

**RAJEEV GANDHI GOVT. POST GRADUATE COLLEGE,  
AMBIKAPUR (C.G.)**

**POST GRADUATE COURSE IN PSYCHOLOGY  
(UNDER SEMESTER SYSTEM)**

**BASED ON CBCS MODEL CURRICULUM**

**MASTER DEGREE**

**IN**

**PSYCHOLOGY**

**SESSION 2023-24**

## **Programme Outcomes**

PO-01 Disciplinary knowledge of Psychology and Psychological thought.

PO-02 Counseling Skills.

PO-03 Communication Skills.

PO-04 Research Related Skills.

PO-05 Disaster Management.

PO-06 Computer Application in Psychology.

PO-07 Psychotherapy.

PO-08 Psychological Statistics.

PO-09 Digital Literacy.

PO-10 Values: Moral, Ethical and Human.

PO-11 Problem Solving.

## **Programme Specific Outcomes**

The students who complete the programme successfully will be able to demonstrate:

PSO-01. an extensive knowledge of the fields of Psychology.

PSO-02. a deep familiarity with counseling techniques & Psychotherapies.

PSO-03. a proper understanding of research methodology.

PSO-04. a life saving techniques through disaster management.

PSO-05. an attitude to life as a set of human and ethical values.

### M.A. PSYCHOLOGY FIRST SEMESTER (CBCS)

Course Code	Course Type	Course (Paper/Subjects)	Credits	Contact Hours Per Week			EoSE Duration (Hrs.)	
				L	T	P	Thy	P
PSY 101	CCC	A conceptual history of psychology	6	6	3	0	3	0
PSY 102	CCC	Cognition Neuroscience and Consciousness	6	6	3	0	3	0
PSY 103	CCC	Counseling Psychology-Skills,Areas and Related disciplines	6	6	3	0	3	0
PSY 111	CCC	Psychological Assesment (PRACTICUM)	3	0	0	3	0	3
PSY 112	CCC	Advance Counseling Skills(PRACTICUM)	3	0	0	3	0	3
PSY S01	OSC	Social Out Reach and Skill Development	6	6	3	0	3	0
PSY A01	ECC/CB	Understanding Disaster Management	6	6	3	0	3	0
PSY A02	ECC/CB	Introduction to Health Psychology	6	6	3	0	3	0
PSY A03	ECC/CB	Introduction to Yoga Psychology	6	6	3	0	3	0
PSY A04	ECC/CB	Applied Cognitive Psychology	6	6	3	0	3	0
PSY A05	ECC/CB	Adolescence, Adulthood and Aging	6	6	3	0	3	0
PSY A06	ECC/CB	Introduction to Transpersonal Psychology	6	6	3	0	3	0
MINIMUM CREDITS IN INDIVIDUAL SUBJECT IS 6 or 3 AND IN COMPLETE SEMESTER IT WOULD BE 36			<b>Total Credits=36</b>					

**M.A. PSYCHOLOGY SECOND SEMESTER (CBCS)**

Course Code	Course Type	Course (Paper/Subjects)	Credits	Contact Hours Per Week			EoSE Duration (Hrs.)	
				L	T	P	Thy	P
PSY 201	CCC	Computer Application in Psychology	6	6	3	0	3	0
PSY 202	CCC	Self-Psychology in Indian and western Thought Traditions	6	6	3	0	3	0
PSY 203	CCC	Psychiatric Perspective on Disaster Trauma	6	6	3	0	3	0
PSY 211	CCC	Psychological Assesment in self psychology and computer Application (PRACTICIUM)	3	0	0	3	0	3
PSY 212	CCC	Psychological Assesment in Disaster Trauma(PRACTICIUM)	3	0	0	3	0	3
PSY SO2	OSC	Research Methodology and Computer Application:Basic	6	6	3	0	3	0
PSY B01	ECC/CB	Yoga based Self development, Education, Therapy, OB & Community work	6	6	3	0	3	0
PSY B02	ECC/CB	Positive Emotions and Health	6	6	3	0	3	0
PSY B03	ECC/CB	Social Psychological Perspectives	6	6	3	0	3	0
PSY B04	ECC/CB	Aspects of Yoga: Psychological and Ethical	6	6	3	0	3	0
PSY B05	ECC/CB	Psychometric: Statistics	6	6	3	0	3	0
PSY B06	ECC/CB	Forensic Psychology and study of Criminal Behaviour	6	6	3	0	3	0
MINIMUM CREDITS IN INDIVIDUAL SUBJECT IS 6 or 3 AND IN COMPLETE SEMESTER IT WOULD BE 36			<b>Total Credits=36</b>					

**M.A. PSYCHOLOGY THIRD SEMESTER (CBCS)**

Course Code	Course Type	Course (Paper/Subjects)	Credits	Contact Hours Per Week			EoSE Duration (Hrs.)	
				L	T	P	Thy	P
PSY 301	CCC	Introduction to Clinical Psychology	6	6	3	0	3	0
PSY 302	CCC	Psychopathology	6	6	3	0	3	0
PSY 303	CCC	Post-Disaster Psycho-Social Rehabilitation	6	6	3	0	3	0
PSY 311	CCC	Clinical Assesment(PRACTICIUM)	3	0	0	3	0	3
PSY 312	CCC	Advance Counseling Skills (PRACTICIUM)	3	0	0	3	0	3
PSY SO3	OSC	INTELLECTUAL PROPERTY RIGHTS,HUMAN RIGHTS & ENVIRONMENT: BASIC	6	6	3	0	3	0
PSY C01	ECC/CB	Positive Psychology in Clinical and Community Interventions	6	6	3	0	3	0
PSY C02	ECC/CB	Aspects of Yoga- Psychological and Spiritual	6	6	3	0	3	0
PSY C03	ECC/CB	Spirituality and Human Development	6	6	3	0	3	0
PSY C04	ECC/CB	Health Psychology: The Patient in Treatment Setting	6	6	3	0	3	0
PSY C05	ECC/CB	Psychometrics: Experimental Designs	6	6	3	0	3	0
PSY C06	ECC/CB	Tribal Studies	6	6	3	0	3	0
MINIMUM CREDITS IN INDIVIDUAL SUBJECT IS 6 or 3 AND IN COMPLETE SEMESTER IT WOULD BE 36			<b>Total Credits=36</b>					

### M.A. PSYCHOLOGY FOURTH SEMESTER (CBCS)

Course Code	Course Type	Course (Paper/Subjects)	Credits	Contact Hours Per Week			EoSE Duration (Hrs.)	
				L	T	P	Thy	P
PSY 401	CCC	Psychotherapy	6	6	3	0	3	0
PSY 402	CCC	Neurobiological Assessment and Rehabilitation	6	6	3	0	3	0
PSY 403	CCC	Disaster Management- Relief, Rehabilitation & Reconstruction	6	6	3	0	3	0
PSY 211	CCC	Psychotherapeutic Skills(PRACTICIUM)	3	0	0	3	0	3
PSY 212	CCC	Neuro Biological Assessment (PRACTICIUM)	3	0	0	3	0	3
PSY S04	SSC/PRJ	Dessertation	6	6	3	0	3	0
PSY D01	ECC/CB	Bhakti-Yoga-Emotions and Transformation of Personhood	6	6	3	0	3	0
PSY D02	ECC/CB	Health Psychology: Management of Illness	6	6	3	0	3	0
PSY D03	ECC/CB	Positive Psychology in Day-to-Day Living	6	6	3	0	3	0
PSY D04	ECC/CB	The Science of Psychological Assessment	6	6	3	0	3	0
PSY D05	ECC/CB	Transformation, Healing and Wellness	6	6	3	0	3	0
PSY D06	ECC/CB	Psychological Distress and Counseling in Educational Setting	6	6	3	0	3	0
MINIMUM CREDITS IN INDIVIDUAL SUBJECT IS 6 or 3 AND IN COMPLETE SEMESTER IT WOULD BE 36			<b>Total Credits=36</b>					



<b>M.A (PSYCHOLOGY) - 1ST SEMESTER</b>			
<b>COURSE TITLE: A CONCEPTUAL HISTORY OF PSYCHOLOGY</b>			
COURSE CODE:PSY101		COURSE TYPE: CCC	
CREDIT: THEORY: 6	PRACTICAL: 0	HOURS: THEORY: 90	PRACTICAL: 0
MARKS			
THEORY: 100 (70+30)		PRACTICAL:00	
<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b>  <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b>  <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b>  <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words)</b></p>			
<b>Unit 1</b> <b>20 Hours</b>	<p>1.1. Introduction to psychological thought in major Indian systems: Vedas,Upanishads, Yoga, Samkhya, Bhagavad Gita , Tantra, Buddhism, Sufism and Integral Yoga .  1.2. Academic psychology in India: Pre-independence era; post-independence era; 1970s: The move to addressing social issues; 1980s: Indigenization;1990s: Paradigmatic concerns, disciplinary identity crisis; 2000s: Emergence of Indian psychology in academia.  1.3. Issues: The colonial encounter; Post colonialism and psychology; Lack of distinct disciplinary identity.</p>		
<b>Unit 2</b> <b>20 Hours</b>	<p>2.1. Psychological thought in the West: Greek heritage, medieval period and modern period .  2.2. The four founding paths of academic psychology  2.3. A fresh look at the history of psychology – Voices from non Euro-American backgrounds  2.4. Issues: Crisis in psychology due to strict adherence to experimental-analytical paradigm (logical empiricism); Move from a modern to a postmodern psychology; Indic influences on modern psychology</p>		
<b>Unit 3:</b> <b>20 Hours</b>	<p>3.1. Three essential aspects of all knowledge paradigms: Ontology, epistemology, and methodology.  3.2. Six important paradigms of Western psychology: Positivism, post positivism, the critical perspective, social constructionism, existential phenomenology, and co-operative enquiry .  3.3. Paradigmatic controversies, contradictions, and emerging confluences .</p>		
<b>Unit 4</b> <b>20 Hours</b>	<p>4.1. Paradigmatic representation of significant Indian paradigms on psychological knowledge: Vedas, Upanishads, Yoga, Samkhya, Bhagavad Gita, Tantra, Buddhism, Sufism, and Integral Yoga  4.2. Science and spirituality (avidya and vidya) as two distinct forms of knowing in Indian psychology  4.3. The primacy of self-knowledge in Indian psycholog</p>		
<b>Unit 5</b> <b>20 Hours</b>	<p>5.1. Some traditional and contemporary attempts at synthesis of major schools of psychology.  5.2. East and West: Transpersonal psychology, Ken Wilber’s Integral psychology,Contemporary Buddhism, Sikhism, Kashmir Shaivism , Sufism, Kriya Yoga,Integral Yoga of Sri Aurobindo</p>		

**Readings:**

- Bhatia, S. (2002). Orientalism in Euro-American and Indian psychology: Historical representations of —natives|| in colonial and postcolonial contexts. *History of Psychology*, 5(4), 376–398.
- Brock, A. C. (2006). *Internationalizing the history of psychology*. New York: New York University Press.
- Brysbaert, M., & Rastle, K. (2009). *Historical and conceptual issues in psychology*. New Delhi, India: Pearson Educational.
- Chalmers, A. F. (1982). *What is this thing called science?* Queensland, Australia: University of Queensland Press.
- Corelissen, R. M., Misra, G., & Varma, S. (Eds.) (2014). *Foundations and applications of Indian psychology*. New Delhi, India: Pearson.
- Gergen, K. J. (1990). Toward a postmodern psychology. *The Humanistic Psychologist*, 18(1), 23.
- Guba, E. G. (1990). The alternative paradigm dialog. In E. G. Guba (Ed.), *The paradigm dialog* (pp. 17-30). New Delhi, India: Sage.
- Heron, J., & Reason, P. (1995). Cooperative enquiry. In J. A. Smith, R. Harre & L. Van Langenhove (Eds.), *Rethinking methods in psychology*. New Delhi, India: Sage.
- Joshi, K. (2009). *Integral yoga: Major aims, methods, processes, and results*. New Delhi, India: The Mother's Institute of Research.
- Joshi, K. (2009). *The new synthesis of yoga*. New Delhi, India: The Mother's Institute of Research.
- Leahey, T. H. (2004). *A history of psychology: Main currents in psychological thought* (6th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Lincoln, Y. S., Lynham S. A., & Guba, E. G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, revisited. In Y. S. Lincoln & S.A. Lynham (Eds.), *The SAGE handbook of qualitative research* (4th ed.). Thousand Oaks: Sage.
- Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2005). Paradigmatic controversies, contradictions, and emerging confluences. In Y. S. Lincoln and S. A. Lynham (Eds.), *The SAGE handbook of qualitative research* (3rd ed.). Thousand Oaks: Sage.
- Misra, G., & Paranjpe, A. C. (2012). Psychology in modern India. In Robert B. Rieber (Ed.), *Encyclopedia of the history of psychological theories* (Part 1, pp. 881-892). New Delhi, India: Springer Science.
- Misra, G., & Kumar, M. (2011). Psychology in India: Retrospect and prospect. In G. Misra (Ed.), *Psychology in India Vol.4: Theoretical and methodological developments* (pp. 339-376). New Delhi : Pearson.
- Misra, G. (Ed.) (2011). *Handbook of psychology in India*. New Delhi: Oxford University Press.



<b>M.A (PSYCHOLOGY) -1ST SEMESTER</b>	
<b>COURSE TITLE: Cognition, Neuroscience, and Consciousness</b>	
COURSE CODE:PSY102	COURSE TYPE: CCC
CREDIT: 6	HOURES:90
THEORY: 6 PRACTICAL:0	THEORY:90 PRACTICAL:0
MARKS	
THEORY: 100 (70+30)	PRACTICAL:00
<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b>  <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b>  <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b>  <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words)</b></p>	
<b>Course Contents</b>	
<b>Unit 1: 25 Hours</b>	<p>1.1. Two approaches to the study of mind: The outer approach used in cognitive science, and the inner approach of various meditative traditions.</p> <p>1.2. Can outer, third-person, approaches provide a complete understanding of mental phenomena?</p> <p>1.3. Advaita and Madhyamika view: Perception is fundamentally non-dual and subject and object are one in non-dual perception.</p> <p>1.4. Need for new approach to perception and cognition that combines scientific and experiential methodologies and recognizes that subject-object non-duality is central to our biological nature.</p>
<b>Unit 2: 25 Hours</b>	<p>2.1. New discoveries in perceptual psychology, brain-chemistry, brain evolution, brain development, ethology, and cultural anthropology.</p> <p>2.2. The more recent work of Maclean on the structure of the brain.</p> <p>2.3. Gazzaniga and the role of the —interpreter module".</p> <p>2.4. New paradigm on human cortical information processing: The "biocultural paradigm"; neuroscience of self.</p>
<b>Unit 3: 20 Hours</b>	<p>3.1. The difficulty of defining consciousness.</p> <p>3.2. Current theories of consciousness.</p> <p>3.3. An understanding of consciousness from first principles.</p> <p>3.4. What consciousness is and does, and how it fits into the evolving universe.</p> <p>3.5. Why the West has no integrated science of consciousness?</p> <p>3.6. Historical impediments to the emergence of a science of consciousness in the West.</p>
<b>Unit 4: 20 Hours</b>	<p>4.1. Quantum physics and consciousness.</p> <p>4.2. Erwin Schrödinger and the Upanishads.</p> <p>4.3. 'Yoga Sutra' and the mystery of consciousness.</p> <p>4.4. The indic science of consciousness.</p> <p>4.5. Toward an adequate epistemology and methodology for consciousness studies</p>

**Readings:**

- Ataria, Y., Dor-Ziderman, Y., & Berkovich-Ohana, A. (In Press). Lacking the sense of boundaries: How does it feel? *Consciousness and Cognition*.
- Berkovich-Ohana, A., & Glicksohn, J. (2014). The consciousness state space (CSS) –A unifying model for consciousness and self. *Frontiers in Psychology*. Doi:10.3389/fpsyg.2014.00341. 1-19.
- Bitbol, M., Kerszberg, P., & Petitot, J. (Eds.) (2009). *Constituting objectivity: Transcendental perspectives on modern physics* (Vol. 74). New Delhi: Springer Science & Business Media.
- Das, J. P. (2014). *Consciousness quest*. New Delhi, India: Sage.
- Dor-Ziderman, Y., Berkovich-Ohana, A., Glicksohn, J., & Goldstein, A. (2013). Studying mindfulness-induced selflessness: A MEG neurophenomenological study. *Frontiers in Human Neuroscience*, 7, 582.
- Glicksohn, J., & Berkovich-Ohana, A. (2011). From trance to transcendence: A neurocognitive approach. *The Journal of Mind and Behavior*, 32, 49-62.
- Goswami, A., Reed, R. A., & Goswami, M. (1995). *The self-aware universe: How consciousness creates the material world*. New York: Putnam.
- Kak, S. (2016). *Mind and self*. Mississauga, Ontario, Canada: Mount Meru Publishing.
- Lorimer, D. (Ed.) (2001). *Thinking beyond the brain: A wider science of consciousness*. Glasgow, Scotland: Floris Books.
- Menon, S. (2014). *Brain, self and consciousness: Explaining the conspiracy of experience*. New Delhi, India: Springer.
- Menon, S. (2016). The 'outer self' and the 'inner body': Exteriorization of the self in cognitive sciences. *Journal of Human Values*, 22(1), 39-45.
- Menon, S., Sinha, A., & Sreekantan, B. V. (2014). *Interdisciplinary perspectives on consciousness and the self*. New Delhi, India: Springer.
- Narasimha, R., & Menon, S. (2011). *Nature and culture*. New Delhi, India: CSC and PHISPC.
- Penrose, R. (Ed.) (2011). *Consciousness and the universe: Quantum physics, evolution, brain & mind*. Cosmology Science Publishers.
- Rao, K. R. (2001). *Consciousness studies: A survey of perspectives and research*. In J. Pandey (Ed.), *Psychology in India revisited: Development in the discipline* (Vol. 2): Personality and health psychology. New Delhi: Sage.
- Rao, K. R. (2002). *Consciousness studies: Cross-cultural perspectives*. Jefferson, NC: McFarland.
- Rao, K. R. (2005). Perception, cognition and consciousness in classical Hindu psychology. *Journal of Consciousness Studies*, 12, 3-30.



<b>M.A (PSYCHOLOGY) - 1ST SEMESTER</b>	
<b>COURSE TITLE: COUNSELING PSYCHOLOGY: SKILLS,AREAS AND RELATED DISCIPLINE</b>	
COURSE CODE:PSY 103	COURSE TYPE: CCC
CREDIT:6	HOURES:90
THEORY: 6 PRACTICAL: 0	THEORY:90                      PRACTICAL: 0
<b>MARKS</b>	
THEORY: 100 (70+30)	PRACTICAL:00
<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b>  <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b>  <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b>  <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words)</b></p>	
<b>Unit 1.</b> <b>20 Hours</b>	<p><b>a.Basic Counseling Skills</b>  1.1. Basic counseling skills  1.2. Nature and importance generic skills of counseling, Micro and macro skills of counseling  1.3. Inside and outside skills of counseling, Self-monitoring skills as a counselor</p> <p><b>b.Specific Counseling Skills</b>  1.4. Paraphrasing and reflecting feelings, asking questions, self-disclosing, facilitating problem solving  1.5. Training clients in relaxation  1.5 Improving client’s self-talk and self-perceptions, terminating helping.</p>
<b>Unit 2.</b> <b>20 Hours</b>	<p><b>Counseling Process</b>  2.1. Structuring the counseling process: Main stages of counseling  2.2.Phases of counseling  2.3.Factors affecting the counseling process  2.4. Intervention strategies in the counseling process</p>
<b>Unit 3.</b> <b>20 Hours</b>	<p><b>Areas of Counseling</b>  3.1. Counseling for personal and adjustment problems.  3.2. Educational counseling.  3.3 Vocational guidance and career counseling.  3.4. Family and marital counseling.</p>

<b>Unit 4.</b> <b>20 Hours</b>	<p><b>a.Purposes of Counseling</b></p> <p>4.1. Counseling for health problems, hospital counseling.</p> <p>4.2. Paediatric counseling.</p> <p>4.3. Geriatric counseling.</p> <p>4.4. Adolescent problems.</p> <p>4.5. Counseling related to gender issues.</p> <p>4.6. Cross-cultural counseling.</p> <p><b>b. Special Counseling Applications</b></p> <p>4.1. Rehabilitation counseling.</p> <p>4.2. Crisis and trauma counseling.</p> <p>4.3. Counseling and substance abuse.</p> <p>4.4. Psychiatric counseling.</p> <p>4.5. Disability counseling.</p> <p>4.6 Counseling and Related other Disciplines</p>
<b>Unit 5</b> <b>20 Hours</b>	<p><b>. Counseling in Indian context</b></p> <p>5.1. Nature of counseling needs &amp; available services in India.</p> <p>5.2. modern counseling approaches in Indian context.</p> <p>5.3.Indian techniques of counseling and psychotherapy.</p> <p>5.4.Yoga system of health and psychotherapy.</p> <p>5.5.Transcendental Meditational program.</p> <p>5.6.Buddhist Approach.</p>

**Readings:**

- Blocher, D., & Biggs, D. (1983). Counseling psychology in community settings.N.Y.:Springer Publishing Co.
- Gelso, C. J., Williams, E. N., & Fretz, B. (2014). Counseling psychology (3rd ed.)Washington, D.C.: American Psychological Association.
- Brown, S. D., & Lent, R.W. (2008). Handbook of counseling psychology (4th ed.)New York: Wiley.
- Moodley, Gielen, & Wu,R. (2013). Handbook of counseling and psychotherapy in an international context. New York: Routledge.
- Gerstein, H., Ægisdóttir, L., & Norsworthy. (2009). International handbook of crosscultural counseling: Cultural assumptions and practices worldwide. LosAngeles: Sage.
- Hohenshil, Amundson, & Niles. (2013). Counseling around the world: An international handbook. Alexandria, VA: American Counseling Association.
- Gielen, Fish, & Draguns. (2004). Handbook of culture, therapy, and healing.Mahwah, NJ: Erlbaum.
- Pedersen, P. B., Draguns, J. G., Lonner, W. J., & Trimble, J. E. (Eds.) (2008).Counseling across cultures (6th ed.). Thousand Oaks, CA: Sage.
- Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (Eds.) (2010).Handbook of multicultural counseling (3rd ed.). Thousand Oaks, CA: Sage.
- Hill, C. E. (2014). Helping skills (4th ed.). Washington, D.C.: American Psychological Association.
- Gielen, U. P., Fish, J. M., & Draguns, J. G. (Eds.) (2004). Handbook of culture, therapy, and healing. Mahwah, NJ: Lawrence Erlbaum.
- Misra, G., & Mohanty, A. K. (Ed.) (2002). Perspectives on indigenous psychology.New Delhi, India: Concept.
- Rai,A.,& Asthana,M.(2015).Guidance and counseling: Concepts ,areas and approach

**M.A (PSYCHOLOGY) - 1ST SEMESTER**

Practical-1

**Course outcome**

Psychological assessment

CO1- to demonstrate the assessment of personality and other related scales.

CO2- personality assessment in works and clinical aspects.

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	✓											
CO 2				✓								
CO 3												
CO 4												
CO 5												
CO 6												
CO 7												
CO 8												

<b>M.A (PSYCHOLOGY)- 1ST SEMESTER</b>	
<b>COURSE TITLE: PSYCHOLOGICAL ASSESSMENT (PRACTICUM)</b>	
COURSE CODE:PSY 111	COURSE TYPE: CCC
CREDIT: 3	HOURES:45
THEORY: 0	PRACTICAL:100
	THEORY:00 PRACTICAL: 45
<b>MARKS</b>	
THEORY: 00	PRACTICAL: 100 (70+30)
<b>Marks- 100 (70+30)</b>	
<b>ASSESSMENT OF PERSONALITY &amp; OTHER RELATED SCALES (Any Two)</b>	
(a) Measures of Personality: MBTI, Adjective check list, 16PF, MMPI, CPQ, HSPQ, Big Five Personality Inventory, Psychology Well being Scale (PWBS-SD-SCP).	
(b) Personality Assessment in Work Setting- NEO-PI-3.	
(c) Assessment of Social Desirability and other issues in Personality.	
<b>ASSESSMENT OF CLINICAL ASPECT OF PERSONALITY :-( Any Two</b>	
(a)Anorexia Test, EPQ, DAQ [Dysfunction Analysis Questionnaire (DAQ-PVMM)], Clinical Case Study Form Clinical Analysis Questionnaire.	
(b) ADHD, Evaluation Form (AEF-BVBR), ROR, TAT, CAT.	

## Course outcome

Practical-2

Advance counseling skills

CO1- developing counseling skills on different methods.

CO2- use of counseling techniques

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11
CO 1	✓										
CO 2		✓									
CO 3											
CO 4											
CO 5											
CO 6											
CO 7											
CO 8											

<b>M.A (PSYCHOLOGY)- 1ST SEMESTER</b>			
<b>COURSE TITLE:- ADVANCE COUNSELING SKILLS (PRACTICUM)</b>			
COURSE CODE:PSY 112		COURSE TYPE: CCC	
CREDIT: 3		HOURS:45	
THEORY: 0	PRACTICAL:100	THEORY:00	PRACTICAL: 45
MARKS			
THEORY: 00		PRACTICAL: 100 (70+30)	
<b>Marks- 100 (70+30)</b>			
<b>Advance Counseling Skills :-</b>			
Each student has to submit at least <b>three case records</b> as a counselor/observer, and the student has to use <b>any three methods of counseling skills</b> given below :-			
1. Observation			
2. Case Study			
3. Anecdotal Record			
4. Clinical interview			
5. Role playing			
6. Inventories			
7. Questionnaires			
8. Use of psychological test for counseling			
9. Autobiography Dairy			



**OBJECTIVE :** The aim of the project work or field work is to introduce student with the research methodology in the subject and to prepare them for the pursuing in theoretical, experimental or computational areas of the subject.

**Scheme of Marks :-**

1. Social Outreach – 50 Marks (Project Work – 40 Marks & Viva- voce – 10 Marks)
2. INTERNSHIP & ENTREPRENEURSHIP 50 Marks (Project Work – 40 Marks & Viva- voce – 10 Marks)
3. Viva voce – on the basis of their project and class room study of entrepreneurship.

**Internship :-** The student could also be required 15 day internship for preparation of a project report with an enterprise involving product /services

SYLLABUS

Module/Unit & Lecture	Description
<b>Module-1 (Lecture-6)</b>	<b>Entrepreneurship Concept And Significance</b> Entrepreneurship: Definition, Concepts of entrepreneurship development, self Employment, Characteristics of successful entrepreneur.
<b>Module-2 (Lecture-6)</b>	<b>Entrepreneurship Support Institutions And Environment</b> Institution and schemes of Government of India, Financing- Long, medium and short Term loan, Financial Institutions-NABARD, SIDBI, Nationalised banks etc., DIC- Role Schemes and programmes, documentation of loan application, sanction, acceptance, Release of loan.
<b>Module-3 (Lecture-6)</b>	<b>Business Opportunities and Business Planning</b> Market survey and assessment-Demand, Supply and Nature of competition, cost and price of products, selection of enterprise, Identify problem and opportunities, The Project Report.
<b>Module-4 (Lecture-6)</b>	<b>General Management and Finance</b> The fourth stage growth model-Planning, Organizing, executing, controlling resources Both human and material, asset management, business communication, Advertisement, public relation, Finance- Meaning, need of financial management, Type of business finance and management, Financial Planning, importance of budgets.
<b>Module-5 (Lecture-6)</b>	<b>Market Management –</b> Meaning and Concept of marketing, objectives of marketing management, Marketing Plan.

**Suggested References**

01. Entrepreneur Development, SS Khanna, S Chand & Company Ltd, Ram Nagar New Delhi.
02. Entrepreneur and Entrepreneurship Development and Planning in India, D. N. Mishra, Chugh Publication, Allahabad.
03. Science Tec. Entrepreneur (A BI Monthly Publication) Centre for Entrepreneurship Development M. P. (CEDMAP), 60 Jall road Jhangerbad, Bhopal-46200-2508.
04. Building A Chain of Customers, Richard J Schonberger, The Free Press, New York.
05. Entrepreneurship, Holt, Prentice Hall, New Delhi.
06. Management of Small Scale Industry, Vasant Desai, Himalayan Publishing House, Bom

## COURSE OUTCOME

### Paper5- Understanding Disaster management

CO1- a comprehensive knowledge of disaster, disaster management cycle and role of Psychology in disaster management.

CO2- a critical understanding of disaster ecological and equity perspective s , understanding dynamic post disaster socio economic and political contexts.

CO3- a critical inclination on applied and interdisciplinary field of science and social sciences and comprehensive perspective of reducing harm and healing associated with disaster.

CO4- a research tendency to go for innovative studies of post disaster trauma, disaster management cycle, mitigation, preparation response and recovery.

CO5- it will orient information processing, attitude change, behaviour change towards prevention and psychological first aid in disaster.

### PO CO MAPPING

<b>M.A (PSYCHOLOGY) -1ST SEMESTER</b>											
<b>COURSE TITLE: UNDERSTANDING DISASTER MANAGEMENT</b>											
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11
CO 1	✓				✓						
CO 2					✓						
CO 3			✓		✓						
CO 4				✓							
CO 5				✓	✓						
CO 6											
CO 7											
CO 8											
<b>M.A (PSYCHOLOGY) -1ST SEMESTER</b>											
<b>COURSE TITLE: UNDERSTANDING DISASTER MANAGEMENT</b>											
COURSE CODE:PSY A01						COURSE TYPE:ECC/CB					
CREDIT:6						HOURS:90					
THEORY: 6 PRACTICAL: 0						THEORY:90 PRACTICAL: 0					



## COURSE OUTCOME

### Paper6-Introduction of Health Psychology

After completing the course the students will able to demonstrate.

CO1-a comprehensive knowledge of nature of health Psychology, stress and coping, health behaviours and factors.

CO2- a critical understanding of mind body relationship relating health Psychology to specific bodily systems like nervous system, endocrine, cardiovascular systems.

CO3-a compare and contrast of theoretical contribution to study stress,coping with stress,role of behaviour in disease and disorder.

CO4- a critical inclination of flight or fight, ethnic and gender differences in health risks and habits.

CO5- a research tendency to go for innovative studies of causes of stress, psychological appraisal and experience of stress attitude change and health behaviours.

### PO CO MAPPING

<b>M.A (PSYCHOLOGY) - 1ST SEMESTER</b>												
<b>COURSE TITLE: Introduction to Health Psychology</b>												
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	
CO 1	✓											
CO 2		✓										
CO 3												
CO 4		✓										
CO 5				✓								
CO 6										✓		
CO 7												
CO 8												
<b>M.A (PSYCHOLOGY) - 1ST SEMESTER</b>												
<b>COURSE TITLE: Introduction to Health Psychology</b>												
COURSE CODE: PSY A02						COURSE TYPE:ECC/CB						
CREDIT:6					HOURES:90							
THEORY: 6			PRACTICAL:0		THEORY:90				PRACTICAL:0			

MARKS	
THEORY: 100 (70+30)	PRACTICAL:00
<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b>  <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b>  <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b>  <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words).</b></p>	
Unit 1. 30 Hours	<p><b>Introduction</b></p> <p>1.1. Nature of health psychology  1.2. The mind body relationship  1.3. Relating health psychology to specific bodily systems:  1.3.1. The nervous system  1.3.2. The endocrine system  1.3.3. The digestive system  1.3.4. The respiratory system  1.3.5. The cardiovascular system</p>
Unit 2. 20 Hours	<p><b>Stress and coping</b></p> <p>2.1. Nature and causes/sources of stress  2.2. Theoretical contributions to the study of stress:  2.2.1. Fight-or-flight  2.2.2. Selye's general adaptation syndrome  2.2.3. Tend-and-befriend  2.3. Psychological appraisal and the experience of stress  2.4. The physiology of stress  2.5. Coping with stress: Types of coping strategies</p>
Unit 3. 20 Hours	<p><b>Health behaviours</b></p> <p>3.1. Meaning of health behaviours  3.2. Role of behavioural factors in disease and disorder  3.3. Practicing and changing health behaviours  3.4. Barriers to modifying poor health behaviours  3.5. Ethnic and gender differences in health risks and habits</p>
Unit 4. 20 Hours	<p><b>Factors of health behaviours</b></p> <p>4.1. Factors predicting health behaviour and beliefs  4.2. Health enhancing and health compromising behaviour  4.3. Doctor-patient communication and compliance  4.4. Attitude change and health behaviours  4.5. The theory of planned behavior</p>

**Readings:**

- Brannon, L., & Feist, J. (2007). Introduction to health psychology. New Delhi, India:Thomson, Wadsworth.
- Dimatteo, M. R., & Martin, L. R. (2002). Health psychology. New Delhi, India: Allyn & Bacon.
- Kaplan, R. M., & Saccuzzo, D. P. (2005). Psychological testing: principles,applications and issues (6th ed.). US: Thomson-Wadsworth, Cenage Leading India Pvt Ltd.
- Myers, D. G. (2010). Psychology (9th ed.). New York: Worth Publishers.
- Ogden, J. (2000). Health psychology: A textbook. Philadelphia: Open University Press.
- Taylor, S. E. (2011). Health psychology. New Delhi, India: Tata McGraw-Hill.
- Weinman, J., Johnston, M., & Molloy, G. (2006). Health psychology. London: Sage Publications.



<b>M.A (PSYCHOLOGY)</b>		<b>1ST SEMESTER</b>	
<b>COURSE TITLE: Introduction to Yoga Psychology</b>			
<b>COURSE CODE:PSY A03</b>		<b>COURSE TYPE:ECC/CB</b>	
CREDIT:6		HOURS:90	
THEORY: 6	PRACTICAL:0	THEORY:90	PRACTICAL:0
MARKS			
THEORY: 100 (70+30)		PRACTICAL:00	
<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b>  <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b>  <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b>  <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words)</b></p>			
<b>Unit 1.</b> <b>15 Hours</b>	<p><b>Yoga – Introduction</b>  1.1. Origins of yoga; Definitions and meanings of yoga.  1.2. Historical development of yoga over the ages including a brief philosophical overview.  1.3. Exemplars of yogic tradition: Matasyendra Nath, Patanjali, Gheranda, Swami Rama.</p>		
<b>Unit 2.</b> <b>30 Hours</b>	<p><b>Yoga in modern context</b>  2.1. Traditions of yoga reframed in the beginning of the 21st century; Vivekananda’s framework of raja yoga; karma yoga: Tilak, Vinoba Bhave and Mahatma Gandhi; jnana yoga: Sri Ramana and his ideas; Radical perspectives in the psychology of meditation: J. Krishnamurti.  2.2. Integral Yoga by Sri Aurobindo and the Mother.  2.3. Yoga schools in contemporary context (select any 5 for detailed study).  2.3.1. Kaivalyadhama.  2.3.2. Bihar School of Yoga.  2.3.3. Iyengar Yoga.  2.3.4. Yoga by Krishnamachari.  2.3.5. Pattabhi Jois and Viniyoga.  2.3.6. Art of Living and Sri Sri Ravishankar.  2.3.7. Integral psychology by Sri Aurobindo and The Mother.  2.3.8. Divine Life Society and the tradition of Swami Sivananda.  2.3.9. Himalayan Tradition of Swami Rama and Swami Veda.  2.3.10. Kriya yoga and the tradition of Swami Yogananda.  2.3.11. Chinmaya Mission of Swami Chinmayananda.  2.3.12. Raja yoga of Prajapita Brahmakumari’s.</p>		
<b>Unit 3.</b> <b>25 Hours</b>	<p><b>Fundamental text of yoga psychology:</b> Introduction to Patanjali’s Yoga Sutra and the discussion of important psychological ideas in the first two chapters of PYS  3.1. Chapter 1, Samadhi paada — Concepts: Svaroop, chitta, vritti, nirodha, karma, samskara, vasana, viveka, vairagya, Ishwara.  3.2. Chapter 2, Saadhana paada — Kriya yoga, tapas, svadhyaya, Ishwara pranidhana kleshas, avidya, asmita, raga-dvesa, abhinivesha, yama, niyama, pranayama, pratyahara.</p>		

**Unit 4,  
20 Hours**

**Contemporary research on yoga and meditation**

- 4.1. Research evidence on yoga and meditation outcomes; Gaps in the existing evidence.
- 4.2. Critique of the existing paradigms of research.
- 4.3. Re-visiting subjectivity, the first person pedagogy

**Readings:**

Aranya, S. H. (1984). Yoga philosophy of patanjali: containing his yoga aphorisms with vyasa's commentary in sanskrit and a translation with annotations (bhaswati) including many suggestions for the practice of yoga (4th ed.). Calcutta, India: Calcutta University. New York: SUNY Press.

Bharati, S. V. (2001). Yoga Sutras of Patanjali: With the Exposition of Vyasa (Vol.1:Samadhi Pada). Rishikesh: Ahym sin Publishers.

Bharati, S. V. (2001). Yoga Sutras of Patanjali: With the Exposition of Vyasa (Vol. 2: Sadhana Pada). New Delhi, India: Motilal Banarsidass Publ.

Feuerstein, G. (1989). Yoga sutras of Patanjali: A new translation and commentary. Vermont, USA: Inner Traditions of India.

Feuerstein, G. (2002). The yoga tradition: Its history, literature, philosophy and practice. Delhi, India: Bhavana Books and Prints.

Jacobsen, K. A., Larson, G. J. (2005). Theory and practice of yoga: Essays in honour of Gerald James Larson. Leiden, Holland: Brill.

Rama, S., Ballentine, R., & Ajeya, S. (1986). Yoga and psychotherapy: An evolution of consciousness. Honnesdale, PA: Himalyan Institute Press.

Shivananda, R. (1988). Hathayoga: The hidden language. Delhi, India: Jaico Publishing House.

Taimni, I. K. (1961). The science of yoga. Adyar, India: The Theosophical Society of India.

Vivekananda, S. (1982): Raja yoga or conquering the internal nature. Calcutta, India: Advaita Ashram.



<b>M.A (PSYCHOLOGY)- 1ST SEMESTER</b>			
<b>COURSE TITLE: Applied Cognitive Psychology</b>			
COURSE CODE:PSY A04		COURSE TYPE:ECC/CB	
CREDIT:6	HOURES:90		
THEORY: 6	PRACTICAL :0	THEORY:90	PRACTICAL: 0
MARKS			
THEORY: 100 (70+30)		PRACTICAL:00	
<b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b> <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b> <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b> <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words).</b>			
<b>Unit 1.</b> <b>30 Hours</b>	1.1. Introduction to applied cognitive psychology. 1.2. Improving visual and auditory perception in everyday life.		
<b>Unit 2.</b> <b>30 Hours</b>	2.1. Everyday memory, working memory and memory improvement. 2.2. Witness interview and crime investigation.		
<b>Unit 3.</b> <b>15 Hours</b>	3.1. Effects of biological cycles and drugs on cognitive performance.		
<b>Unit 4.</b> <b>15 Hours</b>	4.1. Emotion, music, and sports performance and cognition.		

<p><b>Readings:</b>            Esgate, A., Groome, D., &amp; Baker, K. (2005). An introduction to applied cognitive psychology. Psychology Press.            Groome, D., &amp; Eysenck, M. (2016). An introduction to applied cognitive psychology (2nd ed.). NY: Routledge, Psychology Press.            Herrmann, D. J. (Ed.) (2006). Applied cognitive psychology: Challenges and controversies in applied cognition series. Lawrence Erlbaum Associates,Publishers.</p>
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<b>M.A (PSYCHOLOGY)- 1ST SEMESTER</b>	
<b>COURSE TITLE: Adolescence, Adulthood and Aging</b>	
COURSE CODE:PSY A05	COURSE TYPE:ECC/CB
CREDIT:6	HOURES:90
THEORY: 6	PRACTICAL:0
THEORY:90	PRACTICAL:0
MARKS	
THEORY: 100 (70+30)	PRACTICAL:00
<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b>  <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b>  <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b>  <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words).</b></p>	
<b>Unit 1. 30 Hours</b>	<p><b>Cognitive and socio-emotional development</b>  1.1. Cognitive development, brain development, cognitive regulation and risk taking behaviour.  1.2. Socio-emotional development; gender, self and identity; family and peer relationships; school and work.  1.3. Psychosocial adjustment during adolescence and emerging adulthood.</p>
<b>Unit 2. 15 Hours</b>	<p><b>Adolescence and adulthood in Indian cultural context, cultural beliefs and development</b></p>
<b>Unit 3. 15 Hours</b>	<p><b>Civic duty and citizenship, and positive youth development.</b></p>
<b>Unit 4. 15 Hours</b>	<p><b>Aging</b>  4.1. The aging brain and nervous system  4.2. Social and cognitive development  4.3. Decline during aging: Intervention and training  4.4. Successful aging  4.5. Dealing with major life events (work-retirement, death of spouse, change in relationships, separation from children etc.) and psychosocial adjustment</p>

**Readings:**

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

Arnett, J. J. (2010). Adolescence and emerging adulthood: A cultural perspective. Upper Saddle River, New Jersey: Prentice Hall.

Baltes, P. B., Lindenberger, U., & Staudinger, U. M. (1998). Life-span theory in developmental psychology. In R. M. Lerner (Ed.), Theoretical models of human development (5th ed.), Vol. 1, pp. 1029-1143. New York: Wiley.

Csikszentmihalyi, M. (1993). The evolving self. US: Harper Collins.

Damon, W., & Lerner, R. M. (Eds.) (2006). Handbook of child psychology (6th ed.). New York: Wiley.

Erikson, E. (1968). Identity, youth and crisis. New York: W.W. Norton & Co.

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

- Gala, J., & Kapadia, S. (2013). Romantic relationships in emerging adulthood: A developmental perspective. *Psychological Studies*, 58(4), 406-418.
- Gupta, M. (2014). *Sri Aurobindo's vision of integral human development: A future discipline of study*. New Delhi, India: Springer.
- Jamuna, D. (2000). *Ageing in India: Key issues*. New Delhi, India: Springer.
- Josselson, R. (1987). *Finding herself: Pathways to identity formation*. San Fransisco: Jossey Bass Pub.
- Kakar, S. (Ed.) (1979). *Identity and adulthood*. New Delhi, India: Oxford University Press.
- Kegan, R. (1982). *The evolving self: Problem and process of human development*. Cambridge: Harvard University Press.
- Lerner, R. M. (Ed. in-chief). (2015). *Handbook of child psychology and developmental science (7th ed.)*, Vols. 1-4. Hoboken, NJ, New York: Wiley & Sons.
- Levinson, D. (1986). *The seasons of a man's life*. New York: Random House.
- Maslow, A. (1972). *The farther reaches of human nature*. New York: Viking.
- Paranjape, A. (2002). *Self and identity in modern psychology and Indian thought*. New Delhi: Springer.
- Prakash, I. J. (Ed.). (2005). *Ageing in India: Retrospect and prospect (5 th Volume)*. Bangalore, India: Bangalore University.
- Saraswathi, T. S., & Oke, M. (2013). Ecology of adolescence in India: Implications for policy and practice. *Psychological Studies*, 58(4), 353-364.



<b>M.A. (PSYCHOLOGY)-1ST SEMESTER</b>	
<b>COURSE TITLE: Introduction to Transpersonal Psychology</b>	
COURSE CODE: PSY A06	COURSE TYPE:ECC/CB
CREDIT:6 THEORY: 6 PRACTICAL:0	HOURES:90 THEORY:90 PRACTICAL:0
MARKS	
THEORY: 100 (70+30)	PRACTICAL:00
<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b>  <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b>  <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b>  <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words)</b></p>	
<b>UNIT 1.</b> 15 Hours	<p><b>Introduction</b>  1.1. Defining transpersonal psychology  1.2. Traditional roots, history, and evolution of the transpersonal perspective  1.3. Transpersonal self-expansiveness as a scientific construct</p>
<b>UNIT 2.</b> 25 Hours	<p><b>Transpersonal Theory - 1</b>  2.1. Consciousness research and transpersonal psychology  2.2. Jung, analytical psychology and transpersonal psychology</p>
<b>UNIT 3.</b> 25 Hours	<p><b>Transpersonal Theory - 2</b>  3.1. Integral psychology of Sri Aurobindo;  3.2. Ken Wilber’s contributions to transpersonal psychology  3.3. Transpersonal philosophy: the participatory turn</p>
<b>UNIT 4.</b> 25 Hours	<p><b>Transpersonal Research Methodologies</b>  4.1. Transpersonal Research and Future Directions  4.2. Quantitative Assessment of Transpersonal and Spiritual Constructs  4.3. Transpersonal Psychology and Science: Methodological and Philosophical Issues.</p>

<p><b>Readings:</b>  Harris L. Friedman &amp; Glenn Hartelius (Eds.) (2013). The Wiley-Blackwell Handbook of Transpersonal Psychology. West Sussex, UK: John Wiley &amp; Sons.  Anderson, R., &amp; Braud, W. (2011). Transforming self and others through research: Transpersonal research methods and skills for the human sciences and humanities. Albany: State University of New York Press.  Daniels, M. (2005). Shadow, self, spirit: Essays in transpersonal psychology. Exeter, UK: Imprint</p>
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Academic.

- Ferrer, J. N. (2001). Revisioning transpersonal theory: A participatory vision of human spirituality. Albany: State University of New York Press
- Friedman, H. (2002). Transpersonal psychology as a scientific field. *International Journal of Transpersonal Studies*, 21, 175-187.
- Grof, S. (1985). *Beyond the brain: Birth, death, and transcendence in psychotherapy*. Albany: State University of New York Press.
- Grof, S. (2008). Brief history of transpersonal psychology. *International Journal of Transpersonal Studies*, 17, 46-54.
- Hartelius, G., Caplan, M & Rardin, M. A. (2007). Transpersonal psychology: Defining the past, divining the future. *The Humanistic Psychologist*, 35(2), 135-160.
- Lancaster, B. L. (2004). *Approaches to consciousness: The marriage of science and mysticism*. Basingstoke, UK: Palgrave Macmillan
- Maslow, A. H. (1968). *Toward a psychology of being* (2nd Ed.). New York: Van Nostrand Reinhold.
- Maslow, A. H. (1971). *The farther reaches of human nature*. New York: Viking.
- Menon, S. (2008). Transpersonal Psychology of the Bhagavad Gita: Consciousness, Meditation, Work and Love. In K. R. Rao, A. Paranjpe, & A. Dalal (Eds.), *Handbook of Indian Psychology* (pp. 186-216). Cambridge, UK: Cambridge University Press.
- Moss, D. (Ed.). (1999). *Humanistic and transpersonal psychology: A historical and biographical sourcebook*. Westport, CT: Greenwood Press/Greenwood Publishing Group.
- Ruumet, H. (2006). *Pathways of the soul: Exploring the human journey*. Bloomington, IN: Trafford Publishing.

**M.A. PSYCHOLOGY -IIInd SEMESTER**  
**Course outcome**  
**Paper-first**  
**Computer applications in Psychology**

After completing the course the students will able to demonstrate

CO1- a comprehensive knowledge of use of computer software in Psychology, undesigning experiment and record of data and computer based psychological assessment.

CO2- a critical inclination of virtual psychotherapy, computer assisted counselor training, neuropsychological assessment.

CO3- compare and contrast on effect of computer /internet on mental health

CO4- Develop ability to understand the use of computer in cognitive, industrial,and education Psychology.

CO5- Developing ability to understand artificial intelligence, virtual reality,and computer assisted recruitment and e learning resources.

CO6- a research tendency to go for innovative studies for GPS, Artificial intelligence,using software packages for quantative and qualitative analysis using SPSS and use of internet resources for Psychology.

**PO CO MAPPING**

<b>M.A (PSYCHOLOGY) -2ND SEMESTER</b>											
<b>COURSE TITLE: COMPUTER APPLICATIONS IN PSYCHOLOGY</b>											
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11
CO 1	✓					✓					
CO 2			✓				✓	✓			
CO 3						✓					
CO 4				✓		✓			✓		
CO 5											
CO 6									✓		
CO 7											
CO 8											
<b>M.A (PSYCHOLOGY) -2ND SEMESTER</b>											
<b>COURSE TITLE: COMPUTER APPLICATIONS IN PSYCHOLOGY</b>											
COURSE CODE:PSY 201						COURSE TYPE:CCC					
CREDIT:6				HOURES:90							
THEORY: 6		PRACTICAL: 0		THEORY:90				PRACTICAL: 0			
<b>MARKS</b>											
THEORY: 100 (70+30)				PRACTICAL:00							

<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b></p> <p><b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b></p> <p><b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b></p> <p><b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words)</b></p>	
<b>UNIT 1.</b> <b>20 Hours</b>	<p><b>Use of computer software in psychology – 1 (Theory)</b></p> <p>1.1.Experimental/Laboratory control: Use of computers in designing experiments, control of relevant variables (time of exposure, measurement of reaction time, presentation of materials, text/graphic images) recording of data</p> <p>1.2.Clinical/Child Psychology: Computer mediated psychological testing, Virtual psychotherapy, computer assisted counsellor training, neuropsychological assessment - MRI, PET, cognitive retraining, computerized report writing, effects of computer/internet on mental health</p>
<b>UNIT 2.</b> <b>25 Hours</b>	<p><b>Use of computer software in psychology – 2 (Theory)</b></p> <p>2.1. Cognitive Psychology – GPS, Artificial intelligence, expert systems, simulation/virtual reality</p> <p>2.2. Industrial/organizational: Selection and placement - computer assisted assessment for recruitment, appraisal and screening. Simulated training programs</p> <p>2.3. Educational Psychology – e-learning resources, on line assessments and Evaluation</p>
<b>UNIT 3.</b> <b>25 Hours</b>	<p><b>Using software packages for quantitative and qualitative analysis (Practical)</b></p> <p>3.1. Using SPSS</p> <p>3.1.1. For data entry</p> <p>3.1.2. For analysing data – basic statistical procedures(UNIVARIATE)</p> <p>3.1.3. For analysing data – advanced statistical procedures (MULTIVARIATE)</p> <p>3.1.4. For analysing data – non-parametric techniques</p> <p>3.1.5. For creating bars, charts, and figures.</p> <p>3.2. Interpretation of SPSS OUPUT FILES.</p> <p>N.B. Alternative for SPSS: Free Statistical software R also can also be used</p> <p>3.3. Atlas TI – qualitative research analysis N.B. Alternative for TI: Free software NVivo can also be used</p>
<b>UNIT 4.</b> <b>20 Hours</b>	<p><b>Use of internet resources for psychology (Practical)</b></p> <p>4.1. ERIC database</p> <p>4.2. Psych Lit</p> <p>4.3. Psych INFO</p> <p>4.4. <a href="http://www.pubmed.com">www.pubmed.com</a>, <a href="http://www.sciencedirect.com">www.sciencedirect.com</a>, <a href="http://www.scholargoogle.com">www.scholargoogle.com</a>, <a href="http://www.ebsco.org">www.ebsco.org</a></p>

### Readings:

- Baskin, D. (1990). Computer applications in psychiatry and psychology. London:Routledge –Taylor-Francis.
- Rajaraman V. (1999). Fundamentals of Computers. New Delhi: Prentice Hall, India.
- Crumlish, C.(1998).The ABC's of Internet. New Delhi: BPB Publications
- Manovigyanik|| software developed by Psy-com, B-4, 80/2 SJE, New Delhi-29
- Mauro B., Alessandro S., Massimo G. (2012). MATLAB for psychologists. New York:Springer.
- Stephen M. K. (2007) Clear and to the point – 8 psychological principles for compelling power point presentations. New York: Oxford University Press.



<b>M.A (PSYCHOLOGY) - 2ND SEMESTER</b>	
<b>COURSE TITLE: Self-Psychology in Indian and Western Thought Traditions</b>	
COURSE CODE:PSY 202	COURSE TYPE:CCC
CREDIT:6	HOURS:90
THEORY: 6 PRACTICAL: 0	THEORY: 90                      PRACTICAL: 0
MARKS	
THEORY: 100 (70+30)	PRACTICAL:00
<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b>  <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b>  <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b>  <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words).</b></p>	
<b>Unit 1</b> <b>25 Hours</b>	<p>1.1. Perspectives on study of self in Psychology.  1.1.1. Historical background of the dialectics of the self in Indian thought.  1.1.2. The affirmation of the self in the Upanishads.  1.1.3. The denial of the self in early (Theravada) Buddhism.  1.1.4. Person, self, and identity according to Advaita Vedanta.  1.1.5. Self (nafs) in Sufism.  1.1.6. Self: An Integral perspective.</p>
<b>Unit 2</b> <b>25 Hours</b>	<p>2.1. Historical origins of the dialectics of the self in western thought.  2.2. Perspectives on self: Hume, Kant, William James, G. H. Mead, Piaget, Erikson.  2.3. Other significant contributions to the understanding of self: Freud, Jung, Winnicott, Rogers, Self-psychology of Kohut.</p>
<b>Unit 3</b> <b>20 Hours</b>	<p>3.1. Some contemporary concerns in global context.  <b>3.2. Culture and self</b>  3.2.1. Why the self is empty?  3.2.2. From empty self to multiple selves.  3.2.3. The saturated self.  3.2.4. From self to non-self (contemporary Buddhist perspective).  3.2.5. From self to Self (contemporary spiritual perspective).</p>
<b>Unit 4</b> <b>20 Hours</b>	<p>4.1. Contemporary Indian concerns: The colonial encounter.  4.2. Writings pertaining to Indian Identity: Alan Roland, Ashis Nandy, Sudhir Kakar, Pawan K. Varma.</p>

**Readings:**

- Cushman, P. (1990). Why the self is empty: Toward a historically situated psychology. *American Psychologist*, 45(5), 599-611.
- Cushman, P., & Gilford, P. (1999). From emptiness to multiplicity: The self at the year 2000. *Psychohistory Review*, 27, 15–31.
- Dhar, P. L. (2011). No I, No problems: The quintessence of Buddhist psychology of awakening. *Psychological Studies*, 56(4), 398-403.
- Epstein, M. (1998). *Going to pieces without falling apart*. New York: Broadway Books.
- Fadiman, J., & Fragers, R. (2007). *Personality and personal growth* (6th ed.). New Delhi, India: Pearson Education India.
- Gergen, K. J. (1991). *The saturated self: Dilemmas of identity in contemporary life*. New York: Basic Books.
- Kak, S. (2016). *Mind and self*. Mississauga, Ontario, Canada: Mount Meru Publishing.
- Kakar, S., & Kakar, K. (2007). *The Indians: Portrait of a people*. New Delhi: Penguin Books.
- Nandy, A. (1983). *The intimate enemy: Loss and recovery of self under colonialism*. New Delhi, India: Oxford.
- Paranjpe, A. (1998). *Self and identity in modern psychology and Indian thought*. New York: Plenum Press.
- Phillips, A. (1988). *Winnicott*. Cambridge, MA: Harvard University Press.
- Psychological Studies*. (2011). Special issue: Contemporary perspectives on self and identity, March 2011, Issue 1, 1-166.
- Ronald, R. (1988). *In search of Self in India and Japan: Toward a cross-cultural psychology*. Princeton, NJ: Princeton University Press.
- Siegel, A. M. (1996). *Heinz Kohut and the psychology of the Self*. New York: Routledge.
- Varma, P. K. (2010). *Becoming Indian: The unfinished revolution of culture and identity*. New Delhi, India: Penguin-Allen Lane.
- Varma, S. (2005). From the self to the Self: An exposition on personality based on the works of Sri Aurobindo. In K. R. Rao, & S. M. Bhatt (Eds.), *Towards a spiritual psychology*. New Delhi, India: Samvad.
- Yung-Jong, S. (2016). From self to nonself: The nonself theory. Unpublished article.



<b>M.A (PSYCHOLOGY)- 2ND SEMESTER</b>	
<b>COURSE TITLE: - Psychiatric Perspective on Disaster Trauma</b>	
COURSE CODE:PSYS3 203 <span style="float: right;">COURSE TYPE:CCC</span>	
CREDIT:6	HOURES:90
THEORY: 6 :0	PRACTICAL THEORY:90 0
MARKS	
THEORY: 100 (70+30)	PRACTICAL:00
<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b>  <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b>  <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b>  <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words)</b></p>	
<b>UNIT 1</b> 25 Hours	<p><b>1. Disaster trauma from the viewpoint of psychiatry</b>  1.1. Mental health needs of disaster survivors from the psychiatric perspective .  1.2. Bio-medical and bio-psycho-social models of disaster trauma.  1.3. Place of cultural and socio-political condition in psychiatric perspective on trauma.  1.4. Community Psychiatry, rehabilitation and post-traumatic growth .</p>
<b>UNIT 2</b> 20 Hours	<p><b>The diagnostic category of posttraumatic stress disorder (PTSD)</b>  2.1. Introduction to DSM-V criteria and symptoms of PTSD and Acute Stress Disorder  2.2. Physiological basis of PTSD symptoms  2.3. Traumatic memory and PTSD symptoms  2.4. Post-disaster depression and dissociative disorder</p>
<b>UNIT 3</b> 20 Hours	<p><b>Predictors and correlates of PTSD</b>  3.1. Premorbidity to PTSD  3.2. Socio-demographic predictors and correlates  3.3. Cultural predictors and correlates</p>
<b>UNIT 4</b> 25 Hours	<p><b>A critical evaluation of PTSD and psychiatric perspective</b>  4.1. PTSD: A cross-cultural diagnostic category for intense trauma  4.2. Cultural variations in the symptoms of PTSD  4.3. Category fallacy of PTSD in cultures associated with socio-centric worldviews  4.4. Category fallacy of PTSD in the face of ethnic and political violence  4.5. Towards a comprehensive understanding of psychiatric and cultural perspectives on trauma and survivors' rehabilitation</p>



<b>M.A. PSYCHOLOGY- 2ND SEMESTER(PRACTICUM)</b>	
<b>COURSE CODE: 211</b>	<b>COURSE TYPE: CCC</b>
<b>COURSE TITLE:</b> <b>PSYCHOLOGICAL ASSESMENT IN SELF PSYCHOLOGY AND COMPUTER APPLICATION (PRACTICIUM)</b>	
<b>CREDIT:3</b> <b>THEORY: 00</b>	<b>HOURS:45</b> <b>THEORY 00</b>
<p><b>Administration of Psychological test: (any three)</b></p> <ul style="list-style-type: none"> <li>(a) Self Concept.</li> <li>(b) Self Esteem.</li> <li>(c) Narcissism</li> <li>d) Application of MS excel / SPSS in graphical representation of obtained psychological data; for example, Histogram, Pie chart, Ogive, Bar Diagram</li> <li>e) Use of computer in statistical analysis (such as Mean, S.D., and Correlation) of obtained psychological data using MS excel / SPSS</li> </ul>	



<b>COURSE CODE: 212</b>		<b>COURSE TYPE: CCC</b>	
<b>COURSE TITLE:</b>			
<b>PSYCHOLOGICAL ASSESMENT IN DISASTER TRAUMA(PRACTICIUM)</b>			
<b>CREDIT:3</b>		<b>HOURS:45</b>	
<b>THEORY: 00</b>		<b>THEORY 00</b>	
<p><b>Administration of Psychological tests for assessing psychological consequences after Disaster/Trauma : (any three)</b></p> <p><b>A. Stress Tolerance</b>  <b>B. Resilience.</b>  <b>C. Depression.</b>  <b>D. Anxiety.</b></p> <p><b>Report writing: In addition to above mention tests, student has to submit any one case record related to victim of disaster/trauma.</b></p>			

<b>M.A (PSYCHOLOGY)-2nd SEMESTER</b>			
<b>COURSE TITLE: :RESEARCH METHODOLOGY &amp; COMPUTER APPLICATION: BASICS</b>			
COURSE CODE:PSYS02		COURSE TYPE:OSC	
CREDIT:6		HOURS:90	
THEORY: 6	PRACTICAL:00	THEORY:90	PRACTICAL:00
MARKS			
THEORY: 100 (70+30)		PRACTICAL:00	
<p><b>Note-1) SHORT ANSWER TYPE QUESTIONS: Three questions to be asked. Two to be attempted carrying five marks each (word limit-100 words) 2*5=10</b></p> <p><b>2) MIDDLE ANSWER TYPE QUESTIONS: Three questions to be asked. Two to be attempted carrying nine marks each (word limit-250 words) 2*9=18</b></p> <p><b>3) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying fourteen marks each (word limit-700 words) 3*14=42 OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Understands the concept and place of research in concerned subject</li> <li>2. Gets acquainted with various resources for research</li> <li>3. Becomes familiar with various tools of research</li> <li>4. Gets conversant with sampling techniques, methods of research and techniques of analysis of data</li> <li>5. Achieves skills in various research writings</li> <li>6. Gets acquainted with computer Fundamentals and Office Software Package .</li> </ol>			
<b>UNIT 1.</b> 10 Hours	<p><b>CONCEPT OF RESEARCH :</b> Meaning and characteristics of research , Steps in research process , Types of research - i) Basic, applied and action research ii) Quantitative and qualitative research , Areas of research in concern discipline</p>		
<b>UNIT 2.</b> 10 Hours	<p><b>SELECTION OF PROBLEM FOR RESEARCH :</b> Sources of the selection of the problem , Criteria of the selection of the problem ,Drafting a research proposal , Meaning and types of variables ,Meaning and types of hypothesis</p> <p><b>TOOLS OF RESEARCH :</b> Meaning and general information about construction procedure of (i) Questionnaire, (ii)Interview, (iii) Psychological test, (iv) observation (v) Rating scale (vi) Attitude scale and (vii) check list , Advantages and disadvantages of above tools.</p> <p><b>SAMPLING :</b> Meaning of population and sample , Importance and characteristics of sample , Sampling techniques - i) Probability sampling : random sampling, stratified random sampling, systematic sampling, cluster sampling ii) Non-probability sampling: incidental sampling, purposive sampling, quota sampling</p>		
<b>UNIT 3.</b> 15 Hours	<p><b>METHODS OF RESEARCH</b> Meaning and conducting procedure of following methods of research : Historical method , Survey method , Case study , Causal comparative method , Developmental methods , Experimental methods</p>		
<b>UNIT 4.</b> 15 Hours	<p><b>TREATMENT OF DATA :</b>Level of measurements of data , Steps in treatment of data: editing, coding, classification, tabulation, analysis and interpretation of results</p> <p><b>WRITING RESEARCH REPORT :</b> Abstract, Synopsis, Summary, Research Paper, Project, Citation and Referencing</p>		

<p style="text-align: center;"><b>UNIT 5.</b> <b>20 Hours</b></p>	<p><b>Computer Fundamentals</b>  <b>Computer System</b> : Features, Basic Applications of Computer, Generations of computers.  <b>Parts of Computer System</b> : Block Diagram of Computer System ; Central Processing Unit(CPU) ; Concepts and types of Hardware and Software, Input Devices - Mouse, Keyboard,Scanner, Bar Code Reader, track ball ; Output Devices - Monitor, Printer, Plotter, Speaker ;Computer Memory - primary and secondary memory, magnetic and optical storage devices.  <b>Operating Systems</b> - MS Windows : Basics of Windows OS ; Components of Windows - icons,taskbar, activating windows, using desktop, title bar, running applications, exploring computer, managing files and folders, copying and moving files and folders ; Control panel : display properties, adding and removing software and hardware, setting date and time, screensaver and appearance ; Windows Accessories : Calculator, Notepad, WordPad, Paint Brush, Command Prompt, Windows Explorer.</p>
<p style="text-align: center;"><b>UNIT -6.</b> <b>20 Hours</b></p>	<p><b>Office Software Package</b>  Word Processing - MS Word : Creating, Saving, Opening, Editing, Formatting, Page Setup and printing Documents ; Using tables, pictures, and charts in Documents ; Using Mail Merge sending a document to a group of people and creating form, letters and label.  Spreadsheet - MS Excel : Opening a Blank or New Workbook, entering data/Function/ Formula into worksheet cell, Saving, Editing, Formatting, Page Setup and printing Workbooks.  Presentation Software - MS Power Point : Creating and enhancing a presentation, modifying a presentation, working with visual elements, adding Animations &amp; Transitions and delivering a presentation</p>

**M.A (PSYCHOLOGY)-2nd SEMESTER**

**Course outcome**

**Paper**

**PsyBO1-Yoga based self development education, therapy, OB and Community**

After completing the course the students will able to demonstrate

CO1a comprehensive knowledge of intergal yoga based self development therapies and counseling

CO2 Ability to develop knowledge of intergal education as their as an instrument for the soul to express itself in work.

CO3-A critical appraisal of the implici courriculam in present day schooling and the consequences of misguided attempts at inculcating values.

CO4-develop educating the mind's role,limits and Potentials.

CO5- compare and contrast aspects ofBBT client center in intergal indian psychotherapy,body and Psych education and spiritual education

CO6- ability to develop knowledge of nature types and purposes of organisational behaviour.

CO7-Develop attitude of maitri,karuna,mudiya and apeksha in relationship at work.

CO8-a research tendency to go for innovative studies of yoga based development of of self, creativie thinking, problem solving ability in interpersonal and group process.

CO9- a sense of leadership for the spiritual development of the organization,develop view of life and work and develop individual as corporate social responsibility of love and oneness.

**PO CO MAPPING**

<b>M.A (PSYCHOLOGY) - 2ND SEMESTER</b>											
<b>COURSE TITLE: -Yoga based self development, Education, Therapy, OB &amp; Community work</b>											
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11
CO 1	✓										
CO 2	✓										
CO 3			✓								
CO 4		✓									
CO 5			✓								
CO 6											
CO 7				✓							
CO 8									✓		

<b>M.A (PSYCHOLOGY) - 2ND SEMESTER</b>	
<b>COURSE TITLE: - Yoga based self development, Education, Therapy, OB &amp; Community work</b>	
COURSE CODE:PSY B01	COURSE TYPE:ECC/CB
CREDIT:6	HOURS:90
THEORY: 6                      PRACTICAL: 00	THEORY:90                                      PRACTICAL: 00
MARKS	
THEORY: 100 (70+30)	PRACTICAL:00
<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b>  <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b>  <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b>  <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words).</b></p>	
<b>UNIT 1</b> <b>20 Hours</b>	<p>The common ground: Integral yoga-based self-development</p> <p>1.1. The aim and the motivation for taking up Integral Yoga</p> <p>1.1.1. Finding the Self (the Absolute, the Divine, or whatever name is given to That)</p> <p>1.1.2. Transformation of the nature under influence of the highest levels of consciousness one can reach</p> <p>1.2. Self-observation as a tool for growth</p> <p>1.2.1. Mental silence, equanimity, and detachment revisited</p> <p>1.3. Aspiration, rejection and surrender 1.4. The inner, psychological meaning of the Vedic sacrifice</p> <p>1.4.1. —Offering up   difficulties for higher levels of consciousness to deal with them</p> <p>1.5. Aids</p> <p>1.5.1. Knowledge (initially from scriptures etc., but ultimately innerknowledge)</p> <p>1.5.2. Effort (how its nature changes over time)</p> <p>1.5.3. Guru (roles, ideal characteristics, methods; inner and outer)</p> <p>1.5.4. Time (its role at different stages of development)</p> <p>1.6. Ideal attitudes</p> <p>1.7. How to deal with difficulties and obstructions (inner and outer)</p> <p>1.8. Pain and suffering: Their role and how to deal with them</p>

**UNIT 2**  
**30 Hours**

**Education**

The aim of Integral Education is to help students to develop their nature as an instrument for the soul to express itself in the world.

- 2.1. Three principles of education
- 2.2. Nothing can be taught
  - 2.2.1. The mind has to be consulted in its own growth
  - 2.2.2. Learn from the near to the far
- 2.3. A basic understanding and critical appraisal of the implicit curriculum in present-day schooling, and the psychological consequences of misguided attempts at "inculcating values", over-educating, and over-evaluating
- 2.4. Soul-based respect for the learner
  - 2.4.1. Devolving responsibility for choices and evaluation to the learner
  - 2.4.2. Shifting from stress on content to stress on the development of faculties, qualities etc.
  - 2.4.3. Encouraging honesty, collaboration, and the pursuit of perfection in whatever sphere of interest the child has
  - 2.4.4. The use of integrated projects instead of subject-based —periods||
  - 2.4.5. A basic understanding and critical appraisal of the implicit curriculum needed to ensure the fore-mentioned ideals actually happen
- 2.5. Educating the mind
  - 2.5.1. The mind's role, limits and potential
  - 2.5.2. Freeing the mind from vital and physical immixtures
  - 2.5.3. Dealing with the mind's own limits and difficulties
  - 2.5.4. Developing the mind's strengths and positive attitudes
  - 2.5.5. Opening up to higher possibilities
- 2.6. Educating the vital (praṇa, the life force and the emotional nature)
  - 2.6.1. The vital's role, limits and potential
  - 2.6.2. Dealing with vital difficulties
  - 2.6.3. Fostering good attitudes
  - 2.6.4. Developing the vital's strengths
- 2.7. Educating the body
  - 2.7.1. Getting to know the body
  - 2.7.2. Overcoming the body's weaknesses (laziness, fear, lack of faith, etc.)
  - 2.7.3. Fostering the body's strengths (harmony, goodwill, flexibility, strength, endurance, etc.)
- 2.8. Psychic Education
  - 2.8.1. Removing obstacles (in mind, vital, body)
  - 2.8.2. Fostering an inner opening to higher energies and the power of harmony in all its manifestations (as far as capacity and interest allow)
  - 2.8.3. Indicating the various ways the Soul can be found and made active in one's life (as far as capacity and interest allow)
  - 2.8.4. Helping the child to discover, to the extent possible, his svabh va and svadharma
- 2.9. Spiritual Education
  - 2.9.1. Removing obstacles (in mind, vital, body)
  - 2.9.2. Indicating the higher levels of consciousness and how they can be recognised (as far as capacity and interest allow)
  - 2.9.3. Indicating the various ways the Self can be found (as far as capacity and interest allow)

<p style="text-align: center;"><b>UNIT 3</b> <b>20 Hours</b></p>	<p><b>Therapy and counseling</b></p> <p>3.1. Aspects of Cognitive Behavioral Therapy that can be used in Integral Indian Psychotherapy</p> <p>3.2. Aspects of Client Centered Counseling that can be used in Integral Indian Psychotherapy</p> <p>3.3. Aspects of Psycho-Analysis that can be used in Integral Indian Psychotherapy</p> <p>3.4. What Integral Indian Psychology can add in terms of its understanding of reality and human nature</p> <p>3.4.1. An exceptionally comprehensive perspective on the human condition, offering coherent and satisfying aims, both for life and therapy</p> <p>3.4.2. An exceptionally comprehensive understanding of our centre of identification, our own —instrumental   nature, and the complex manner in which they interact with each other and their surrounding.</p> <p>3.4.3. An exceptionally comprehensive collection of tools to use this understanding to work towards one's aims NB. The above three elements should at least have been touched upon in the earlier parts of this Integral Indian Psychology course. The art, of the therapist / counselor will consist of knowing what out of this rich treasury can be used by the individual or group he or she works with, when, and with what intensity.</p> <p>3.5. Some of the core elements of Integral yoga that have been found especially useful in therapy</p> <p>3.5.1. Standing back (as in Vipassana/Mindfulness)</p> <p>3.5.2. Offering up</p> <p>3.5.3. Taking full responsibility for the state one is in (no blaming, no justifications)</p> <p>3.5.4. Silencing and quieting one's nature</p> <p>3.5.5. Reconnecting to the deepest or highest part of oneself one has access to</p>
<p style="text-align: center;"><b>UNIT 4</b> <b>20 Hours</b></p>	<p><b>OB and social work</b></p> <p>4.1. Nature, purpose and types of organizations</p> <p>4.2. Organization as a context for development of individual and collective consciousness; organization as a sub-system of society</p> <p>4.3. Individual/self</p> <p>4.3.1. Karmic view of life and work: Karma yoga and niṣk ma karma</p> <p>4.3.2. Relationships at workplace, like coaching, counseling and mentoring from consciousness perspective</p> <p>4.3.3. Application of yoga/meditation for managing stress at workplace</p> <p>4.3.4. Application of yoga and meditation in creative thinking and problem solving</p> <p>4.4. Interpersonal and group processes</p> <p>4.4.1. Basic interpersonal and group processes</p> <p>4.4.2. Attitude of maitri, karuṇa, mudita, and apekṣa in relationships at work</p> <p>4.4.3. Evoking collective consciousness at group/team level</p> <p>4.4.4. Diversity in groups: v sudeva ku umbakam/cosmic collectivism; sarvadharma sambh va</p> <p>4.5. Organizational processes</p> <p>4.5.1. Organizational culture: spiritual values and culture in organizations and their impact on ethical behaviour and customer orientation; v sudeva ku umbakam /cosmic collectivism; sarvadharma Sambh va</p> <p>4.5.2. Leadership for the spiritual development of the organization: role of the leader in the consciousness perspective such as servant leadership; r jṛṣi</p> <p>4.5.3. Organizational sustainability and corporate social responsibility (CSR): Loka sangrah</p> <p>4.5.4. Developing the pluralistic / inclusive organization</p> <p>4.6. Love and oneness</p>

**Readings:**

- Adhia, H., Nagendra, H. R., & Mahadevan, B. (2010). Impact of performance. *International Journal of Yoga*, Jul-Dec, 3(2), 55–66.
- Aurobindo, Sri. (2007). A few representative short texts by Sri Aurobindo. Pondicherry, India: Sri Aurobindo Centre of Consciousness Studies. Retrieved on August 14, 2016 from <http://www.saccs.org.in/texts/integralyoga-sa.php>
- Aurobindo, Sri. (2010). The synthesis of yoga. Pondicherry, India: Sri Aurobindo Ashram Trust. Retrieved on August 14, 2016 from <http://www.sriurobindoashram.org/ashram/sriuro/writings.php>
- Aurobindo, Sri. (2008). The integral yoga. Pondicherry, India: Sri Aurobindo Ashram Trust.
- Brunton, P. (2009). The Maharshi and his message. Tiruvannamalai, India: Sri Ramanasramam.
- Chakraborty, S. K. (1995). Wisdom leadership: Leading self by the SELF. *Journal of Human Values*, 1(2), 205-220.
- Chatterjee, S., & Datta, D. (2014). An introduction to Indian philosophy. New Delhi, India: Rupa Publications.
- Cornelissen, R. M. M. (Expected: April 2017). Infinity in a drop: An introduction to integral Indian psychology. Retrieved on August 14, 2016 from <http://www.ipi.org.in/infinity/infinity-outline.php>
- Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2014). Foundations and applications of Indian psychology. New Delhi, India: Pearson.
- Cortright, B. (2007). Integral psychology. Albany: State University of New York.
- Dalal, A. S. (Ed.) (2001). A greater psychology: An introduction to the psychological thought of Sri Aurobindo. New York: Penguin Putnam Inc.
- Dalal, A. S. (Ed.) (2001). Our many selves. Pondicherry, India: Sri Aurobindo Ashram Trust.
- Dossey, L. (1989). Recovering the soul. New York: Bantam Books.
- Gupta, M. (2013). The gospel of Sri Ramakrishna. Chennai, India: Sri Ramakrishna Math.
- Gupta, R. K. (1995). Conflict and congruence between Vedantic wisdom and modern management.

**Course outcome**  
**Paper**  
**PsyBO2- Positive emotions and Health Psychology**

After completing the course the students will able to demonstrate

CO1-a comprehensive knowledge of history and background of positive emotions, positive aspects of human existence and positive emotions on individual on perspective.

CO2- a critical understanding myths of happiness.

CO3- Ability.to understanding emotional intelligence and well-being.

CO4-Able to locate diversity in the experiences of happiness with different views.

CO5- Being able to identify the key virtues of positive emotions which facilitates positive emotions.

CO6- develop ability to identify positive emotions, health beliefs system and life style on indian perspective.

CO7- able to do research on clinical application of positive psychotherapy.

CO8-Develop chracy strength with key knowledge of happiness and life satisfaction.

**PO CO MAPPING**

<b>M.A (PSYCHOLOGY) -2END SEMESTER</b>											
<b>COURSE TITLE: - Positive Emotions and Health</b>											
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11
CO 1	✓										
CO 2	✓										
CO 3			✓								
CO 4		✓									
CO 5			✓								
CO 6											
CO 7				✓							
CO 8										✓	

<b>M.A (PSYCHOLOGY) -2ND SEMESTER</b>	
<b>COURSE TITLE: - Positive Emotions and Health</b>	
COURSE CODE:PSY B02 TYPE:ECC/CB	COURSE
CREDIT:6  THEORY: 6 PRACTICAL: 00	CREDIT:6  THEORY: 90 PRACTICAL: 00
MARKS	
THEORY: 100 (70+30)	THEORY: 100 (70+30)
<b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b> <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b> <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b> <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words).</b>	
<b>UNIT 1</b> 25 Hours	<b>Foundations of positive emotions</b> 1.1. Positive emotions: History and background 1.2. Different views on happiness 1.3. Broaden-and-build theory 1.4. Happiness and health 1.5. The myths of happiness
<b>UNIT 2</b> 20 Hours	<b>Positive aspects of human existence</b> 2.1. Optimism, gratitude, forgiveness, religion, spirituality 2.2. Culture and health 2.3. Emotional intelligence and well-being
<b>UNIT 3</b> 25 Hours	<b>Indian perspective</b> 3.1. Indian perspective on positive emotions 3.2. Positive cognition 3.3. Health belief system 3.4. Life-style, nutrition/food habits and mental/physical health
<b>UNIT 4</b> 20 Hours	<b>Applications</b> 4.1. Positive education 4.2. Positive work-places 4.3. Self-help 4.4. Clinical applications: Positive psychotherapy and future directions

<p><b>Readings:</b></p> <p>Diener, E., Oishi, S., &amp; Lucas, R. E. (2009). Subjective well-being: The science of happiness and life satisfaction. In C. R. Snyder &amp; S. J. Lopez (Eds.), <i>The Oxford handbook of positive psychology</i> (pp. 187-194). New York: Oxford University Press.</p> <p>Seligman, M. E. P., &amp; Csikszentmihalyi, M. (2000). Positive psychology: An introduction. <i>American Psychologist</i>, 55(1), 5-14.</p> <p>Seligman, M. E. P., Ernst, R. M., Gillham, J., Reivich, K., &amp; Linkins, M. (2009). Positive education: Positive psychology and classroom interventions. <i>Oxford Review of Education</i>, 35, 293-311.</p> <p>Seligman, M. E. P., Rashid, T., &amp; Parks, A. C. (2006). Positive psychotherapy. <i>American Psychologist</i>, 61, 774-788.</p>
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## Course outcome

### BO3-Social Psychology perspectives

After completing the course the students will able to demonstrate

CO1-a comprehensive knowledge of breif history key issues and theoretical. Concepts of social psychology.

CO2-a critical understanding theories of intergroup relations criminal group, social identity theory, realistic theory.

CO3- Developing insight about social influence and ability to respond to social situations.

CO4-Abilty to view socialperspection, attitude and it's change with cultural context.

CO5-Ability to identify aggression and ways to manage aggression.

CO6- a research tendency to go for innovative in social psychological perspectives, challenges of societal development through use of experimental and correlation method

CO7- Ability to facilitating wellbeing and self growth in diverse cultural and socio-political context.developing insight into one's own behaviour

### PO CO MAPPING

<b>M.A (PSYCHOLOGY) - 2ND SEMESTER</b>											
<b>COURSE TITLE: - Social Psychological Perspectives</b>											
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11
CO 1	✓										
CO 2	✓										
CO 3			✓								
CO 4			✓								
CO 5		✓									
CO 6				✓				✓			
CO 7											
CO 8											
<b>M.A (PSYCHOLOGY) - 2ND SEMESTER</b>											
<b>COURSE TITLE: - Social Psychological Perspectives</b>											
COURSE CODE:PSY B03						COURSE					
TYPE:ECC/CB											
CREDIT:6				HOURES:90							
THEORY: 6				THEORY:90				PRACTICAL:0			
PRACTICAL:0											

MARKS	
THEORY: 100 (70+30)	PRACTICAL:00
<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b>  <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b>  <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b>  <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words)</b></p>	
UNIT 1 30 MARKS	<p><b>Introduction to Social Psychological Perspectives</b>  1.1. Nature and scope of social psychology; brief history of social psychology; psychological social psychology and sociological social psychology; symbolic interactionism; social constructionism; social representation; cultural and cross-cultural psychology; traditional theoretical perspectives (field theory, cognitive dissonance, sociobiology, psychodynamic approaches).  1.2. Use of experimental, correlational and qualitative methods in social psychological research</p>
UNIT 2 35 MARKS	<p><b>Social Influence and Responding to Social Situations</b>  2.1. Social facilitation; social loafing; conformity, compliance, obedience; social power; reactance; cultural context of getting influenced or resisting influence  2.2. Social perception; attitude and its change within cultural context; aggression and ways to manage aggression; prosocial behavior</p>
UNIT 3 30 MARKS	<p><b>Intergroup relations</b>  3.1. Group dynamics, leadership style and effectiveness  3.2. Theories of intergroup relations (minimal group experiment and social identity theory, relative deprivation theory, realistic conflict theory, equity theory), conflicts and resolution</p>
UNIT 4 35 MARKS	<p><b>Applications in real world</b>  4.1. Application for whom and for what? Revisiting the meanings of ‘social’ in social psychological perspectives; exploring voice of end-users/stakeholders in social psychological perspectives; challenges of societal development.  4.2. Issues of gender, poverty, marginalization and social suffering; facilitating wellbeing and self-growth in diverse cultural and socio-political contexts.</p>

<p><b>Readings:</b>  Baron, R. A., &amp; Byrne, D. (2000). (8th ed.). Social psychology. New Delhi: Prentice Hall of India.  Billig, M. (1976). Social psychology and intergroup relations. NY: Academic Press.  Dalal, A.K., &amp; Misra, G. (Ed.) (2001). New directions in Indian psychology, Vol. 1: Social psychology. New Delhi: Sage.  McGarty, C., &amp; Haslam, S. A. (Eds.) (1997). The message of social psychology. Oxford, UK: Blackwell.  Misra G. (Ed.) (2009). Psychology in India, Vol. 2: Social and organizational processes. New Delhi: Pearson.  Misra, G. (Ed.) (1990). Applied social psychology in India. New Delhi: Sage.  Shaw, M. E., &amp; Costanzo, P. R. (1970). Theories of social psychology. USA: McGraw-Hill.  Strickland, L. H., Aboud, F. E., &amp; Gergen, K. J. (1976). Social psychology in transition. New York: Plenum.  Tajfel, H. (1981). Human groups and social categories. London: Cambridge University Press.  Taylor. M., &amp; Moghaddam, F.M. (1987). Theories of intergroup relations. NY: Praeger</p>
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<b>M.A (PSYCHOLOGY) - 2 END SEMESTER</b>	
<b>COURSE TITLE: Aspects of Yoga: Physiological and Ethical</b>	
COURSE CODE:PSY B04	COURSE TYPE:ECC/CB
CREDIT:6	HOURS:90
THEORY: 6                      PRACTICAL:0	THEORY:90 PRACTICAL:0
MARKS	
THEORY: 100 (70+30)	PRACTICAL:00
<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b>  <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b>  <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b>  <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words)</b></p>	
<b>UNIT 1</b> 20 Hours	<p><b>Asana and psycho-physiological mechanisms</b>  1.1. Asana — Physiological aspects, systems in the body: Muscular, pulmonary, circulatory and gastro-intestinal systems.  1.2. Asana — Psycho-physiological aspects: Endocrine, nervous and immunity systems  1.3. Asana and meditation — Shavasana and yoga nidra.  1.4. Asana — Psycho-spiritual aspects: Mimesis, unblocking and release of psychological trauma.</p>
<b>UNIT 2</b> 25 Hours	<p><b>Prānāyāma and psycho-physiological mechanisms</b>  2.1. The broader concept of prana in yoga — Voluntary and involuntary mechanisms in breathing; Prana vidya/pranayama as increasing voluntary control over breathing.  2.2. Pranayama and neuro-endocrino and immunological concomitants in the body.  2.3. Pranayama and diet/food  2.4. Pranayama and meditation.  2.5. Prana and Ayurveda — Introduction to specific interlinkages, prakriti, tridosha, guna and ritucharya.  2.6. Prana, ethics and lifestyle disorders: The concept of pragnya-aparadha.</p>
<b>UNIT 3</b> 25 Hours	<p><b>Applications of yogāsana and prānāyāma</b>  3.1. Yoga-asana outcome I — Teaching and learning specific asanas for relevant concerns and contexts; Understanding the indications and contra-indications in teaching asana; Creating asana modules for specific needs with a view on tridosha, triguna and Ritucharya [R capital is correct here?].  3.2. Pranayama outcome II — Teaching and learning specific pranayamas for specific needs and motivations, understanding the indications and contraindications in teaching pranayama. Constraints and cautions in pranayama practice.</p>

<b>UNIT 4</b> <b>20 Hours</b>	<p><b>Ethical aspects of yoga practice</b></p> <p>4.1. Yamas — Self-determined ethical practices for social adjustment: Ahimsa, satya, asteya, aparigraha, brahmacharya; Interlinkages with Buddhist ideas of maitri, karuna, mudita and upeksha and Jaina ideas of ahimsa.</p> <p>4.2. Niyamas — Self-determined ethical practices for transcendence - Shaucha, santosha, tapas, svadhyaya, Ishwara pranidhana.</p> <p>4.3. Pratyahara – Emotional regulation; Introduction to the Indian perspective on the transformation of personhood; Self and two typologies of emotions in Indian psychology; Six raw emotions as enemies of yoga practice for beginners: The shadripus/arishadvarga (kama, krodha, lobha, moha, mada, matsarya).</p> <p>4.4. Shanta rasa, meditation and yoga. Shweder, R. A. (2000). The psychology of practice and the practice of three psychologies. Asian Journal</p>
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<p><b>Readings:</b></p> <p>Babu, R. K. (2011). Asana sutras (techniques of yoga asanas based on traditional hatha yoga literature). Vizianagaram, India: Home of Yoga Publications.</p> <p>Bharati, S. V. (2013). Philosophy of Hatha Yoga. Allahabad, India: Himalayan Institute Press.</p> <p>Bharati, S. V. (2015). Yoga Sutras of Patanjali: With the Exposition of Vyasa (Vol.1: Samadhi Pada). Rishikesh: Ahym sin Publishers.</p> <p>Bharati, S. V. (2001). Yoga Sutras of Patanjali: With the Exposition of Vyasa (Vol. 2:Sadhana Pada). New Delhi, India: Motilal Banarsidass Publ.</p> <p>Iyengar, B. K. S. (1976). Light on yoga. London: UNWIN Paperbacks.</p> <p>Pandit, S., &amp; Misra, G. (2011). Emotions in Indian psychology. In G. Misra (Ed.), Psychology and psychoanalysis (pp. 663-692). Delhi, India: Center for Civilizational Studies.</p> <p>Paranjpe, A. (2009). In defence of an Indian approach to the psychology of emotion. Psychological Studies, 54, 54-58.</p> <p>Rama, R. R. (2006). Journey to the real self (a book on yoga consciousness). Vijnigiri, India: Yoga Consciousness Trust.</p> <p>Sarswathi, N. S. (1994). Prana pranayama, prana vidya. Munger, India: Bihar School of Yoga.</p>
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<b>M.A (PSYCHOLOGY)- 2 ND SEMESTER</b>		
<b>COURSE TITLE: Psychometric: Statistics</b>		
COURSE CODE:PSY B05 TYPE:ECC/CB		COURSE
CREDIT:6	HOURES:90	
THEORY: 6 PRACTICAL:0	THEORY:90	PRACTICAL:0
MARKS		
THEORY: 100 (70+30)	PRACTICAL:00	
<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b>  <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b>  <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b>  <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words)</b></p>		
<b>UNIT 1</b> 20 Hours	<p><b>Introduction to statistics</b></p> <p>1.1. Why you need statistics: Types of statistics and data  1.2. Describing variables  1.3. Describing variables numerically: Averages, variation and spread  1.4. Shapes of distributions of scores  1.5. Probability distribution and normal curve  1.6. Calculating summary measures of data - Location - Mean, Median, Mode - Dispersion - SIQR, MAD, sample variance, sample standard deviation  1.7. Standard deviation and z-scores: The standard unit of measurement in statistics  1.8. Relationships between two or more variables: Diagrams and tables  1.9. Correlation coefficients: Pearson correlation and Spearman's rho, pointbiserial, phi, biserial, tetrachoric, phi-coefficient  1.10. Regression: Prediction with precision</p>	
<b>UNIT 2</b> 25 Hours	<p><b>Significance testing</b></p> <p>2.1. Samples and populations: Generalising and inferring  2.2. Logic of hypothesis testing  2.3. Standard error: The standard error of means and Standard error of difference between means  2.4. Statistical significance for the correlation coefficient: A practical introduction to statistical inference  2.5. The t-test: Comparing two samples of correlated/related/paired scores  2.6. The t-test: Comparing two samples of unrelated/uncorrelated scores  2.7. Chi-square: Differences between samples of frequency data  2.8. Reporting significance levels  2.9. One-tailed versus two-tailed significance testing  2.10. Ranking tests: Nonparametric statistics  2.11. Criticism of Null Hypothesis Significance Testing(NHST): Fisher vs. Neyman and Eagon Pearson Debate; APA Report on Statistical Testing  2.12. Alternatives to NHST: Effect size, confidence interval, exploratory data analysis</p>	

<b>UNIT 3</b> 20 Hours	<p><b>Introduction to analysis of variance</b></p> <p>3.1. The variance ratio test: The F-ratio to compare two variances</p> <p>3.2. Analysis of variance (ANOVA): Introduction to the one-way unrelated or uncorrelated ANOVA</p> <p>3.3. Analysis of variance for correlated scores or repeated measures</p> <p>3.4. Two-way analysis of variance for unrelated/uncorrelated scores</p>
<b>UNIT 4</b> 25 Hours	<p><b>Assorted advanced techniques and non-parametric statistics</b></p> <p>4.1. Partial correlation, semi-partial correlation: Spurious correlation, third or confounding variables, suppressor variables</p> <p>4.2. Multiple regression and multiple correlation</p> <p>4.3. The size of effects in statistical analysis</p> <p>4.4. The influence of moderator variables on relationships between two variables</p> <p>4.5. Statistical power analysis: Getting the sample size right</p> <p>4.6. Non-parametric statistics: Difference between parametric and non-parametric statistics; Mann-Whitney-Wilcoxon test, Kendal coefficient of concordance, Sign test, Kruskal- Walis one-way ANOVA, Friedman two-way ANOVA</p>

**Readings:**

- Aron, A., & Aron, E. N. (1994). *Statistics for psychology*. New Jersey, NJ: Prentice Hall.
- Cohen, J. (1994). The earth is round ( $p < .05$ ). *American Psychologist*, 49(12), 997- 1003. doi:10.1037/0003-066X.49.12.997
- Garrett, H. E. (1966). *Statistics in psychology and education*. Bombay, India: Vakils Feefer & Simon Pvt. Ltd.
- Gigerenzer, G. (2004). Mindless statistics. *Journal of Socio-Economics*, 33(5), 587– 606.
- Guilford, J. P. (1965). *Fundamental statistics in psychology and education* (4th ed.). New Delhi, India: Subject Publications.
- Heiman, G. W. (2001). *Understanding research methods and statistics: An integrated introduction for psychology* (2nd ed.). Boston: Houghton Mifflin Company.
- Howell, D. C. (2002). *Statistical methods for psychology* (5th ed.). Duxbury, California: Thomson Learning.



<b>M.A (PSYCHOLOGY) - 2 ND SEMESTER</b>	
<b>COURSE TITLE: Forensic Psychology: Study of Criminal Behavior</b>	
COURSE CODE:PSY B06 TYPE:ECC/CB	COURSE
CREDIT:6  THEORY: 6 PRACTICAL:0	HOURES:90  THEORY:90  PRACTICAL:0
MARKS	
THEORY: 100 (70+30)	PRACTICAL:00
<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b>  <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b>  <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b>  <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words)</b></p>	
<b>UNIT-1</b> 20 Hours	Forensic Psychology: Introduction and overview, Historical Perspective, Fields of Forensic Psychology, Education and Training.
<b>UNIT-2</b> 20 Hours	Criminal and Investigative Psychology: Police Psychology, Mental and Aptitude testing, Personality assessment
<b>UNIT-3</b> 20 Hours	Occupational stress in Police and investigation, Hostage taking Police interrogation and False confession. Criminal of Psychological autopsy. Geographical profiling and mental manpower, Criminal Identification.
<b>UNIT-4</b> 30 Hours	Psychological impacts of violence and sexual offences, Posttraumatic stress disorder, Family violence and victimization, Psychology of the bystanders. Correctional Psychology: Legal rights of inmates: Rights to treatment, Right top refuse treatment, Inmates with mental disorders,Solitary confinement, Psychological assessment in correction, Psychological methods of correction, Treatment of sexual offenders, Community-based correction, Group homes, Family preservation model, Substance abuse model, Prevention of violence.

**Readings:**

Bartol, C. R. & Bartol, A. M. (2004) Introduction to forensic Psychology. New Delhi: Sage.  
Blackburn, R., (1993) The Psychology of criminal conduct: Theory research and practice. Chichester: Wiley & Sons.  
Dhanda, A. (2000) Legal order and mental disorder. New Delhi: Sage.  
Harari, L. (1981) Forensic Psychology. London: Batsford Academic.



<b>COURSE TITLE: - INTRODUCTION TO CLINICAL PSYCHOLOGY</b>			
COURSE CODE:PSY301		COURSE TYPE:CCC	
CREDIT:6		CREDIT:6	
THEORY: 00	PRACTICAL: 00	THEORY:90	PRACTICAL: 00
MARKS			
THEORY: 100 (70+30)		PRACTICAL: 00	
<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b>  <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b>  <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b>  <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words)</b></p>			
<b>UNIT 1</b> 25 Hours	<b>Foundations</b> 1.1.Historical background: Early & recent history . 1.2.Nature of discipline: Theory and research . 1.3.Developing a professional identity: Education & training, professional activities and employment settings, sub-specializations.		
<b>UNIT 2</b> 20 Hours	<b>Psychodynamic approach</b> 2.1.Brief orientation to four psychoanalytic psychologies – Drive, ego, object relations & self psychology 2.2.Understanding psychological defenses, regression, and the true and false selfsystems		
<b>UNIT 3</b> 25 Hours	<b>Other major approaches</b> 3.1.Behavioural and cognitive-behavioural 3.2.Humanistic 3.3.Existential 3.4.Family systems 3.5.Biological 3.6.Attempt at integration: Bio-psycho-social		
<b>UNIT 4</b> 20 Hours	<b>Clinical assessment</b> 4.1.Rationale and planning 4.2.Clinical interviewing 4.3.Areas of applications: Intellectual and educational; personality and interpersonal; behavioural and psycho-diagnostic		

**Readings:**

Aiken, L. R. (2000). Psychological testing and assessment (10th ed.). Boston: Allyn & Bacon.  
Anastasi, A., & Urbina, S. (1997). Psychological testing (7th ed.). Delhi, India: Pearson Education.  
Fernandes-Ballesteros, R. (Ed.) (2003). Encyclopedia of psychological assessment (Vol. I & II). New Delhi, India: Sage.  
Freeman, F. S. (1965). Theory and practice in psychological testing (3rd ed.). New Delhi, India: Oxford and IBH.  
Gregory, R. J. (2000). Psychological testing: History, principles, and applications (3rd ed.). Boston: Allyn & Bacon.  
Hecker, J. E., & Thorpe, G. L. (2005). Introduction to clinical psychology: Science, practice, and ethics. Delhi, India: Pearson Education.

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

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

Aiken, L. R. (2000). *Psychological testing and assessment* (10th ed.). Boston: Allyn & Bacon.

Anastasi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). Delhi, India: Pearson Education.

Fernandes-Ballesteros, R. (Ed.) (2003). *Encyclopedia of psychological assessment* (Vol. I & II). New Delhi, India: Sage.

Freeman, F. S. (1965). *Theory and practice in psychological testing* (3rd ed.). New Delhi, India: Oxford and IBH.

Gregory, R. J. (2000). *Psychological testing: History, principles, and applications* (3rd ed.). Boston: Allyn & Bacon.

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

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

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

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

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

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

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

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

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

**M.A (PSYCHOLOGY) - 3 RD SEMESTER**

**COURSE OUTCOME**

**Paper II Psychopathology**

Psy 302. CCC

CO-1 a comprehensive knowledge of the DSM v and ICD 10 and major theoretical models of Psychopathology and different types of disorders etc.

CO-2 a critical understanding of the basic features of DSM-V & ICD-10 similarities, differences and critical evaluation.

CO-3 a capacity to compare and contrast of the diagnosis of various psychiatric disorders.

CO-4 a critical inclination to various disorders i.e mood, anxiety, behavioural syndromes, psychotic spectrum disorders, disorder of infancy, childhood and adolescence.

CO-5 a research tendency to go for innovative studies of clinical aspects.

CO-6 a psycho-social sense of responsibility to stand up against unjust human tendencies.

CO-7 to develop understanding of the various manifestation of Psychopathology

**PO CO MAPPING**

M.A (PSYCHOLOGY) - 3 RD SEMESTER											
COURSE TITLE: Psychopathology											
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11
CO 1	✓										
CO 2	✓			✓							
CO 3											
CO 4											
CO 5				✓							
CO 6		✓							✓		
CO 7									✓		
CO 8											

M.A (PSYCHOLOGY) - 3RD SEMESTER	
COURSE TITLE: Psychopathology	
COURSE CODE:PSY 302	COURSE TYPE:CCC
CREDIT:6	HOURES:90
THEORY: 6	THEORY:90 PRACTICAL:0

PRACTICAL:0		
MARKS		
THEORY: 100 (70+30)		PRACTICAL:00
<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b>  <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b>  <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b>  <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words)</b></p>		
<b>UNIT 1</b> 15 Hours	Classification and models of psychopathology 1.1.Psychopathology and systems of classification. 1.2.Basic features of DSM-V & ICD-10: Similarities, differences and critical evaluation. 1.3.Major theoretical models of psychopathology. 1.4.Critical evaluation.	
<b>UNIT 2</b> 25 Hours	Disorders of mood, anxiety, somatoform & behavioural syndromes 2.1.Clinical characteristics and etiology of depression, bipolar affective disorders. 2.2.Clinical characteristics and etiology of phobia, panic, OCD, PTSD, adjustment disorder. 2.3.Clinical characteristics and etiology of dissociative disorder, somatoform disorder, other neurotic disorders. 2.4.Clinical characteristics and etiology of eating disorder, sleep disorder.	
<b>UNIT 3</b> 25 Hours	Psychotic spectrum disorders 3.1.Clinical characteristics and etiology of schizophrenia, delusion, other psychotic disorders. 3.2.Schizophrenia and its spectrum. 3.3.Delusional, brief and shared psychotic disorders. 3.4.Schizo-affective disorders and related manifestations. 3.5.Other psychotic disorders, cultural specific manifestations, organic overlay.	
<b>UNIT 4</b> 25 Hours	Disorders of infancy, childhood and adolescence 4.1.Clinical characteristics and etiology of specific developmental disorder of scholastic skills. 4.2.Pervasive developmental disorders. 4.3.Behavioural and emotional disorders. 4.4.Disorders of social functioning.	

**Readings:**

Adams, P. B., & Sutker, H. E. (2001). Comprehensive handbook of psychopathology (3rd ed.). New York: Springer.

Craighead, W. E., Miklowitz, D. J., & Craighead, L. W. (2008). Psychopathology: History, diagnosis and empirical foundations. New York: John Wiley and Sons.

Hersen, M., & Beidel, D. (2012). Adult psychopathology and diagnosis (6th ed.). New York: Wiley.

Maddux, J. E., & Winstead, B. A. (2007). Psychopathology: Foundations for a contemporary understanding. New York: CRC Press.

Blaney, P. H., Krueger, R. F., & Millon, T. (2015). Oxford textbook of psychopathology (3rd ed.). New York: Oxford University Press.

Millon, T., Krueger, R. F., & Simonsen, E. (2011). Contemporary directions in psychopathology. New York: Guilford Press.

Sadock, B. J., & Sadock, V. A. (2015). Kaplan and Sadock's synopsis of psychiatry (11th ed.). PA, USA: Lipincott, Williams and Wilkins.



<b>M.A (PSYCHOLOGY) - 3RD SEMESTER</b>	
<b>COURSE TITLE: Post-Disaster Psycho-Social Rehabilitation</b>	
COURSE CODE:PSY 303	COURSE TYPE:CCC
CREDIT:6  THEORY: 6 PRACTICAL: 0	HOURES:90  THEORY:90  PRACTICAL: 0
MARKS	
THEORY: 100 (70+30)	PRACTICAL:00
<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b>  <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b>  <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b>  <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words)</b></p>	
<b>UNIT 1</b> <b>15 Hours</b>	<p><b>What is psycho-social rehabilitation?</b>  1.1.Psycho-social rehabilitation: Looking beyond PTSD and its treatment  1.2.Interventions to address social suffering as well as PTSD  1.3.Defining Psycho-social rehabilitation: The critical role of community and culture  1.4.Ways to integrate community and personal resources</p>
<b>UNIT 2</b> <b>25 Hours</b>	<p><b>Treatment and therapies addressing PTSD</b>  2.1. Treatment addressing allostatic load caused by trauma  2.2. General and specific aspects of psychotherapy for PTSD  2.3. Types of psychotherapies and their effectiveness  2.4. Client’s voice and cultural processes in psychotherapy</p>
<b>UNIT 3</b> <b>25 Hours</b>	<p><b>Culture, community and relationship in post-disaster healing</b>  3.1. Defining healing: The role of culture and notions of selfhood  3.2. Healing through the culturally authorized interpretations of trauma  3.3. Community solidarity and healing in ethnic and political violence  3.4. Forgiveness and resilience in post-violence healing</p>
<b>UNIT 4</b> <b>25 Hours</b>	<p><b>Towards a culture-sensitive psycho-social rehabilitation</b>  4.1. Integrating psychotherapy and cultural healing  4.2. The critical role of developing community-based resources  4.3. Cultural beliefs in sustaining long-term rehabilitation of survivors  4.4. Specific needs of violence survivors: Acknowledgement of harm caused to their social or religious identity</p>

**Readings:**

Bracken, P. J., Giller, J. E., & Summerfield, D. (1995). Psychological responses to war and atrocity. *Social Science and Medicine*, 40, 1073-1082.

Cassell, E. J. (2004). *The nature of suffering and the goals of medicine* (2nd ed.). New York: Oxford.

Hudgins, M. K. (2002). *Experiential treatment for PTSD: The therapeutic spiral model*. New York: Springer.

Kleinman, A. (1988). *The illness narratives: Suffering, healing and human condition*. New York: Basic Books.

Kleinman, A., Das, V., & Lock, M. (Eds.) (2000). *Social suffering*. New Delhi, India: Oxford University Press.

Priya, K. R. (2012). Trauma reactions, suffering and healing among riot-affected internally displaced children of Gujarat: A qualitative inquiry. *Qualitative Research in Psychology*, 9, 189-209.

Priya, K. R. (2015). On the social constructionist approach to traumatized selves in post-disaster settings: State-induced violence in Nandigram, India. *Culture, Medicine and Psychiatry*, 39, 428-448.

Ursano, R. J., Fullerton, C. S., Weisaeth, L., & Raphael, B. (2007). *Textbook of disaster psychiatry*. New York: Cambridge University Press.

Course Outcome  
Psy 311 Practicum  
Practical-1

Clinical assessment

Students will able to do Clinical Assessment through clinical tests.

CO1- to make Students understand the basics of psycho-social rehabilitation.

CO2- develop to knowledge about psychotherapies and their effectiveness.

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11
CO 1	✓										
CO 2							✓				
CO 3											
CO 4											
CO 5											
CO 6											
CO 7											
CO 8											

<b>M.A (PSYCHOLOGY) - 3RD SEMESTER</b>	
<b>COURSE TITLE: - Clinical Assessment (practicum)</b>	
COURSE CODE:PSY 311	COURSE TYPE:CCC
CREDIT:6	HOURS:45
THEORY: 00 PRACTICAL:2	THEORY:00 PRACTICAL:45
MARKS	
THEORY: 00	PRACTICAL: 100 (70+30)

Practical-2

CO-1 Advance counseling skills in Clinical Setting.

CO-2 Field work experience, students will able to write Field Report in a good manner.

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11
CO 1		✓									
CO 2						✓					
CO 3											
CO 4											
CO 5											
CO 6											
CO 7											
CO 8											

<b>M.A (PSYCHOLOGY) - 3RD SEMESTER</b>	
<b>COURSE TITLE: - Advance Counseling Skills in Clinical Setting</b>	
COURSE CODE:PSY 312	COURSE TYPE:CCC
CREDIT:6	HOURES:45
THEORY: 00 PRACTICAL:2	THEORY:00                      PRACTICAL:45
MARKS	
THEORY: 00	PRACTICAL: 100 (70+30)
<p><b>Internal /Field Training</b></p> <p><b>Report writing -30 marks</b></p> <p><b>Viva-voce-10 marks</b></p> <p>Each student will be visited in the related institution (Dist. Hospital/ mental hospital /juvenile delinquents home /old age homes /clinics educational settings etc.) and on the basis of their chosen specialization at least for 7 days. The fieldwork would be carried out under the joint supervision of a Field supervisor and faculty Supervisor psychiatric /clinical psychologist/psychologist/and trained faculty in related field. Students would produce at least <b>two-documented evidence</b> of their work.</p> <p><b>Field report:</b> Each student shall prepare a Filed report on the basis of guidelines provided by the Supervisors and submit the same to the supervisors for authentication and further evaluation.</p>	

**COURSE OUTCOME  
PAPER-4  
THIRD SEMESTER  
INTELLECTUAL PROPERTY RIGHTS**

After completing the course the students will able to demonstrate:

- CO1-** the concept of the course ,students will be able to understand.
- CO2-** distinguish and explain various forms of I.P.R.
- CO3-** identify criteria's to fit ones own intellectual work in particular forms Of I.P.R.
- CO4-** apply statutory provisions to protect particular forms of I.P.R.
- CO5-** apply the concept and forms of I.P.R. in research field.

**PO CO MAPPING**

<b>M.A (PSYCHOLOGY) - 3 RD SEMESTER</b>											
<b>COURSE TITLE: INTELLECTUAL PROPERTY RIGHTS</b>											
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11
CO 1	✓										
CO 2	✓										
CO 3			✓								
CO 4											
CO 5				✓							
CO 6											
CO 7											
CO 8											
<b>M.A (PSYCHOLOGY)- 3RD SEMESTER</b>											
<b>COURSE TITLE: - INTELLECTUAL PROPERTY RIGHTS, HUMAN RIGHTS &amp; ENVIRONMENT: BASICS</b>											
COURSE CODE:PSY S03						COURSE TYPE:OSC					

CREDIT:6	HOURS:90
THEORY: 6 PRACTICAL:0	THEORY:90                      PRACTICAL:0
MARKS	
THEORY: 100 (70+30)	PRACTICAL:00
<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b>  <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b>  <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b>  <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words)</b></p>	
<b>UNIT -1</b> <b>12 Hours</b>	Patents: - Introduction & concepts, Historical Overview. Subject matter of patent. Kinds of Patents. Development of Law of Patents through international treaties and conventions including TRIPS Agreement. Procedure for grant of patents & term of Patent. Surrender, revocation and restoration of patent. Rights and obligations of Patentee Grant of compulsory licenses, Infringement of Patent and legal remedies, Offences and penalties, Discussion on leading cases.
<b>UNIT - 2</b> <b>24 Hours</b>	Meaning of Copyright, Historical Evolution, Subject matter of copyright. Literary works, Dramatic Works & Musical Work, Computer Programme, Cinematographic films, Registration of Copyrights, Term of Copyright and Ownership of Copyrights, Neighboring Rights.
<b>UNIT - 3</b> <b>12 Hours</b>	Rights of Performers & Broadcasters, Assignment of Copyright. Author's Special Rights (Moral Rights), Infringement of Copyrights and defenses, Remedies against infringement (Jurisdiction of Courts and penalties), International Conventions including TRIPS Agreement WIPO, UCC, Paris Union, Berne Convention, and UNESCO. Discussion on leading cases.
<b>UNIT - 4</b> <b>24 Hours</b>	Human Rights- Meaning & Essentials Human Rights Kinds, Rights related to Life, Liberty, Equals & Disable, National Human Rights Commission, State Human Rights Commission, High Court, Regional Court, Procedure & Functions of High & Regional Court. Human Rights and Environment Basic concepts in human health and disease, Fundamentals of environmentally and occupationally induced illness. Case studies using current environment and human rights issues.

#### **Readings:**

1. G.B.Reddy, Intellectual Property Rights and Law, Gogia Law Agency, Hyderabad.
2. S.R.Myneni, Intellectual Property Law, Eastern Law House, Calcutta
3. P Narayanan Intellectual Property Rights and Law (1999), Eastern Law House, Calcutta, India
4. VikasVashistha, Law and Practice of Intellectual Property,(1999) Bharat Law House, New Delhi.
5. Comish W.R Intellectual Property,3rded, (1996), Sweet and Maxwell
6. P.S. Sangal and Kishor Singh, Indian Patent System and Paris Convention,
7. Comish W.R Intellectual Property, Patents, Copyrights and Allied Rights, (2005)
8. BibeckDebroy, Intellectual Property Rights, (1998), Rajiv Gandhi Foundation



<b>M.A (PSYCHOLOGY) - 3RD SEMESTER</b>			
<b>COURSE TITLE: - Positive Psychology in Clinical and Community Interventions</b>			
COURSE CODE:PSY C01		COURSE TYPE:ECC/CB	
CREDIT:6	HOURS:90		
THEORY: 6	PRACTICAL:0	THEORY:90	PRACTICAL:0
MARKS			
THEORY: 100 (70+30)		PRACTICAL:00	
<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b>  <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b>  <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b>  <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words)</b></p>			
<b>UNIT 1</b> 20 Hours	<b>Positive psychology in clinical and counselling work</b> 1.1. Deconstructing the illness ideology and constructing an ideology of human strengths and potential in clinical psychology.		
<b>UNIT 2</b> 15 Hours	<b>The relationship between counseling psychology and positive psychology</b>		
<b>UNIT 3</b> 20 Hours	<b>Positive Psychology in the consulting room</b> 3.1. Clinical applications of Well-Being Therapy. 3.2. Strategies for accentuating hope. 3.3. Clinical applications of posttraumatic growth. 3.4. Strength-based assessment.		
<b>UNIT 4</b> 15 Hours	<b>Positive psychology in rehabilitation</b> 4.1. Psychological and relational resources in the experience of disability and caregiving. 4.2. Good lives and the rehabilitation of sex offenders.		
<b>UNIT 5</b> 20 Hours	<b>Positive psychology in community interventions</b> 5.1. The interface between positive psychology and social work in theory and practice. 5.2. Building recovery-oriented service systems through positive psychology. 5.3. Facilitating forgiveness using group and community interventions		

<p><b>Readings:</b>            Baumgardner, S. R., &amp; Crothers, M. K. (2009). Positive psychology. New Delhi: Pearson Education.            Clifton, D., &amp; Anderson, E. C. (2004). Strengths quest: Discover and develop your strengths in academics, career and beyond. Washington DC, WA: The Gallup Organization.            David, S. A., Boniwell, I., &amp; Ayers, A. C. (Eds.) (2013). The Oxford handbook of happiness. Oxford, UK: Oxford University Press.            Fave, A. D. (Ed.). (2006). Dimensions of well-being: Research and interventions. Milano, Italy: Franco Angeli.            Joseph, S. (2015). Positive psychology in practice: Promoting human flourishing in work, health, education, and everyday life (2nd ed.). Hoboken, NJ: John Wiley &amp; Sons.            Lopez, S. J., &amp; Snyder, C. R. (2011). The Oxford handbook of positive psychology. New York: Oxford University Press.</p>
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<b>M.A (PSYCHOLOGY)- 3RD SEMESTER</b>	
<b>COURSE TITLE: - Aspects of Yoga - Psychological and Spiritual</b>	
COURSE CODE:PSY C02	COURSE TYPE:ECC/CB
CREDIT:6	HOURS:90
THEORY: 6 PRACTICAL:0	THEORY:90 PRACTICAL:0
MARKS	
THEORY: 100 (70+30)	PRACTICAL:00
<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b>  <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b>  <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b>  <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words)</b></p>	
<b>UNIT 1</b> 20 Hours	<p><b>Dharana and dhyana</b>  1.1. Routes to silence — Different meditation techniques, immersion in the mantra (a given thought), immersion in visualisation (a given perceptual object), immersion in action.  1.2. Strengthening of sankalpa - Observation of thoughts/emotion at will, removal of Thoughts/emotion at will, introduction of thoughts/emotion at will,sequencing and linking of thought/emotion at will, transformation of thoughts/emotions at will, no thoughts/emotion at will.  1.3. Group chanting and Satsanga.  1.4. Dangers, pitfalls and ethical restraints</p>
<b>UNIT 2</b> 20 Hours	<p><b>Application of yoga in mental health - I</b>  2.1. Meditation outcome I — Stress, lifestyle and anxiety disorders. The role of various meditation methods and techniques in addressing stress and anxiety. Sutra ‘_vrutti saarupyam itratra’.  2.2. Meditation outcome II — The transformation of self. Meditation as abiding in svaroop. Sutra- ‘_tatra sthitau yatnau-abhyasa’.  2.3. Meditation in the modern therapeutic as well as positive health contexts.  2.4. Meditation in the context of modern organizations, sports etc.</p>
<b>UNIT 3</b> 25 Hours	<p><b>Models of transformation through yoga</b>  3.1. The model of transformation through continuous practice (Kriya yoga in PYS) — Tapas, svadhyaya and Ishwara pranidhana.  3.2. The model of yogic transformation as regression — Prati-prasava: Avidya,asmita, raga-dvesha, abhinivesha.  3.3. The model of eight limbs/subsets — yamas, niyams, asanas, pranayamas,pratyahara, dharana, dhyana, Samadhi.  3.4. Stages of samadhi; Types of parinama and dharma megha.  3.5. Samadhi, testimonies and case studies of modern masters. Identifying critical gaps in the present research on understanding the various stages of Samadhi.</p>

<b>UNIT 4</b> <b>25 Hours</b>	<p><b>Applications of yoga in mental health - II</b></p> <p>4.1. Kriya/Karma yoga — Volunteerism and social development, case study: Athavale and the Svadhyaya movement.</p> <p>4.2. Jnana yoga, changes in cognition, memory, learning and creativity. Changes in the structural and functional domains of brain.</p> <p>4.3. Bhakti yoga — Social transformation through bhakti: Experiencing plurality, resisting social hierarchy and re-creating social harmony; Any two case studies of resistance and social transformation: Meera, Tukaram, Kabir, Lal Ded, Shankar Deva, Akka Mahadevi, Bhadrachala Ramdas, Thyagaraja, Gouranga.</p>
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<p><b>Readings:</b></p> <p>Aranya, S. H. (1984). Yoga philosophy of Patanjali: Containing his yoga aphorisms with Vyasa's commentary in sanskrit and a translation with annotations (bhaswati) including many suggestions for the practice of yoga (4th ed.) Calcutta, India: Calcutta University. New York: SUNY Press.</p> <p>Babu, R. K. (2011). Asana sutras (Techniques of yoga asanas based on traditional hatha yoga literature). Vizianagaram, India: Home of Yoga Publications.</p> <p>Bharati, S. V. (2015). Yoga Sutras of Patanjali: With the Exposition of Vyasa (Vol.1: Samadhi Pada). Rishikesh: Ahimsin Publishers.</p> <p>Bharati, S. V. (2001). Yoga Sutras of Patanjali: With the Exposition of Vyasa (Vol. 2: Sadhana Pada). New Delhi, India: Motilal Banarsidass Publ.</p> <p>Cornelissen, R. M. M., Misra, G., &amp; Varma, S. (2014). Foundations and applications of Indian psychology. New Delhi, India: Dorling Kindersley (India) Pvt. Ltd.</p> <p>Feuerstein, G. (1989). Yoga sutras of patanjali: A new translation and commentary. Vermont, USA: Inner Traditions of India.</p> <p>Feuerstein, G. (2002). The yoga tradition: Its history, literature, philosophy and practice. Delhi, India: Bhavana Books and Prints.</p> <p>Iyengar, B. K. S. (1976). Light on yoga. London: UNWIN Paperbacks.</p> <p>Menon, S., Sreekantan, B. V., Sinha, A., Clayton, P., &amp; Narasimha, R. (2004). Science and beyond: Cosmology, consciousness and technology in Indic traditions. Bangalore, India: National Institute of Advanced Studies.</p> <p>Naranjo, C., &amp; Ornstein, R. E. (1974). On the psychology of meditation. New York: Viking Press.</p> <p>Rama, R. R. (2006). Journey to the real self (A book on yoga consciousness). Vijinigiri, India: Yoga Consciousness Trust.</p> <p>Rama, S. (1992). Meditation and its Practice. Honesdale, PA: Himalayan Institute of Yoga Science and Philosophy of USA.</p> <p>Rao, K. R. (2005). Consciousness studies: Cross-cultural perspectives. North Carolina: McFarland &amp; Company, Inc.</p> <p>Saraswati, S. M., &amp; Saraswati, S. S. (2000). Hatha yoga pradipika. Munger, Bihar, India: Yoga Publications Trust.</p> <p>Saraswati, S. S. (2002). Asana, pranayama, mudra, bandha. Munger, India: Yoga Publications Trust.</p> <p>Sarswathi, N. S. (1994). Prana pranayama, prana vidya. Munger, India: Bihar School of Yoga.</p> <p>Shapiro, D. H., &amp; Walsh, R. N. (Ed.) (1984). Meditation: Classic and contemporary perspectives. New York: Aldine.</p> <p>Taimni, I. K. (1961). The science of yoga. Adyar, India: The Theosophical Publishing House.</p> <p>Vivekananda, S. (1982): Raja yoga or conquering the internal nature. Calcutta, India: Advaita Ashram.</p>
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**COURSE OUTCOME**  
**Spirituality and Human Development**  
**Psy CO3.      ECC/CB**

After completing the course the students will able to demonstrate:

CO 1- a comprehensive knowledge of the practical applications of spiritual development in childhood, adolescence,youth and adulthood etc

CO 2- a critical understanding of the resilience and spirituality in youth.

CO 3- a capacity to compare and contrast of the religion, physical health & spirituality.

CO 4- a critical inclination of the cognitive and narrative perspectives on change and development.

CO 5- a research tendency to go for issues in adult development research.

CO 6- a spiritual sense of responsibility to human development ( in childhood, adulthood, youth).

CO 7- to develop insights about human development as spiritual growth.

**PO CO MAPPING**

<b>M.A (PSYCHOLOGY) - 3RD SEMESTER</b>											
<b>COURSE TITLE: - Spirituality and Human development</b>											
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11
CO 1	✓										
CO 2	✓										
CO 3				✓							
CO 4											
CO 5				✓							
CO 6											
CO 7										✓	
CO 8										✓	

<b>M.A (PSYCHOLOGY) - 3RD SEMESTER</b>		
<b>COURSE TITLE: - Spirituality and Human development</b>		
COURSE CODE:PSYS3 C03 TYPE:ECC/CB		COURSE
CREDIT:6  THEORY: 6 PRACTICAL:0	HOUERS:90  THEORY:90	PRACTICAL:0
MARKS		
THEORY: 100 (70+30)		PRACTICAL:00
<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b>  <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b>  <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b>  <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words)</b></p>		
<b>UNIT 1</b> 20 Hours	<b>Foundation of spiritual development</b> 1.1. Spiritual development in childhood. 1.2. Spiritual development in adolescence. 1.3. Cognitive-cultural foundations of spiritual development. 1.4. Personality and spiritual development	
<b>UNIT 2</b> 25 Hours	<b>Approaches to spiritual development</b> 2.1. Demographics of spirituality among youth. 2.2. Changing global context of adolescent spirituality. 2.3. Spiritual and religious pathology in childhood and adolescence. 2.4. Spiritual experience and capacities of children and youth.	
<b>UNIT 3</b> 25 Hours	<b>Development outcomes of spiritual development</b> 3.1. Religious coping by children and adolescents. 3.2. Resilience and spirituality in youth. 3.3. Spiritual development and adolescent well-being. 3.4. Spirituality and physical health.	
<b>UNIT 4</b> 20 Hours	<b>Spirituality and development in adulthood</b> 4.1. Young adult and midlife development. 4.2. Cognitive and narrative perspectives on change and development. 4.3. Religion and spirituality in older adulthood. 4.4. Issues in adult development research.	
<b>Readings:</b> Nelson, M. (2009). Psychology, religion, and spirituality. USA: Springer. Roehlkepartain, E. C., King, P. E., Wagener, L., & Benson, P. L. (2006). (Eds.) The handbook of spiritual development in childhood and adolescence. New Delhi, India: Sage Publications.		

**COURSE OUTCOME**

Health Psychology: The patient in treatment setting.

C04- ECC/CB

After completing the course the students will able to demonstrate:-

CO 1- a comprehensive knowledge of the health assessment and management considering various scales and check lists.

CO 2- a critical understanding of the health promotion strategies, Psychological intervention, lifestyle modification techniques, utility of relaxation and biofeedback method.

CO 3- a capacity to compare and contrast of the different health assessments and pain management.

CO 4- a critical inclination of the using services for emotional disturbances.

CO 5- a research tendency to develop different Psychological scales for diagnosis and recognition of Problems.

CO 6- a psycho-social sense of responsibility to using health services.

CO 7- to help students understand pain and its management better & to consider the patient's perspective and the usage of health services.

**PO CO MAPPING**

M.A (PSYCHOLOGY) - 3RD SEMESTER											
COURSE TITLE: - Health psychology :The Patient in Treatment Setting											
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11
CO 1	✓										
CO 2	✓			✓							
CO 3		✓									
CO 4		✓									
CO 5				✓							
CO 6			✓						✓		
CO 7									✓		
CO 8											
M.A (PSYCHOLOGY) - 3RD SEMESTER											
COURSE TITLE: - Health psychology :The Patient in Treatment Setting											
COURSE CODE:PSY C04						COURSE TYPE:ECC/CB					
CREDIT:6				HOURS:90							
THEORY: 6		PRACTICAL:0		THEORY:90				PRACTICAL:0			

MARKS	
THEORY: 100 (70+30)	PRACTICAL:00
<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b>  <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b>  <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b>  <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words)</b></p>	
<b>UNIT 1</b> 15 Hours	<p><b>Health assessments and promotion</b>  1.1. Quality of life scales, health indices checklist, lifestyle evaluation and coping scales  1.2. Health promotion strategies, psychological intervention, lifestyle modification techniques, utility of relaxation and bio-feedback methods .</p>
<b>UNIT 2</b> 30 Hours	<p><b>Pain and its management</b>  2.1. Pain: Definition  2.2. Types of pain:  2.2.1. Acute and chronic pain  2.2.2. Organic pain  2.2.3. Psychogenic pain  2.3. Theories of pain:  2.3.1. Specificity theory  2.3.2. Gate control theory  2.4. Psychological issues in pain management  2.5. Techniques to control pain</p>
<b>UNIT 3</b> 20 Hours	<p><b>The patient's perspective</b>  3.1. Stages of illness  3.2. Facing the emotional challenges of serious illness  3.3. The losses in serious illness  3.4. Maintaining identity through social support  3.5. The role of emotions in healing</p>
<b>UNIT 4</b> 25 Hours	<p><b>Using health services</b>  4.1. Recognition and interpretation of symptoms  4.2. Using services for emotional disturbances  4.3. Coping with surgery through control enhancing interventions  4.4. The hospitalised child - Anxiety and preparing child for medical interventions</p>

**Readings:**

Brannon, L., & Feist, J. (2007). Introduction to health psychology. New Delhi, India:

Thomson, Wadsworth.Taylor, S. E. (2011). Health psychology. New Delhi, India: Tata McGraw-Hill.



<b>M.A (PSYCHOLOGY) - 3RD SEMESTER</b>	
<b>COURSE TITLE: - Psychometrics: Experimental Designs</b>	
COURSE CODE:PSY C05 TYPE:ECC/CB	COURSE
CREDIT:6  THEORY: 6 PRACTICAL:0	HOURS:90  THEORY:90 PRACTICAL:0
MARKS	
THEORY: 100 (70+30)	PRACTICAL:00
<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b>  <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b>  <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b>  <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words)</b>            :</p>	
<b>UNIT 1</b> 20 Hours	<p><b>Conceptual foundations of experimental designs</b>            1.1. John Stuart Mill and foundation of experimental research: Method of agreement; Method of difference; Indirect method of difference or joint method of agreement and difference; Method of residue; Method of concomitant variations            1.2. Wilhelm Wundt and the experiment in psychology: Manipulation; Arbitrariness; Reproducibility; Isolation            1.3. Invention of randomization: Contribution of R. A. Fisher            1.4. Objectives of experimental design; Introduction to basic terminology: independent variable, dependent variable, factor, level, repeated measure, replication, error variance, intervening variable, extraneous variable, measurement error</p>
<b>UNIT 2</b> 20 Hours	<p><b>Validity and ANOVA</b>            2.1. Validity of experiment and its type: Internal validity, statistical conclusion validity, construct validity of putative causes and effects, external validity; Threats to all four types of validity            2.2. Analysis of variance: Assumptions underlying ANOVA; The foundation of experimental design; One-way ANOVA; Two-way ANOVA            2.3. Designs without repeated measures: Randomized group design, randomized block design            2.4. Factorial designs: Two factor and three factor</p>
<b>UNIT 3</b> 20 Hours	<p><b>Designs without repeated measures</b>            3.1. Logic of repeated measure designs; comparisons of designs with and without repeated measures            3.2. Single factor experiment with repeated measure            3.3. Factorial designs with repeated measures            3.4. Mixed subject designs</p>

<b>UNIT 4</b> <b>30 Hours</b>	<p><b>30 hours</b></p> <p><b>Analysis of covariance and special designs</b></p> <p>4.1. Analysis of covariance (ANCOVA): Single factor</p> <p>4.2. Latin square design and Greco-Latin square design</p> <p>4.3. Comparison among treatment means: Apriori and post hoc comparisons Newman-Keuls; Duncan multiple range test; Tukey test, protected t-test</p> <p>4.4. Trend analysis;</p>
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**Readings:**

- Broota, K. D. (1992). *Experimental design in behavioural research*. New Delhi, India: Wiley Eastern Limited.
- Campbell, D. T., & Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research*. London: Houghton Mifflin Company.
- Gardiner, W. P., & Gettinby, G. (1998). *Experimental design techniques in statistical practice*. Cambridge, UK: Woodhead Publishing Limited.
- Karuth, J. (Ed.) (2000). *Experimental design: A handbook and dictionary for medical and behavioural research* (vol. 14, 1st ed.). Amsterdam, Netherlands: Elsevier Science.
- Sani, F., & Todman, J. (2008). *Experimental design and statistics for psychology: A first course*. Oxford: John Wiley & Sons.



<b>M.A (PSYCHOLOGY) - 3RD SEMESTER</b>			
<b>COURSE TITLE: - Tribal Studies</b>			
COURSE CODE:PSY C06 TYPE:ECC/CB		COURSE	
CREDIT:6		HOURS:90	
THEORY: 6	PRACTICAL:0	THEORY:90	PRACTICAL:0
MARKS			
THEORY: 100 (70+30)		PRACTICAL:00	
<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b>  <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b>  <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b>  <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words)</b></p>			
<b>UNIT 1</b> <b>15 Hours</b>	Tribal Studies : Meaning, Nature, Scope, Need & importance of tribal studies. Meaning, Definition & characteristics of Tribe, Caste & Racez		
<b>UNIT 2</b> <b>25 Hours</b>	Scheduled Tribe in India : Population Composition of tribal, classification of Indian Tribe – Racial, Lingual, Geographical, Cultural. Some Major Tribes in India : Santhal, Khasi, Munda, Bhils. Some Major Tribes in Central India : Gond, Baiga, Bharia, Korkus.		
<b>UNIT 3</b> <b>20 Hours</b>	Illiteracy :Poverty, Indebness, Unemployment, migration & Exploitation Environmental & Degradation. Problem of Health and sanitation :Prostitution, Culture Decay due to assimilation. Replacement & Rehabilitation of Tribal population.		
<b>UNIT 4</b> <b>30 Hours</b>	Welfare-Concept, Characteristics: Tribal Welfare in post independence period. Constitutional provision & safe guard after independence, Legislation & Reservation Policy. Tribal Development Programs for Scheduled Tribes : Medical, Education, Economy, Employment & Agriculture Evaluation of Programs Tribal Welfare & Advisory Agencies in India : Role of NGO's in tribal development, Role of Christian missionaries in tribal welfare & development. Tribal Welfare Administration		
<p><b>Readings:</b>  1. Tribal Development In India (Orissa) by Dr. Taradutt  2. Books on Tribal studies by PK Bhowmik  3. Books on 'Tribal Studies' by W.G. Archer</p>			



<b>M.A (PSYCHOLOGY) - 4TH SEMESTER</b>	
<b>COURSE TITLE: - Psychotherapy</b>	
COURSE CODE:PSY 401	COURSE TYPE:CCC
CREDIT:6	HOURES:90
THEORY: 6 PRACTICAL:0	THEORY:90                      PRACTICAL:0
MARKS	
THEORY: 100 (70+30)	PRACTICAL:00
<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b>  <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b>  <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b>  <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words)</b></p>	
<b>UNIT 1</b> <b>15 Hours</b>	<p><b>Foundations</b>  1.1.Becoming a psychotherapist: Training and supervision.  1.2.Stages of therapy.  1.3.Modes of therapy: Individual, group, couples &amp; family.  1.4.Psychotherapy research.  1.5.Critical/controversial issues in psychotherapy.</p>
<b>UNIT 2</b> <b>25 Hours</b>	<p><b>Psychodynamic therapies</b>  2.1.Psychoanalytic therapies.  2.2.Brief analytic therapies.  2.3.Object-relations therapies.  2.4.Interpersonal approaches.</p>
<b>UNIT 3</b> <b>25 Hours</b>	<p><b>Humanistic &amp; transpersonal therapies</b>  3.1.Client-centred therapies.  3.2.Existential therapies.  3.3.Gestalt therapies.  3.4.Transpersonal therapies.</p>
<b>UNIT 4</b> <b>25 Hours</b>	<p><b>Behavioural &amp; cognitive-behavioural therapies</b>  4.1.Behavioural therapy.  4.2.Cognitive therapy (Beck).  4.3.Rational emotive behaviour therapy (Ellis).</p>

**Readings:**

Brems, C. (2000). Dealing with challenges in psychotherapy and counseling. Singapore: Brooks/Cole.  
Brems, C. (2001). Basic skills in psychotherapy and counseling. Singapore: Brooks/Cole.  
Corey, G. (2015). Theory and practice of counseling and psychotherapy (10th ed.). Boston: Cengage Learning.  
Dryden, W. (2007). Dryden's handbook of individual therapy (5th ed.). New Delhi, India: Sage.  
Feltham, C. (Ed.) (1999). Controversies in psychotherapy and counseling. New Delhi, India: Sage.  
Hecker, J. E., & Thorpe, G. L. (2005). Introduction to clinical psychology: Science, practice, and ethics (Low Price Edition). Delhi, India: Pearson Education.  
Ivey, A. E., D'Andrea, M., Ivey, M. B., & Simek-Morgan, L. (2007). Theories of counseling and psychotherapy: A multicultural perspective (6th ed.). Boston: Allyn & Bacon.



<b>M.A (PSYCHOLOGY) - 4TH SEMESTER</b>			
<b>COURSE TITLE: - Neurobiological Assessment and Rehabilitation</b>			
COURSE CODE:PSY 402		COURSE TYPE:CCC	
CREDIT:6		HOURES:90	
THEORY: 6	PRACTICAL:0	THEORY:90	PRACTICAL:0
MARKS			
THEORY: 100 (70+30)		PRACTICAL:00	
<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b>  <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b>  <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b>  <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words)</b></p>			
<b>UNIT 1</b> 10 Hours	<b>Neuropsychological Rehabilitation: Historical antecedents and approaches.</b>		
<b>UNIT 2</b> 20 Hours	<b>Types of brain injury, Methods of localization of cognitive functions in the Brain Lobular syndromes:</b> Frontal, Parietal , Occipital, Temporal Lobe syndromes. Lobular syndromes: Frontal, Parietal , Occipital, Temporal Lobe syndromes.		
<b>UNIT 3</b> 30 Hours	<b>Neuropsychological Assessment</b> –Meaning and purpose of Neuropsychological Assessment. Concept of Minimal Brain Dysfunction (MBD).Application of Neuropsychological Assessment. <b>Model of Brain-Behaviour Relationship:</b> a.Neuropsychological Assessment of Sensory Input, Attention & concentration, Learning and Memory, Language ,Spatial and manipulatory ability, Exceutive function, Motor output.		
<b>UNIT 4</b> 30 Hours	<b>Test Batteries for Neuropsychological assessment</b> –Purposes of test Barrteries. <b>Hahalstead</b> – <b>Reitan</b> Neuropsychological test battery. <b>Luria</b> – <b>Nebraska</b> Neuropsychological test battery . Neuropsychological Assessment in India. Plasticity and Restoration of Brain Function,Computer assisted neuropsychological rehabilitation and training .		

**Readings:**

Boller, F. & Grafman, J. (1988) Handbook of neuropsychology. New York:Elsevier.  
Kolb, B., & Ian, Q. W. (1990) Fundamental of neuropsychology. New York: Freeman.  
Mukundan, C. R. (2007) Brain experience; The experiential perspectives of the Brain. New Delhi: Atlantic Publisher's.  
Ponsford, J. (Ed.) (2004). Cognitive and Behavioural Rehabilitation. New York:Guilford.





Practical I

CO1-Students will able to do Neurobiological Assessment through Neuropsychological Tests

CO2- it will develop to understanding about psychological testing.

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11
CO 1	✓										
CO 2						✓					
CO 3											
CO 4											
CO 5											
CO 6											
CO 7											
CO 8											

<b>COURSE CODE: PSY411</b>		<b>COURSE TYPE: CCC</b>	
<b>COURSE TITLE:</b>			
<b>PSYCHOTHERAPATIC SKILLS (PRACTICIUM)</b>			
<b>CREDIT:3</b>		<b>HOURS:45</b>	
<b>THEORY: 00</b>		<b>THEORY 00</b>	
<p>Each student has to submit <b><u>one psychological intervention report</u></b> under the supervision of a Clinical psychologist /Psychiatric Social Worker/Psychiatrist/Trained Counselor etc. using any one of the following methods of psychological intervention:</p> <ol style="list-style-type: none"> <li>1. Supportive Psychotherapy such as psycho education , externalization of interest etc.</li> <li>2. Behaviour therapy             <ul style="list-style-type: none"> <li>-JPMR.</li> <li>- Breathing exercise</li> <li>-Flooding</li> <li>-Exposure therapy</li> <li>-Assertive training</li> </ul> </li> <li>3. Cognitive Behaviour therapy</li> </ol>			

Practical 2

COURSE OUTCOME

CO1-Self study course is to enable the student to learn on their own as well development of skill related to research and developmental activities.

CO2- It will help to increase psychological skills .

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11
CO 1	✓										
CO 2		✓									
CO 3											
CO 4											
CO 5											
CO 6											
CO 7											
CO 8											

<b>COURSE CODE: PSY412</b>		<b>COURSE TYPE: CCC</b>	
<b>COURSE TITLE:</b>			
<b>NEURO BIOLOGICAL ASSESSMENT (PRACTICIUM)</b>			
<b>CREDIT:3</b>		<b>HOURS:45</b>	
<b>THEORY: 00</b>		<b>THEORY 00</b>	
<p><b>Administration of neuropsychological test (any three):</b></p> <ul style="list-style-type: none"> <li><b>(i) Bender Gestalt Test</b></li> <li><b>(ii) PGI Memory Scale</b></li> <li><b>(iii) Stroop Neuropsychological Screening Test</b></li> <li><b>(iv) Clock drawing test</b></li> <li><b>(v) Trail Making Test</b></li> <li><b>(vi) Nahor Benson Test</b></li> </ul>			



<b>M.A (PSYCHOLOGY)- 4TH SEMESTER</b>	
<b>COURSE TITLE: Bhakti-Yoga - Emotions and Transformation of Personhood</b>	
COURSE CODE:PSY D01 TYPE:ECC/CB	COURSE
CREDIT:6  THEORY: 6 PRACTICAL:0	HOURES:90  THEORY:90 PRACTICAL:0
MARKS	
THEORY: 100 (70+30)	PRACTICAL:00
<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b>  <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b>  <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b>  <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words)</b></p>	
<b>UNIT 1</b> 20 Hours	<p><b>Emotional awareness and regulation: Rasa as transformation of emotion</b>  1.1. Definitions of emotions and various perspectives on emotions and identification of gaps.  1.2. Emotion, cognition, the brain and sociality: A contentious discussion.  1.3. Emotion landscapes in clinical and counselling contexts: Depression, trauma, panic.  1.4. Emotional awareness and regulation through extant therapy and counseling practices and gaps.</p>
<b>UNIT 2</b> 25 Hours	<p><b>The transformation of personhood: Indian perspective on emotion</b>  2.1. Introduction to the Indian perspective on the transformation of personhood.  2.2. The early theory of rasa, the eight rasas, the theorization by Abhinavagupta on transformation of emotion through witnessing on the stage. Introduction of shanta rasa.  2.3. The later theory of rasa as bhakti – Transformation of personhood through emotions.  2.4. Bhakti as yoga and as rasa: A brief overview.</p>
<b>UNIT 3</b> 25 Hours	<p><b>Bhakti rasa and the transformation of self-other and the society</b>  3.1. Bhakti as a historical movement; Transformation of emotion through bhakti, as well as an outcome of meditation. Transcending and thereby reforming the social.  3.2. Radical approaches in Indian psychology - Bhakti as an intentional lifelong role-play. Case studies of bhaktas - Sri Ramkrishna, Meera, Gouranga.  Critical appraisal of the extant western psychologies in their rigid construction of emotionality as well as sociality.  3.3. Theorization of psychological transformation through bhakti rasa by Rupa Gosvami.</p>
<b>UNIT 4</b> 20 Hours	<p><b>Meditation and emotional transformation</b>  4.1. Empathy, compassion and insight: The idea of a sakshi/drshta.  4.2. Research evidence on empathy, meditation and compassion, including linkage with Buddhist meditation practice.  4.3. Emotional awareness and regulation through yoga.</p>
<p><b>Readings:</b>  Lynch, D. M. (1990). The divine passions: The social construction of emotions in India. Delhi, India: Oxford University Press.  McDaniel, J. (1989). The madness of the saints: Ecstatic religion in Bengal. Chicago: University of</p>	

Chicago Press.

Pandit, S., & Misra, G. (2011). Emotions in Indian Psychology. In G. Misra (Ed.), *Psychology and Psychoanalysis* (pp.663-692). Delhi, India: Center for Civilizational Studies.

Paranjpe, A. (2009). In defence of an Indian approach to the psychology of emotion. *Psychological Studies*, 54, 54-58.

Seligman, M. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55(1), 5-14.

Shweder, R. A. (2000). The psychology of practice and the practice of three psychologies. *Asian Journal of Social Psychology*, 3, 207-222.

Taimni, I. K. (1961). *The science of yoga*. Adyar, India: The Theosophical Publishing House.

## COURSE OUTCOME

### Health Psychology: Management of Illness DO2 ECC/CB

After completing the course the students will able to demonstrate:

CO 1- a comprehensive knowledge of the management of chronic and terminal illnesses like AIDS, Cancer and cardiovascular diseases.

CO 2- a critical understanding of the reproductive health and it's components; risk behavior.

CO 3- a capacity to compare and contrast of the AIDS and Cancer and cardiovascular disease.

CO 4- a critical inclination to the immune system assessing immuno-competence and immune functioning.

CO 5- a research tendency to go for innovative studies of psycho-social impact of AIDS.

**CO 6- a psycho- social sense of responsibility to give awareness.**

#### PO CO MAPPING

M.A (PSYCHOLOGY) - 4TH SEMESTER											
COURSE TITLE: Health Psychology :Management of Illness											
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11
CO 1	✓										
CO 2											
CO 3											
CO 4											
CO 5				✓							
CO 6											
CO 7										✓	
CO 8											
M.A (PSYCHOLOGY) - 4TH SEMESTER											
COURSE TITLE: Health Psychology :Management of Illness											
COURSE CODE:PSY D02						COURSE TYPE:ECC/CB					
CREDIT:6				HOURES:90							
THEORY: 6				THEORY:90				PRACTICAL:0			
PRACTICAL:0											

MARKS	
THEORY: 100 (70+30)	PRACTICAL:00
<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b>  <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b>  <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b>  <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words)</b></p>	
<b>UNIT 1</b> 25 Hours	<p><b>Psychoneuroimmunology, AIDS and cancer</b>  1.1. The immune system-assessing immuno-competence and immune functioning  1.2. AIDS  1.2.1. A brief History of AIDS, causes, coping and intervention  1.2.2. Psychosocial impact of AIDS  1.3. Cancer related health behaviour  1.3.1. Breast self-examination  1.3.2. Mammogram  1.3.3. Testicular self-examination  1.3.4. Colorectal cancer screening  1.4. Coping and intervention with cancer</p>
<b>UNIT 2</b> 25 Hours	<p><b>Cardiovascular disease</b>  2.1. Coronary heart disease: What is CHD? Causes of CHD; Modification ofCHD risk- related behaviour and management of heart disease  2.2. Hypertension: How is hypertension measured? Causes and treatment of hypertension  2.3. Stroke: Risk for stroke, consequences of stroke and type of rehabilitative Intervention</p>
<b>UNIT 3</b> 20 Hours	<p><b>Reproductive health</b>  3.1. Reproductive health and its components; Risk behaviour  3.2. Early pregnancy and its implication  3.3. Family planning methods and management of reproductive health  3.4. Mental disposition of women after the reproductive phase  3.5. Adolescent reproductive health and its importance  3.6. Reproductive and child health policy in India</p>
<b>UNIT 4</b> 20 Hours	<p><b>Obesity and weight control</b>  4.1. The regulation of eating  4.2. Why obesity is a health risk?  4.3. Weight loss programmes  4.4. Evaluation of cognitive behavioural weight loss techniques  4.5. Taking a public health approach</p>

**Readings:**

Brannon, L., & Feist, J. (2007). Introduction to health psychology. New Delhi, India:Thomson Wadsworth.  
Deb, S. (2009). Reproductive health management. New Delhi, India: Akansha Pub.  
Taylor, S. E. (2011). Health psychology. New Delhi, India: Tata McGraw-Hill.



<b>M.A (PSYCHOLOGY) - 4TH SEMESTER</b>	
<b>COURSE TITLE: Positive Psychology in Day-to-Day Living</b>	
COURSE CODE:PSY D03	COURSE TYPE:ECC/CB
CREDIT:6	HOURES:90
THEORY: 6 PRACTICAL:0	THEORY:90 PRACTICAL:0
MARKS	
THEORY: 100 (70+30)	PRACTICAL:00
<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b>  <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b>  <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b>  <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words)</b></p>	
<b>UNIT 1</b> 25 Hours	<p><b>Historical and philosophical foundations</b>  1.1. Applied positive psychology: Historical, philosophical, and epistemological perspectives.  1.2. Existential dimensions of Positive Psychology; the salutogenic paradigm.</p>
<b>UNIT 2</b> 20 Hours	<p><b>Good life-values and choices</b>  2.1. The science of values in the culture of consumption.  2.2. Values and well-being.  2.3. The paradox of choice.</p>
<b>UNIT 3</b> 20 Hours	<p><b>In pursuit of happiness and well-being</b>  3.1. Self-determination theory and healthy self-regulation.  3.2. Prospects, practices, and prescriptions for pursuit of happiness.  3.3. Positive psychology and life coaching.</p>
<b>UNIT 4</b> 25 Hours	<p><b>Lifestyle practices for health and well-being</b>  4.1. Health psychology and positive psychology.  4.2. Importance of physical activity.  4.3. Balancing time and optimal functioning.  4.4. Self-help.</p>



<b>M.A (PSYCHOLOGY) - 4TH SEMESTER</b>	
<b>COURSE TITLE: The Science of Psychological Assessment</b>	
COURSE CODE:PSY D04 TYPE:ECC/CB	COURSE
CREDIT:6  THEORY: 6	PRACTICAL:0  THEORY:90 PRACTICAL:0
MARKS	
THEORY: 100 (70+30)	PRACTICAL:00
<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b>  <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b>  <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b>  <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words)</b></p>	
<b>UNIT 1</b> <b>15 Hours</b>	<p><b>Perspectives on psychometrics</b>  1.1. Scientific method, realism, truth and psychology  1.2. Scientific measurement in psychometrics and measurement in the natural sciences  1.3. Measurement models: Classical test theory, Latent variable model, Representational measurement model  1.4. The theory of true scores, the statistical true score, the platonic true score, Psychological vs. Physical true score, the true psychometric: trait or function</p>
<b>UNIT 2</b> <b>35 Hours</b>	<p><b>Process of test construction:</b>  2.1. Knowledge-based and person-based questionnaire  2.1.1. Objective and open-ended tests  2.1.2. Norm-referenced and criterion-referenced testing  2.1.3. The correction for guessing in objective knowledge based test  2.2. Item analysis  2.2.1. Classical item analysis statistics for knowledge-based tests  2.2.2. Classical item analysis for person-based tests  2.2.3. Item analysis in criterion-referenced testing  2.3. Item response theory (IRT)  2.4. Relation of IRT and Classical test theory  2.5. Item characteristic curve  2.6. Additive conjoint measurement and the Rasch model  2.7. Advantages and problems with IRT  2.8. Factor analysis  2.8.1. Concept of F.A  2.8.2. Exploratory and Confirmatory factor analysis  2.8.3. Eigen value, factor loading  2.8.4. Kaiser criterion and other techniques for identifying the number of factors  2.8.5. Orthogonal and oblique rotation  2.8.6. Special uses of F.A. in test construction</p>
<b>UNIT 3</b> <b>20 Hours</b>	<p><b>Standardization of tests</b>  3.1. Reliability: Concept and forms of error; Spearman-Brown correction, cautions in the use of reliability coefficient  3.2. Validity: Concepts and types of validity; Political validity; Confusion between ‘_validation’ and ‘_validity’  3.3. Normalisation: Algebraic normalisation, graphical normalisation</p>

<b>UNIT 4</b> <b>20 Hours</b>	<b>Bias in testing and assessment</b> 4.1. Forms of bias 4.1.1. Item bias: Identifying item bias 4.1.2. Differential item functioning, item offensiveness 4.2. Intrinsic test bias: Statistical models of intrinsic test bias. 4.3. Extrinsic test bias: Extrinsic test bias and ideology; legal aspects of extrinsic test bias; guidelines in case of test bias
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**Readings:**

Borsboom, D. (2005). *Measuring the mind: Conceptual issues in contemporary psychometrics*. UK: Cambridge University Press.

Kalina, P. (1998). *The new psychometrics: Sciences, psychology and measurement*. London & New York: Routledge.

Michell, J. (1990). *An Introduction to the logic of psychological measurement*. Hillsdale, MI: Erlbaum.

Rust, J., & Golombok, S. (2009). *Modern psychometrics: The science of psychological assessment*. London and New York: Routledge.



<b>M.A (PSYCHOLOGY) - 4TH SEMESTER</b>	
<b>COURSE TITLE: Transformation , Healing and Wellness</b>	
COURSE CODE:PSY D05 TYPE:ECC/CB	COURSE
CREDIT:6	HOURES:90
THEORY:                      PRACTICAL:06	THEORY:90                      PRACTICAL:0
MARKS	
THEORY: 100 (70+30)	PRACTICAL:00
<b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b> <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b> <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b> <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words)</b>	
<b>UNIT 1</b> 25 Hours	<b>Altered states, transformation and healing</b> 1.1. Dreaming and transpersonal psychology 1.2. Hypnosis and transpersonal psychology
<b>UNIT 2</b> 25 Hours	<b>Transpersonal perspectives on therapy</b> 2.1. Transpersonal perspectives on mental health and mental illness 2.2. Transpersonal psychotherapies
<b>UNIT 3</b> 20 Hours	<b>Specific therapeutic approaches - 1</b> 3.1. Transpersonal dimensions of somatic therapies 3.2. Psycho -spiritual integrative practice
<b>UNIT 4</b> 20 Hours	<b>Specific therapeutic approaches – 2</b> 4.1 Meditation: empirical research and future directions 4.2 The diamond approach Readings:

**Readings:**

Harris L. Friedman & Glenn Hartelius (Eds.) (2013). The Wiley-Blackwell Handbook of Transpersonal Psychology. West Sussex, UK: John Wiley & Sons.

Achterberg, J. (1985). Imagery in healing: Shamanism and modern medicine. Boston: Shambhala.

Assagioli, R. (1965). Psychosynthesis: A collection of basic writings. New York: Viking.

Boorstein, S. (1997). Clinical studies in transpersonal psychotherapy. Albany, NY: State University of New York Press

Cortright, B. (1997). Psychotherapy and spirit: Theory and practice in transpersonal psychotherapy. Albany, NY: State University of New York Press.

Firman, J., & Gila, A. (1997). The primal wound: A transpersonal view of trauma, addiction, and growth. Albany, NY: State University of New York Press.

Grof, S. (1985). Beyond the brain: Birth, death, and transcendence in psychotherapy. Albany: State University of New York Press.

Husain, A. (2011). Spirituality and holistic health: A psychological perspective. New Delhi: Prasad Psycho Corporation.

Scotton, B., Chinen, A. B. and Battista, J.R. (Eds.) (1996) - Text Book of Transpersonal Psychiatry and Psychology. New York: Basic Books.

Wilber, K. (2000). Integral psychology: Consciousness, spirit, psychology, therapy. Boston: Shambhala.

**COURSE OUTCOME**

**Psychological Distress and Counseling in Educational Settings.  
D06. - ECC/CB**

After completing the course the students will able to demonstrate:

CO 1- a comprehensive knowledge of the psychological vulnerabilities and distress in educational settings.

CO 2- a critical understanding of the nature of the counseling process and it's complexities as grounded in the dialogue between person-centred, psychodynamic approaches and transpersonal / integral theories.

CO 3- a capacity to compare and contrast of the childhood disorder and counseling, schooling, mental health and society, educational future and career counseling.

CO 4- a critical overview of International classification of childhood disorders.

CO 5- a research tendency to go for innovative studies of counseling process in light at latest research insight.

CO 6- a psycho-sociological sense of responsibility to schooling mental health and society.

CO 7- to understand the Social and political contexts in which debates around schooling, mental health and emotional well-being are conducted.

**PO CO MAPPING**

<b>M.A (PSYCHOLOGY) - 4TH SEMESTER</b>											
<b>COURSE TITLE: Psychological Distress and Counseling in Educational Settings</b>											
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11
CO 1	✓										
CO 2	✓										
CO 3		✓									
CO 4	✓										
CO 5				✓							
CO 6							✓				
CO 7									✓		
CO 8											
<b>M.A (PSYCHOLOGY) - 4TH SEMESTER</b>											
<b>COURSE TITLE: Psychological Distress and Counseling in Educational Settings</b>											
<b>COURSE CODE:PSY D06</b>						<b>COURSE TYPE:ECC/CB</b>					

CREDIT:  THEORY: 6 PRACTICAL:0	HOURES:90  THEORY:90  PRACTICAL:0
MARKS	
THEORY: 100 (70+30)	PRACTICAL:00
<p><b>Note- 1) OBJECTIVE TYPE QUESTIONS: 1*10=10</b>  <b>2) VERY SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying three marks each (word limit-70-100 words) 3*3=09</b>  <b>3) SHORT ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying six marks each (word limit- 200-250 words) 6*3=18</b>  <b>4) LONG ANSWER TYPE QUESTIONS: Five questions to be asked. Three to be attempted carrying eleven marks each (word limit – 500-600 words)</b></p>	
<b>UNIT 1</b> 30 hours	<p><b>The nature of psychological vulnerability and distress in schools</b>  1.1. The developmental nature of psychological vulnerabilities and distress that are faced by students in schools, eg., exam anxiety, learned helplessness, peer pressure, negative media influences (including social media), school pressures, substance abuse, child abuse, bullying, juvenile delinquency, issues of gender identity and sexuality, consumerism, authority relations, crisis of values etc.</p>
<b>UNIT 2</b> 20 hours	<p><b>Childhood disorders and counseling</b>  2.1. International classification of childhood disorders: A critical overview  2.2. Understanding the process of counselling through a dialogue between psycho-dynamic, person-centered and transpersonal/integral approaches.</p>
<b>UNIT 3</b> 20 hours	<p><b>Schooling, mental health and society</b>  3.1. The social and political context of education and its stresses and demands on human capacities  3.2. ‘The hurried child’ as a product of commercialisation of education and psychological distress  3.3. The role of the teacher as a ‘meek dictator’: Understanding distress of teachers and students with reference to powerlessness and mechanization and state-control of educational agendas  3.4. Well-being, positive development and peace education</p>
<b>UNIT 4</b> 20 hours	<p><b>Educational futures and career counseling</b>  4.1. Empowering students to make informed choices about their careers  4.2. Envisioning positive career choices  4.3. Self-awareness, self-reflection and life goal</p>

**Readings:**

Carr, A. (2011). Positive psychology: The science of happiness and human strengths. London: Francis and Taylor.  
Carr, A. (2015). Handbook of child and adolescent clinical psychology. London: Francis and Taylor.  
Cornelissen, M., Misra, G., & Varma, S. (2010). Foundations of Indian psychology: Vol. 2: Practical applications. New Delhi, India: Pearson.  
Elkind, D. (2001). The hurried child: Growing up too fast too soon. Cambridge, MA: Perseus Pub.  
Guichard, J., & Dumora, B. (2008). A constructivist approach to ethically grounded vocational development interventions for young people. In J. A. Athanassou & R. Van Esbroeck (Eds.), International handbook of career guidance (pp. 187- 208). Netherlands: Springer.  
IDAC. (1996). Danger, school! Mapusa, Goa, India: Other India Press.  
Kapur, M. (2011). Counselling children with psychological problems. New Delhi, India: Pearson.  
Kumar, K. (2005). The political agenda of education: A study of colonial and nationalist ideas. New Delhi, India: Sage Pub.  
National Council of Educational Research and Training. (2006). National focus group on peace education, In National curriculum framework 2005. New Delhi, India: NCERT.