic techniques such as exposure, systematic desensitization, contingency management, biofeedback, and cognitive restructuring.
4. Analyze client problems by integrating thoughts, emotions, and behaviors, and select appropriate therapeutic interventions (e.g., REBT, CBT) for treatment.

References:

Rogers, C. R. (1951). *Client-centered therapy: Its current practice, implications and theory*. Houghton Mifflin.

Freud, S. (1953). *The standard edition of the complete psychological works of Sigmund Freud*. Hogarth Press.

Perls, F. S. (1969). *Gestalt therapy verbatim*. Real People Press.

Yalom, I. D. (1980). *Existential psychotherapy*. Basic Books. Frankl, V. E. (2006). *Man's search for meaning*. Beacon Press.

Spiegler, M. D. (2015). Contemporary behavior therapy (6th ed.). Cengage Learning.

Norcross, J. C., & Lambert, M. J. (Eds.). (2019). Psychotherapy relationships that work: Evidence-based therapist contributions (3rd ed.). Oxford University Press.

Beck, J. S. (2020). Cognitive behavior therapy: Basics and beyond (3rd ed.). Guilford Press.

Dryden, W. (2021). Reason and emotion in psychotherapy: Comprehensive method of Ellis's Rational Emotive Behavior Therapy. Routledge.

Corey, G. (2023). Theory and practice of counseling and psychotherapy (11th ed.). Cengage Learning.

Departmental 17

CREDIT = 4

MARKS =50

PAPER - VOCATIONAL GUIDANCE AND COUNSELING (RP)

PAPER CODE: PSYP2PDSE04T

Outcomes of the course:

1. Students can utilize appropriate job placement strategies (client-centered, place then train, etc.) to facilitate employment of people with disabilities.
2. Students can apply career development theories as they relate to individuals with a disability with disabilities.
3. Students can effectively use employment supports to enhance successful employment.
4. Students can assist individuals with a disability with developing skills and strategies on the job.

MODULE I

Module I FOUNDATIONS OF REHABILITATION & VOCATIONAL PSYCHOLOGY

Disability Models: Transitioning from the Medical Model to the Social and Rights-based approaches (e.g., UNCRPD, RPwD Act 2016). Vocational Theories: Studying career development theories specifically adapted for individuals with physical, cognitive, or sensory impairments.

MODULE II VOCATIONAL TRAINING

Functional Assessment: Evaluating real-world work capacity, including daily living skills, learning potential, and social interactions. Vocational Screening: Reviewing medical history and "psychological readiness" to identify optimal career outcomes.

MODULE III PRE-VOCATIONAL TRAINING

Pre-vocational Training : Role of life-skills training, time management, and social skill development in vocational settings. Egan's Adaptive model Social skills training

MODULE IV SUPPORTED EMPLOYMENT

Supported Employment: Mentoring and various models for individuals with severe disabilities who require ongoing support in real job settings. Open competitive employment, Supported employment, Sheltered employment, Self employment.

MODULE V Concept of Counseling

Counselling – concept and definition, Aims and objectives of counselling Characteristics of a good counsellor Counselling skills. Models of counselling.

MODULE VI COUNSELING IN SPECIAL SETTINGS

Counselling in Educational settings: School, College, university; Career Counseling, Employment Counseling. Counselling in general medical setting: Chronic & terminal illness, ; Couple Counselling, Gerontological Counseling.

Learning Outcomes

By the end of the course, students will be able to:

1. Explain vocational and career development theories and apply them to individuals with disabilities within a rights-based framework.
2. Conduct functional and vocational assessments to identify suitable career options and employment pathways.
3. Apply counselling skills and vocational training strategies, including pre-vocational and supported employment approaches.
4. Design and implement employment support plans to enhance job placement, skill development, and long-term vocational adjustment.

References

Brolin, D. J., & Loyd, R. J. (2004). Career development and transition services: A functional adaptation. Merrill/Prentice Hall.

Rusch, F. R. (Ed.). (2008). Beyond high school: Preparing adolescents for transition. Pearson.

Wehman, P. (2012). Essentials of transition planning. Paul H. Brookes Publishing.

Power, P. W. (2013). A guide to vocational assessment (5th ed.). Pro-Ed.

Gysbers, N. C., Heppner, M. J., & Johnston, J. A. (2014). Career counseling: Holism, diversity, and role induction (4th ed.). American Counseling Association.

Rehabilitation Council of India. (2016). Status of disability in India. RCI.

American Psychological Association. (2017). APA guidelines for psychological practice with people with disabilities. American Psychological Association.

Gladding, S. T. (2017). *Counseling: A comprehensive profession* (8th ed.). Pearson.

Egan, G., & Reese, R. J. (2021). *The skilled helper: A problem-management and opportunity-development approach to helping* (11th ed.). Cengage Learning.

Corey, G. (2023). *Theory and practice of counseling and psychotherapy* (11th ed.). Cengage Learning.

Departmental 18

CREDIT = 4 MARKS =50

PAPER - INTERVENTION TECHNIQUES (CCP)

PAPER CODE: PSYP2PDSE05T

Outcomes of the course:

1. Development of skills required for separating individuals from their problems through narrative therapy;
2. Managing anxiety disorders through execution of relaxation techniques;
3. Practical knowledge of execution of exposure and response prevention for Obsessive Compulsive Disorder;
4. Management of symptoms associated with Obsessive Compulsive Disorder;
5. Thought restructuring for overcoming depression;
6. Modification of negative automatic thoughts to overcome depression;
7. Modification of core beliefs to overcome depression;
8. Development of skills for the execution of Transactional Analysis;
9. Execution of Transactional Analysis for various disorders;
10. The students will develop expertise in conducting various forms of behaviour modification through practical exposure;
11. Development of practical skills required for conducting parental counselling;
12. Development of techniques for reducing undesirable behaviours;
13. Development of techniques for increasing desirable behaviours;
14. Knowledge of conducting Art Therapy;
15. Developing the skills required for art journaling;
16. Practical execution of Art Therapy.
17. Using Art for identification of Sexual Abuse;
18. Understanding of Psychodynamic symbols through art

MODULE I: NARRATIVE THERAPY

Understanding the core concepts of Narrative Therapy, case conceptualization in narrative therapy and critically evaluating the fundamentals of narrative therapy.

MODULE II: EXPOSURE AND RESPONSE PREVENTION FOR OBSESSIVE

COMPULSIVE DISORDER

Steps followed in ERP, rationale behind ERP and applications.

MODULE III: COGNITIVE BEHAVIOUR THERAPY FOR DEPRESSION Steps to be followed, techniques to be used and applications of CBT techniques in Depressive disorders.

MODULE IV: ACCEPTANCE & COMMITMENT THERAPY

Steps to be followed, techniques to be used and applications of the same in various disorders.

MODULE V: PARENT MANAGEMENT FOR ATTENTION DEFICIT HYPERACTIVITY DISORDER

Specific techniques of applied behaviour analysis and parent management training for ADHD.

MODULE VI: CREATIVE ART THERAPIES

Art based interventions in various disorders (Art therapy, Dance and movement therapy, psycho drama , play therapy & music therapy)

Learning Outcomes

By the end of the course, students will be able to:

1. Apply evidence-based therapeutic techniques such as Narrative Therapy, CBT, ACT, and Exposure & Response Prevention for managing psychological disorders.
2. Demonstrate practical skills in behaviour modification, relaxation techniques, parent management training, and handling conditions like OCD, depression, and ADHD.
3. Analyze and modify maladaptive thoughts, core beliefs, and behaviours using cognitive and behavioural interventions.
4. Utilize creative and expressive therapies (art, play, music, psychodrama) for assessment, intervention, and understanding underlying psychological issues.

References

Moreno, J. L. (1946). Psychodrama: First volume. Beacon House.

White, M., & Epston, D. (1990). Narrative means to therapeutic ends. W. W. Norton & Company.

Morgan, A. (2000). What is narrative therapy? An easy-to-read introduction. Dulwich Centre Publications.

Zettle, R. D. (2007). ACT for depression: A clinician's guide to using acceptance and commitment therapy in treating depression. New Harbinger Publications.

Schaefer, C. E., & Drewes, A. A. (Eds.). (2013). The therapeutic powers of play: 20 core agents of change (2nd ed.). Wiley.

Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2016). Acceptance and commitment therapy: The

process and practice of mindful change (2nd ed.). Guilford Press.

Abramowitz, J. S., Deacon, B. J., & Whiteside, S. P. H. (2019). Exposure and response prevention for OCD: A traditional and inhibitory learning approach (2nd ed.). Routledge.

Barkley, R. A. (2020). Defiant children: A clinician's manual for assessment and parent training (4th ed.). Guilford Press.

Beck, J. S. (2020). Cognitive behavior therapy: Basics and beyond (3rd ed.). Guilford Press.

Malchiodi, C. A. (Ed.). (2020). Handbook of expressive arts therapy. Guilford Press.

Departmental 18

CREDIT = 4

MARKS =50

PAPER -INTERVENTION TECHNIQUES IN REHABILITATION (RP)

PAPER CODE: PSYP2PDSE05T

Outcomes of the course:

1. Students can assess individuals' with a disability readiness for gainful employment and assist individuals with a disability in increasing this readiness.
2. Students can provide prospective employers with appropriate consultation information to facilitate prevention of disability in the workplace and minimize risk factors for employees and employers.
3. Students can consult with employers regarding accessibility and issues related to ADA compliance.
4. Students can describe employer practices that affect the employment or return to work of individuals with disabilities and utilize that understanding to facilitate successful employment.
5. Students can identify work conditioning or work hardening strategies and resources as part of the rehabilitation process.
6. Students can conduct and utilize labor market analyses and apply labor market information to the needs of individuals with a disability.
7. Students can identify transferable skills by analyzing the consumer's work history and functional assets and limitations and utilize these skills to achieve successful job placement.

MODULE I The TEACCH model for intervention in Autism

The TEACCH model (Treatment and Education of Autistic and related Communication Handicapped Children) is a widely used educational framework that prioritizes Structured Teaching.

MODULE II BEHAVIOUR MODIFICATION TECHNIQUES

Role of reinforcement in behaviour modification. Behaviour modification techniques to decrease undesirable behaviour. Behaviour modification techniques to increase desirable

behaviours.

MODULE III SOCIAL ROLE VALOURIZATION FOR MARGINALIZED PEOPLE

Social Role Valorization (SRV) model developed by Dr. Wolf Wolfensberger, highlighting the

MODULE IV NARRATIVE THERAPY

Understanding the core concepts of Narrative Therapy, case conceptualization in narrative therapy and critically evaluating the fundamentals of narrative therapy.

MODULE V: PARENT MANAGEMENT FOR ATTENTION DEFICIT HYPERACTIVITY DISORDER

Specific techniques of applied behaviour analysis and parent management training for ADHD.

MODULE VI: CREATIVE ART THERAPIES

Art based interventions in various disorders (Art therapy, Dance and movement therapy, psycho drama , play therapy & music therapy)

Learning Outcomes

By the end of the course, students will be able to:

1. Assess readiness for employment and apply rehabilitation strategies such as work conditioning, skill analysis, and labour market evaluation for individuals with disabilities.
2. Apply intervention models and techniques including TEACCH, behaviour modification, narrative therapy, and Social Role Valorization in rehabilitation settings.
3. Demonstrate skills in consulting with employers regarding accessibility, workplace adaptation, and inclusive employment practices.
4. Utilize parent management training and creative therapeutic approaches (art, play, music, etc.) to support behavioural, emotional, and social development.

References

White, M., & Epston, D. (1990). *Narrative means to therapeutic ends*. W. W. Norton & Company.

Wolfensberger, W. (1998). *A brief introduction to Social Role Valorization*. Training Institute for Human Service Planning, Syracuse University.

Morgan, A. (2000). *What is narrative therapy? An easy-to-read introduction*. Dulwich Centre Publications.

Mesibov, G. B., Shea, V., & Schopler, E. (2005). *The TEACCH approach to autism spectrum disorders*. Springer Science & Business Media.

Lemay, R. (2006). Social Role Valorization insights into the social integration of people with disabilities. *Mental Retardation*, 44(4), 297–302.

Schaefer, C. E., & Drewes, A. A. (Eds.). (2013). *The therapeutic powers of play: 20 core agents of change* (2nd ed.). Wiley.

Miltenberger, R. G. (2015). *Behavior modification: Principles and procedures* (6th ed.). Cengage Learning.

Barkley, R. A. (2020). *Defiant children: A clinician's manual for assessment and parent training* (4th ed.). Guilford Press.

Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied behavior analysis* (3rd ed.). Pearson.

Malchiodi, C. A. (Ed.). (2020). *Handbook of expressive arts therapy*. Guilford Press.

Departmental 19

CREDIT = 4 MARKS =50

PAPER -PRACTICUMS VI: INTERNSHIP & ART THERAPY

PAPER CODE: PSYP2PCOR14P

Outcomes of the course:

1. The students will develop expertise in conducting various forms of therapy through practical exposure;
2. Development of practical skills required for conducting parental counselling;
3. Development for practical skills required for conducting family therapy;
4. Development of practical skills required for conducting group counselling;
5. Development of techniques for reducing undesirable behaviours;
6. Development of techniques for increasing desirable behaviours;
7. Knowledge of conducting Art Therapy;
8. Developing the skills required for art journaling;
9. Practical execution of Art Therapy.

Module I: Case work up and Management

Regular work & performance at Internship will be evaluated by internship guide. Minimum 3 psychological interventions have to be carried out by the candidate, with at least 1 child case, 2 out of which have to be recorded in lab note books with details of the case work-up and the counseling

procedure undertaken by the candidate. Module II : Management Plan Candidates will be required to chart out a detailed therapeutic plan for the case-history provided to them, at the end of the semester. (20 marks)

Module III : Practical: Art Therapy

Hands on experience with materials and media: a) pencil b) oil pastel c) paper d) individual based introduction of water colour & sketch pen e) craft tools like scissor, paper knife. Exposure to art therapy chamber and client art work – a case discussion. Individual client's art work and respective case discussion. Phenomenological approach followed in: Learning to observe the 'process' and reflecting on it through regular individual work. Learning the process of art journaling through individual work and expression. Learning by doing how to summarize a session – relationship between the person-process-product. Learning how to conduct an interview after art work in session.(30 marks)

Departmental 20

CREDIT = 4 MARKS =50

PAPER -REVIEW PAPER (PROJECT)

PAPER CODE: PSYP2PDSE06M

This course provides postgraduate psychology students with the opportunity to conduct an in-depth systematic review of existing literature on a specialized topic of their choice. Working under the one-on-one guidance of a faculty supervisor, students will move beyond basic summaries to critically evaluate, synthesise, and challenge current psychological theories and findings.

Course Overview: The Review Paper

The project focuses on developing a high-level academic paper that identifies gaps in current knowledge and proposes new directions for future research. This course bridges the gap between being a consumer of research and becoming a critical contributor to the field.

Key Project Components

Under the mentorship of their supervisor, students will complete the following stages:

Topic Selection: Identifying a specific area of interest within psychology and refining it into a researchable question.

Search Strategy: Developing and implementing a rigorous methodology for identifying relevant peer-reviewed studies across major psychological databases (e.g., PsycINFO, PubMed).

Critical Appraisal: Evaluating the methodological quality, biases, and theoretical frameworks of the selected literature.

Synthesis & Integration: Looking across individual studies to identify overarching themes, conflicting evidence, and emerging trends.

Supervisory Guidance: Regular consultations to refine the scope of the review, ensure depth of analysis, and maintain academic rigour.

Manuscript Preparation: Producing a formal review paper formatted according to current APA standards, suitable for academic submission or publication.

Learning Outcomes

Students will demonstrate advanced skills in analytical thinking, secondary research methodology, and the ability to construct a cohesive narrative from complex, often contradictory, psychological data.

References

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Ridley, D. (2012). *The literature review: A step-by-step guide for students* (2nd ed.). SAGE Publications.

Cooper, H. M. (2016). *Research synthesis and meta-analysis: A step-by-step approach* (5th ed.). SAGE Publications.

Pan, M. L. (2016). *Preparing literature reviews: Qualitative and quantitative approaches* (5th ed.). Routledge.

Sternberg, R. J., & Sternberg, K. (2016). *The psychologist's companion: A guide to professional success for students, teachers, and researchers* (6th ed.). Cambridge University Press.

Galvan, J. L., & Galvan, M. C. (2017). *Writing literature reviews: A guide for students of the social and behavioral sciences* (7th ed.). Routledge.

Boland, A., Cherry, M. G., & Dickson, R. (Eds.). (2017). *Doing a systematic review: A student's guide* (2nd ed.). SAGE Publications.

Hart, C. (2018). *Doing a literature review: Releasing the research imagination* (2nd ed.). SAGE Publications.

Fink, A. (2019). *Conducting research literature reviews: From the internet to paper* (5th ed.). SAGE Publications.

Machlowitz, M. (2021). *The psychology student's guide to writing and research*. Oxford University Press.

Or

Departmental 20 CREDIT = 4 MARKS =50

PAPER: COMMUNITY MENTAL HEALTH PROGRAMME WITH AWARENESS & OUTREACH (PROJECT)

PAPER CODE: PSYP2PDSE06M

Outcome of the Course

1. Develop a comprehensive understanding of community-based mental health frameworks and their implementation.
2. Demonstrate the ability to design and execute effective mental health awareness campaigns for diverse populations.
3. Apply outreach strategies to identify and support individuals with mental health needs in underserved areas.
4. Evaluate the socio-cultural factors that influence mental health seeking behavior and stigma within communities.
5. Coordinate with local stakeholders and multidisciplinary teams to build sustainable mental health support networks.
6. Integrate ethical considerations and human rights perspectives into community mental health interventions.

Course Overview

This course provides a hands-on foundation in community mental health, focusing on the practical transition from theoretical knowledge to field-based intervention. The primary objective is to equip students with the skills to identify and address psychological needs within diverse populations through active outreach and systemic support. As a central project component, students will design and implement localized outreach programs, directly engaging with underserved communities to provide vital psychoeducation and generate mental health awareness. Through screenings and public workshops, participants will learn to navigate socio-cultural barriers and reduce social stigma. Ultimately, the course mandates that students bridge the gap between clinical concepts and grassroots reality by developing sustainable referral networks and advocating for mental well-being at the community level.

Learning Outcomes

- Define the core principles of community psychiatry and its role in public health.
- Execute a community needs assessment to identify specific mental health gaps.
- Formulate clear, non-stigmatizing communication strategies for public mental health education.
- Utilize mapping techniques to identify and engage with local community resources and influencers.
- Assess the effectiveness of outreach programs using qualitative and quantitative indicators.
- Advocate for policy changes and mental health rights at the grassroots level.

References

- Thornicroft, G., & Tansella, M. (2003). *The Balanced Care Model: The Case for Community Mental Health Services*. World Psychiatry. (Established the paradigm for community vs. hospital care).
- Eaton, J., et al. (2011). *Scale up of services for mental health in low-income and middle-income countries*. The Lancet. (Key paper on global mental health outreach).
- Pathare, S., et al. (2024). *Digital Outreach in Community Mental Health: Effectiveness of Hybrid Models*. International Journal of Mental Health Systems.
- Global Mental Health Peer Network (2025). *Lived Experience Integration in Community Outreach: A Comprehensive Review*.
- World Health Organization (WHO). *Mental Health Gap Action Programme (mhGAP) Intervention Guide*. (The gold standard for non-specialist settings).
- Patel, V. (2003). *Where There Is No Psychiatrist: A Mental Health Care Manual*. (Essential for community-based outreach practitioners).

Departmental 21

CREDIT = 4 MARKS =50

PAPER -TERM PAPER (PROJECT)

PAPER CODE: PSYP2PDSE07M

This course provides post-graduate psychology students with a structured framework to design and execute an original, supervisor-led research project. Students will transition from theoretical knowledge to practical application by conducting a term paper that mirrors the rigours of professional psychological inquiry.

Course Overview: The Research Term Paper

The primary objective is the development of a comprehensive research paper based on an empirical study or a systematic theoretical analysis. Under the one-on-one guidance of a faculty supervisor, students will navigate the complexities of the research process, ensuring ethical compliance and methodological soundness.

Key Project Components

Students will be evaluated on their ability to complete the following project milestones:

Problem Identification: Selecting a specific psychological phenomenon or gap in existing literature to investigate.

Literature Review: Conducting an exhaustive, critical synthesis of current peer-reviewed research relevant to the chosen topic.

Methodological Design: Formulating clear hypotheses and selecting appropriate research tools, whether qualitative (e.g., thematic analysis, case studies) or quantitative (e.g., experimental

designs, psychometric testing).

Data Collection & Analysis: Executing the research plan and applying advanced statistical or analytical techniques to interpret findings.

Supervisory Consultation: Engaging in regular formative meetings to refine research questions, address ethical considerations, and ensure academic integrity.

Final Thesis: Producing a formal, APA-formatted term paper that contributes original insights to the field of psychology.

Learning Outcomes

Upon completion, students will demonstrate mastery in independent scientific inquiry, data-driven decision-making, and the professional communication of psychological data.

Or,

Departmental 21 CREDIT = 4 MARKS =50

PAPER: INTERVENTIONS IN EDUCATIONAL INSTITUTES (PROJECT)

PAPER CODE: PSYP2PDSE07M

Outcomes of the Course

1. Identify specific educational challenges within institutional settings that require immediate systematic intervention.
2. Apply the cyclical phases of action research—planning, acting, observing, and reflecting—to real-world classroom problems.
3. Design evidence-based intervention programs tailored to diverse learner needs and institutional goals.
4. Utilize qualitative and quantitative data collection tools to monitor the progress of educational interventions.
5. Cultivate a reflective practitioner mindset to continuously improve teaching-learning processes and institutional climate.
6. Collaborate with stakeholders to implement sustainable changes that enhance overall student well-being and academic performance.

Course Overview

This course focuses on the practical application of psychological interventions through the rigorous framework of action-based research within the school ecosystem. The primary objective is to empower students to serve as reflective practitioners who can diagnose and mitigate mental health challenges that impede both teaching efficacy and student learning. As a core project requirement, students will enter an educational setup to conduct a needs assessment, subsequently designing and launching targeted interventions for both students—focusing on socio-emotional regulation—and teachers—addressing burnout and classroom management. Key project components include executing localized outreach to foster a supportive institutional climate, providing structured psychoeducation, and generating awareness to de-stigmatize mental health

services on campus. By directly facilitating workshops and support groups, students gain first-hand experience in monitoring behavioral outcomes and refining psychological strategies in a real-time academic environment.

Learning Outcomes

- Differentiate between various models of action research applicable to educational settings.
- Construct a detailed action plan for a specific psychological or educational intervention.
- Execute a pilot intervention while maintaining objective observational records.
- Analyze intervention data to determine the efficacy of the implemented strategies.
- Formulate professional reports that communicate research findings to colleagues and administrators.
- Demonstrate ethical sensitivity regarding student privacy and informed consent during the research process.

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