



सत्यमेव जयते

**National Commission for Allied and Healthcare  
Professions**

**COMPETENCY BASED CURRICULUM**

**for**

**“APPLIED PSYCHOLOGY  
&  
BEHAVIOURAL HEALTH”**



**As per the NCAHP Act -2021**

# APPROVED SYLLABUS 2025

**Ministry of Health & Family Welfare**

स्वास्थ्यम् सर्वार्थसाधनम्

NCAHP

Since-2021

राष्ट्रीय सहबन्ध और स्वास्थ्य देख-रेख वृत्ति आयोग



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## List of Abbreviations

AHPs	Allied and Healthcare Professionals
AP	Applied Psychology
B.Psy	Bachelor of Psychology
B.Psy Curr.	Bachelor of Psychology Curriculum
B.Sc.	Bachelor of Science
CATS	Credit Accumulation and Transfer System
CBCS	Choice-Based Credit System
CBD	Case-based discussion
Mini-CEX	Mini Case Evaluation Exercise
CHC	Community Health Centre
CPU	Central Processing Unit
DH	District Hospital
Dip	Diploma
DOPs	Direct observation of procedures
ECTS	European Credit Transfer System
HoD	Head of Department
HSSC	Healthcare Sector Skill Council
ILO	International Labour Organization
ISO	International Organization for Standardization
JCI	Joint Commission International
JD	Job description
M. Sc.	Master of Science
M.B.B.S.	Bachelor of Medicine and Bachelor of Surgery
M.Sc.	Master of Science
MoHFW	Ministry of Health and Family Welfare
MoU	Memorandum of Understanding
MSE	Mental Status Examination
NAAC	National Assessment and Accreditation Council
NAAC	National Accreditation Board for Hospitals & Healthcare Providers
NABH	National Accreditation Board for Hospitals & Healthcare Providers
NBAHS	National Board of Allied and Healthcare Sciences
NCAHP	National Commission for Allied & Healthcare Professions
NCAHP Act	National Commission for Allied and Healthcare Professions Act, 2021
NCRC	National Curricula Review Committee
NEP	National Educational Policy 2020
NHM	National Health Mission
NHP	National Health Programme
NIAHS-TSU	National Initiative for Allied Health Sciences-Technical Support Unit
NMHP	National Mental Health Programme



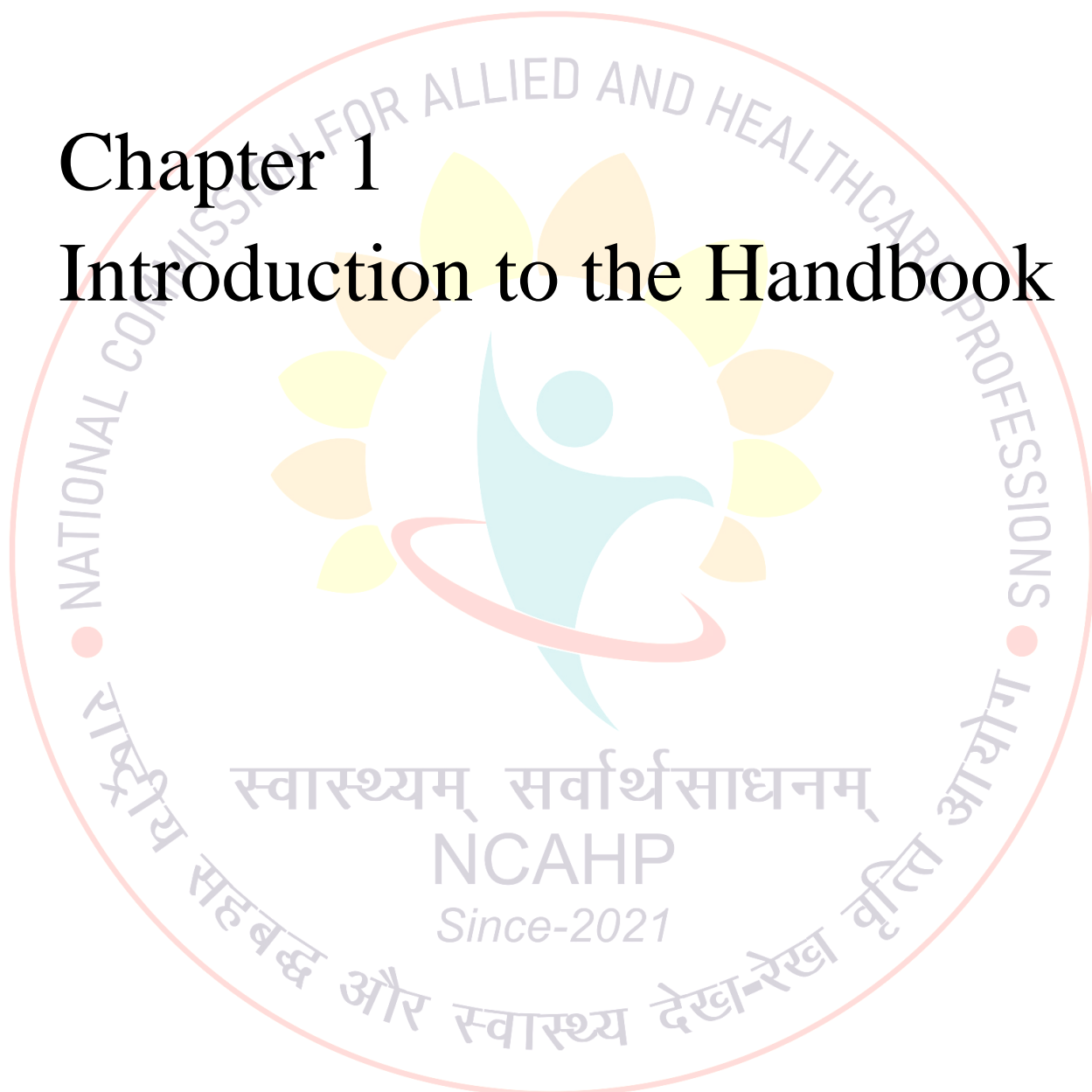
NSDA	National Skills Development Agency
NSQF	National Skills Qualification Framework
OSCE	Objective Structured Clinical Examination
OSLER	Objective Structured Long Examination Record
OSPE	Structured Practical Examination
PCM/B	Physics, Chemistry, Maths/ Biology
PG	Post Graduate
Ph.D.	Doctor of Philosophy
PHC	Primary Health Centre
PPE	Personal Protective Equipment
SC/ST/OBC	Schedules Castes/ Scheduled Tribes/ Other Backward Classes
SDH	Sub District Hospital
SDL	Self-directed learning
UGC	University Grants Commission
UHC	Universal Health Care
WWW	World Wide Web





# Chapter 1

## Introduction to the Handbook



## Chapter 1: Introduction to the Handbook

The report 'From Paramedics to Allied Health Professionals: Landscaping the Journey and Way Forward' that was published in 2012, marked the variance in education and training practices for the allied and healthcare courses offered by institutions across the country. This prompted the Ministry of Health and Family Welfare to envisage the creation of national guidelines for education and career pathways of allied and healthcare professionals, with a structured curriculum based on skills and competencies. Thus, this handbook has been designed to familiarize universities, colleges, healthcare providers as well as educators offering allied and healthcare courses with these national standards.

Individually, created for different professional groups of allied and healthcare, this handbook aims to reduce the variation in education by having a standardized curriculum, career pathways, nomenclature and other details for each profession. The change from a purely didactic approach will create better skilled professionals and improve the quality of overall patient care.

Based on the recommendations of the NCAHP Act, this handbook can also guide the thousands of young adults who choose healthcare as a profession on the appropriate course of action to enable them to be skilled allied and healthcare professionals of the future.

### Who is an Allied and Healthcare Professional?

The Ministry of Health and Family Welfare, accepted in its entirety the definition of an allied and healthcare professional based on the afore-mentioned report, though the same has evolved after multiple consultations and the recommended definition is now as follows-

*'Allied and healthcare professionals (AHPs) includes individuals involved with the delivery of health or healthcare related services, with qualification and competence in therapeutic, diagnostic, curative, preventive and/or rehabilitative interventions. They work in multidisciplinary health teams in varied healthcare settings including doctors (physicians and specialist), nurses and public health officials to promote, protect, treat and/or manage a person('s) physical, mental, social, emotional, environmental health and holistic well-being.'*<sup>i</sup>

*The National Commission for Allied and Healthcare Professions Act, 2021 (The NCAHP Act 2021) was passed by Rajya Sabha on March 16, 2021, and by Lok Sabha on March 24, 2021. The Government notified it in the Gazette of India on March 28, 2021, after it received the assent of the President. The Act provides for "regulation and maintenance of standards of education and services by allied and healthcare professionals, assessment of institutions, maintenance of a Central Register and State Register" of professionals.*

*NCAHP Act is to provide for regulation and maintenance of standards of education and services by allied and healthcare professionals, assessment of institutions, maintenance of a Central Register and State Register and creation of a system to improve access, research and development and adoption of latest scientific advancement and for matters connected therewith or incidental thereto*

## Scope and need for allied and healthcare professionals in the Indian healthcare system

The quality of medical care has improved tremendously in the last few decades due to the advances in technology, thus creating fresh challenges in the field of healthcare. It is now widely recognized that health service delivery is a team effort involving both clinicians and non-clinicians, and is not the sole duty of physicians and nurses.<sup>1</sup> Professionals that can competently handle sophisticated machinery, advanced protocols and interpret reports are now in high demand globally. In fact, diagnosis is now so dependent on technology, that allied and healthcare professionals (AHPs) are vital to diagnosis and successful management.

As the Indian government aims for Universal Health Coverage, the lack of skilled human resource may prove to be the biggest impediment in its path to achieve targeted goals. The benefits of having AHPs in the healthcare system are still unexplored in India.

Although an enormous amount of evidence suggests that the benefits of AHPs range from improving access to healthcare services to significant reduction in the cost of care, the Indian healthcare system still revolves around the doctor-centric approach leading to long waiting lists and delayed treatments.. The privatization of healthcare has also led to an ever-increasing out-of-pocket expenditure by the population. However, many examples assert the need of skilled allied and healthcare professionals in the system, such as in the case of stroke survivors, it is the support of AHPs that significantly enhance their rehabilitation and long-term treatment ensures return to normal life. AHPs also play a significant role to reduce chronic workforce shortages and improve patient access in a range of locations and special care for patients who struggle mentally and emotionally in the current challenging environment and require mental health support; and help them return to well-being<sup>2</sup> Children with communication difficulties, the elderly, cancer patients, patients with long term conditions such as diabetes people with vision problems and amputees; the list of people and potential patients who benefit from AHPs is indefinite.

Thus, Allied health professionals are capable of providing a broad range of diagnostic, technical, therapeutic and direct health services to improve the health and wellbeing of the consumers they support. The breadth and scope of the allied and healthcare practice varies from one end to another, including areas of work listed below:

1. Across the age span of human development from neonate to old age;
2. With patients having complex and challenging problems resulting from systemic illnesses such as in the case of diabetes, cardiac abnormalities/conditions and elderly care to name a few;
3. Towards health promotion and disease prevention, as well as assessment, management and evaluation of interventions and protocols for treatment;
4. In a broad range of settings from a patient's home to community, primary care centers, to tertiary care settings; and

5. With an understanding of the healthcare issues associated with diverse socio-economies and cultural norms within the society
6. To provide management and rehabilitative therapies to patients/individuals where non-surgical treatments are indicated or advocated.

### **Learning goals and objectives for allied and healthcare professionals**

The handbook has been designed with a focus on performance-based outcomes pertaining to different levels. The learning goals and objectives of the undergraduate and graduate education program will be based on the performance expectations. They will be articulated as learning goals (why we teach this) and learning objectives (what the students will learn). Using the framework, students will learn to integrate their knowledge, skills and abilities in a hands-on manner in a professional healthcare setting.

These learning goals are divided into nine key areas, though the degree of required involvement may differ across various levels of qualification and professional cadres:

1. Clinical care
2. Communication
3. Membership of a multidisciplinary health team
4. Ethics and accountability at all levels (clinical, professional, personal and social)
5. Commitment to professional excellence
6. Leadership and mentorship
7. Social accountability and responsibility
8. Scientific attitude and scholarship (only at higher level- PhD)
9. Lifelong learning

#### **1. Clinical Care**

Using a patient/family-centered approach and best evidence, each student will organize and implement the prescribed preventive, investigative and management plans; and will offer appropriate follow-up services. Program objectives should enable the students to:

- a) Apply the principles of basic science and evidence-based practice
- b) Use relevant psychological assessments as needed
- c) Identify the indications for assessments and interventions and perform them in an appropriate manner
- d) Provide care to patients – efficiently and in a cost-effective way – in a range of settings, and maintain foremost the interests of individual patients
- e) Identify the influence of biological, psychosocial, economic, and spiritual factors on patients' health seeking behaviours and approach to well-being and act in an appropriate, culturally sensitive manner
- f) Incorporate strategies for health promotion and prevention of disorders and dysfunction with their patients



## 2. Communication

The student will learn how to communicate with patients/clients, care-givers, other health professionals and other members of the community effectively and appropriately. Communication is a fundamental requirement in the provision of health care services. Program objectives should enable the students to:

- a) Provide sufficient information to ensure that the patient/client can participate as actively as possible and respond appropriately to the information
- b) Clearly discuss the diagnosis and treatment options with the patient, and negotiate appropriate management plans in a sensitive manner that is in the patient's and society's best interests
- c) Explain the proposed healthcare service – its nature, purpose, possible benefits and risks involved, its limitations, and reasonable alternatives wherever they exist
- d) Use effective communication skills to gather data and share information including attentive listening, open-ended inquiry, empathy and clarification to ensure understanding
- e) Appropriately communicate with, and provide relevant information to, other stakeholders including members of the healthcare team
- f) Use communication effectively and flexibly in a manner that is appropriate for the reader or listener
- g) Demonstrate cultural competence in health care by exploring and considering the influence that the patient's ideas, beliefs and expectations have during interactions with them, along with varying factors such as age, ethnicity, culture and socioeconomic background
- h) Develop efficient techniques for all forms of written and verbal communication including accurate and timely record keeping
- i) Assess their own communication skills, develop self-awareness and be able to improve their relationships within a multidisciplinary health team
- j) Possess skills to counsel for lifestyle changes and advocate health promotion.

## 3. Membership of a multidisciplinary health team

The student will put a high value on effective communication within the team, including transparency about aims, decisions, uncertainty and mistakes. Team-based health care is the provision of health services to individuals, families, and/or their communities by at least two health providers who work collaboratively to accomplish shared goals within and across settings to achieve coordinated, high quality care. Program objectives will aim at making the students being able to:

- a) Recognize, clearly articulate, understand and support shared goals in the team that reflect patient and family priorities
- b) Possess distinct roles within the team; to have clear expectations for each member's functions, responsibilities, and accountabilities, which in turn optimizes the team's efficiency and makes it possible for them to use division of labor advantageously, and accomplish more than the sum of its parts

- c) Develop mutual trust within the team to create strong norms of reciprocity and greater opportunities for shared achievement
- d) Communicate effectively so that the team prioritizes and continuously refines its communication channels creating an environment of general and specific understanding
- e) Recognize measurable processes and outcomes, so that the individual and team can agree on and implement reliable and timely feedback on successes and failures in both the team's functioning and the achievement of their goals. These can then be used to track and improve performance immediately and over time.

#### **4. Ethics and accountability**

Students will understand core concepts of clinical ethics and law so that they may apply these to their practice as physicians. Program objectives should enable the students to:

- a) Describe and apply the basic concepts of clinical ethics to actual cases and situations
- b) Recognize the need to make health care resources available to patients fairly, equitably and without bias, discrimination or undue influence
- c) Demonstrate an understanding, compliance and application of basic legal concepts to the practice
- d) Employ professional accountability for the initiation, maintenance and termination of patient-provider relationships
- e) Demonstrate respect for each patient's individual rights of autonomy, privacy, and confidentiality

#### **5. Commitment to professional excellence**

The student will execute professionalism to reflect in his/her thought and action a range of attributes and characteristics that include technical competence, appearance, image, confidence level, empathy, compassion, understanding, patience, manners, verbal and non-verbal communication, an anti-discriminatory and non-judgmental attitude, and appropriate physical contact to ensure safe, effective and expected delivery of healthcare. Program objectives will aim at making the students being able to:

- a) Demonstrate distinctive, meritorious and high quality practice that leads to excellence and that depicts commitment to competence, standards, ethical principles and values, within the legal boundaries of practice
- b) Demonstrate the quality of being answerable for all actions and omissions to all, including service users, peers, employers, standard-setting/regulatory bodies or oneself
- c) Demonstrate humanity in the course of everyday practice by virtue of having respect (and dignity), compassion, empathy, honour and integrity
- d) Ensure that self-interest does not influence actions or omissions, and demonstrate regards for service-users and colleagues

## 6. Leadership and mentorship

The student must take on a leadership role where needed to ensure clinical productivity and patient satisfaction. They must be able to respond in an autonomous and confident manner to planned and uncertain situations, and should be able to manage themselves and others effectively. They must create and maximize opportunities for the improvement of the health seeking experience and delivery of healthcare services. Program objectives should enable the students to:

- a) Act as agents of change and be leaders in quality improvement and service development, so that they contribute and enhance people's wellbeing and their healthcare experience
- b) Systematically evaluate care; ensure the use of these findings to help improve people's experience and care outcomes, and to shape clinical treatment protocols and services
- c) Identify priorities and effectively manage time and resources to ensure the maintenance or enhancement of the quality of care
- d) Recognize and be self-aware of the effect their own values, principles and assumptions may have on their practice. They must take charge of their own personal and professional development and should learn from experience (through supervision, feedback, reflection and evaluation)
- e) Facilitate themselves and others in the development of their competence, by using a range of professional and personal development skills
- f) Work independently and in teams. They must be able to take a leadership role to coordinate, delegate and supervise care safely, manage risk and remain accountable for the care given; actively involve and respect others' contributions to integrated person-centered care; yet work in an effective manner across professional and agency boundaries. They must know when and how to communicate with patients and refer them to other professionals and agencies, to respect the choices of service users and others, to promote shared decision-making, to deliver positive outcomes, and to coordinate smooth and effective transition within and between services and agencies.

## 7. Social Accountability and Responsibility

The students will recognize that allied and healthcare professionals need to be advocates within the health care system, to judiciously manage resources and to acknowledge their social accountability. They have a mandate to serve the community, region and the nation and will hence direct all research and service activities towards addressing their priority health concerns. Program objectives should enable the students to:

- a) Demonstrate knowledge of the determinants of health at local, regional and national levels and respond to the population needs
- b) Establish and promote innovative practice patterns by providing evidence-based care and testing new models of practice that will translate the results of research into practice, and thus meet individual and community needs in a more effective manner

- c) Develop a shared vision of an evolving and sustainable health care system for the future by working in collaboration with and reinforcing partnerships with other stakeholders, including academic health centres, governments, communities and other relevant professional and non-professional organizations
- d) Advocate for the services and resources needed for optimal patient care

## 7. Scientific attitude and Scholarship

The student will utilize sound scientific and/or scholarly principles during interactions with patients and peers, educational endeavors, research activities and in all other aspects of their professional lives. Program objectives should enable the students to:

- a) Engage in ongoing self-assessment and structure their continuing professional education to address the specific needs of the population
- b) Practice evidence-based by applying principles of scientific methods
- c) Take responsibility for their educational experiences
- d) Acquire basic skills such as presentation skills, giving feedback, patient education and the design and dissemination of research knowledge; for their application to teaching encounters

## 8. Lifelong learning

The student should be committed to continuous improvement in skills and knowledge while harnessing modern tools and technology. Program objectives will aim at making the students being able to:

- a) Perform objective self-assessments of their knowledge and skills; learn and refine existing skills; and acquire new skills
- b) Apply newly gained knowledge or skills to patient care
- c) Enhance their personal and professional growth and learning by constant introspection and utilizing experiences
- d) Search (including through electronic means), and critically evaluate medical literature to enable its application to patient care
- e) Develop a research question and be familiar with basic, clinical and translational research in its application to patient care
- f) Identify and select an appropriate, professionally rewarding and personally fulfilling career pathway

## Learning Objectives for a Bachelor's Program in Behavioral Health

The aim of the Model Curriculum Handbook for Psychology is to enable students at the undergraduate or Honours level of the P.Psy programme to understand the applications of Psychology in assessing human behaviour in the socio-cultural context of its occurrence, identify concerns and enable referrals and demonstrate competency in providing evidenced based solutions at the individual, community and organizational level to optimize human functioning and well-being.

The following are the objectives of the Bachelor's Program in Behavioural Health:

### Foundations of Behavioral Health

- Understand the biological, psychological, and social determinants of behavioral health
- Explore the historical and cultural evolution of behavioral health practices

### Behavioral Health Assessment

- Learn basic methods for identifying behavioral health needs in individuals and communities
- Utilize observation, surveys, and interviews as tools for assessment
- Planning and Implementation of interventions
- Develop foundational skills in designing behavior change interventions
- Understand evidence-based approaches to behavioral health care

### Communication and Relationship Building

- Master effective communication strategies to engage clients and stakeholders
- Practice empathetic and culturally sensitive approaches to build trust

### Cultural and Social Sensitivity

- Analyze the role of cultural and societal factors in shaping behavioral health
- Develop culturally appropriate responses to behavioral health challenges

### Ethics and Professional Standards

- Understand the ethical principles guiding behavioral health practices
- Learn about confidentiality, patient rights, and informed consent



## Interdisciplinary Collaboration

- Recognize the importance of multidisciplinary collaboration by working with professionals in healthcare, education, and social services
- Develop interdisciplinary clinical and research skills
- Gain introductory skills in team-based approaches to care delivery

## Health Promotion and Prevention

- Learn the principles of promoting mental and behavioral well-being in communities
- Design awareness campaigns to reduce stigma and improve behavioral health literacy

## Introduction to Behavioral Health Policies

- Understand the basic policies and systems that influence behavioral health services
- Analyze the impact of policy on access to care and service delivery

## Personal and Professional Growth

- Reflect on personal attitudes and biases that may affect behavioral health practice
- Develop resilience and strategies for self-care to prevent burnout

## Research and Evidence-Based Practice

- Learn the basics of behavioral health research methods and data interpretation
- Understand the importance of evidence-based practice in improving care outcomes

## Community Engagement

- Participate in projects or internships to apply knowledge in real-world settings
- Develop skills for advocating behavioral health needs in underserved populations

## Introduction to Behavioral Disorders and Treatment

- Gain a basic understanding of common behavioral health disorders and their treatments



## Introduction of salient elements in Allied and Healthcare education Competency-based curriculum

A significant skill gap has been observed in the professionals offering healthcare services irrespective of the hierarchy and level of responsibility in the healthcare settings. The large variation in the quality of services is due to the diverse methodologies opted for healthcare education and the difference in expectations from a graduate after completion of a course and at work. What one is expected 'to perform' at work is assumed to be learned during the course, however, the course design focuses on what one is expected 'to know'. The competency-based curriculum thus connects the dots between the 'know what' and 'do how'.

The efficiency and effectiveness of any educational programme largely depends on the curriculum design that is being followed. With emerging medical and scientific knowledge, educators have realized that learning is no more limited to memorizing specific lists of facts and data; in fact, by the time the professional aims to practice in the healthcare setting, the acquired knowledge may stand outdated. Thus, competency-based education is the answer; a curricular concept designed to provide the skills that professionals need. A competency-based program is a mix of skills and competencies based on individual or population needs (such as clinical knowledge, patient care, or communications approaches), which is then developed to teach relevant content across a range of courses and settings. While the traditional system of education focuses on objectives, content, teacher-centric approach and summative evaluation; competency-based education has a focus on competencies, outcomes, performance and accomplishments. In such a case, teaching activities are learner-centered, and evaluation is continuous and formative in structure. The competency-based credentials depend on the demonstration of a defined set of competencies which enables a professional to achieve targeted goals. Competency frameworks comprise of a clearly articulated statement of a person's abilities on the completion of the credential, which allows students, employers, and other stakeholders to set their expectations appropriately.

Considering the need of the present and future healthcare delivery system, the curriculum design depicted in this handbook thus will be based on skills and competencies.

### Promoting self-directed learning of the professionals

The shift in the focus from traditional to competency-based education has made it pertinent that the learning processes may also be revisited for suitable changes. It is a known fact that learning is no more restricted to the boundaries of a classroom or the lessons taught by a teacher. The new tools and technologies have widened the platform and introduced innovative modes of how students can learn and gain skills and knowledge. One of the innovative approaches is learner-centric and follows the concept of **self-directed learning**.

*Self-directed learning, in its broadest meaning, describes a process in which individuals take the initiative with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying resources for learning, choosing and implementing learning strategies and evaluating learning outcomes (Knowles, 1975).<sup>ii</sup>*

Self-directed learning is a core requirement in student-centric adult education (Loeng, 2020; Morris, Bremner & Sakata, 2023). In self-directed learning, learners themselves take the initiative to use resources rather than simply reacting to transmissions from resources, which helps them learn more in a better way.<sup>1</sup> Lifelong, self-directed learning (SDL) has been identified as an important ability for medical graduates (Harvey, 2003)<sup>2</sup> and so is applicable to other health professionals including AHPs. It has been proven through many studies worldwide that the self-directed method is better than the teacher-centric method of learning. Teacher-directed learning makes learners more dependent and the orientation to learning becomes subject-centered. If a teacher provides the learning material, the student is usually satisfied with the available material, whereas if a student is asked to work on the same assignment, he or she invariably has to explore extensive resources on the subject.<sup>15</sup>

Thus the handbook promotes self-directed learning, apart from the usual classroom teaching and opens the platform for students who wish to engage in lifelong learning.

### Credit hours

Globally, a need exists for the use of a fully convertible credit-based system that can be accepted at other universities. It has now become imperative to offer flexible curricular choices and provide learners mobility due to the popularity of initiatives such as ‘twinning programmes’, ‘joint degrees’ and ‘study abroad’ programmes.

In order to ensure global acceptability of the graduates, the current curriculum structure is divided into smaller sections with focus on hours of studying which can be converted into credit hours as per the international norms followed by various other countries.

More importantly the allied and health care professions are now defined for its qualification of the degree in terms of completion or coverage of academic hours. The definition of the allied health and health care professional as per the NCAHP Act is provided below:

**“Allied Health Professional”** includes an associate, technician or technologist who is trained to perform any technical and practical task to support diagnosis and treatment of illness, disease, injury or impairment, and to support implementation of any healthcare treatment and referral plan recommended by a medical, nursing or any other healthcare professional, and who has obtained any qualification of diploma or degree under this Act, the duration of which shall not be less than two thousand hours spread over a period of two years to four years divided into specific semesters;

**“Healthcare Professional”** includes a scientist, therapist or other professional who studies, advises, researches, supervises or provides preventive, curative, rehabilitative, therapeutic or promotional health services and who has obtained any qualification of degree under this Act, the duration of which shall not be less than three thousand six hundred hours spread over a period of three years to six years divided into specific semesters.

### **Integrated structure of the curriculum**

Vertical integration, in its truest sense, is the interweaving of teaching clinical skills and knowledge into the basic science years and, reinforcing and continuing to teach the applications of basic science concepts during the clinical years. (Many efforts called ‘vertical integration’ include only the first half of the process).

Horizontal integration is the identification of concepts or skills, especially those that are clinically relevant, that cut across (for example, the basic sciences), and then putting these to use as an integrated focus for presentations, clinical examples, and course materials. e.g. Integration of some of the basic science courses around organ systems, e.g., human anatomy, physiology, pathology; or incorporating ethics, legal issues, finance, political issues, humanities, culture and computer skills into different aspects of a course like the Clinical Continuum.

The aim of an integrated curriculum is to lead students to a level of scientific fluency that is beyond mere fact and concept acquisition, by the use of a common language of medical science, with which they can begin to think creatively about medical problems.

This new curriculum has been structured in a way such that it facilitates horizontal and vertical integration between disciplines; and bridges the gaps between both theory & practice, and between hospital-based practice and community practice. The amount of time devoted to basic and laboratory sciences (integrated with their clinical relevance) would be the maximum in the first year, progressively decreasing in the second through the final years of the training, making clinical exposure and learning more dominant. However it may differ from course to course depending on the professional group.

### **Introduction of foundation course in the curriculum**

The foundation course for allied and healthcare professions is an immersive programme designed to impart the required knowledge, skills and confidence for seamless transition to the second semester of a professional allied and healthcare course. Post admission, the foundation course is designed for a period of 6 months to prepare a student to study the respective allied and healthcare course effectively and to understand the basics of healthcare system. This aims to orient the student to national health systems and the basics of public health, medical ethics, medical terminologies, communication skills, computer learning, environmental issues and disaster management, as well as orientation to the community with focus on issues such as gender sensitivity, disability, human rights,

civil rights etc. Flexibility to the course designers has been provided in terms of modifying the required numbers of hours for each foundation subject and appropriate placement of the subject across various semesters to meet the requirements of a professional degree curriculum.

## Learning methodologies

With a focus on self-directed learning, the curriculum will include a foundation course that focuses on communication, basic clinical skills and professionalism; and will incorporate clinical training from the first year itself. It is recommended that the primary care level should have sufficient clinical exposure integrated with the learning of basic and laboratory sciences. There should also be an emphasis on the introduction of case scenarios for classroom discussion/case-based learning.

Healthcare education and training is the backbone of an efficient healthcare system and India's education infrastructure is yet to gain from the ongoing international technological revolution. The report '*From Paramedics to Allied Health: Landscaping the Journey and way ahead*', indicates that teaching and learning of clinical skills occur at the patient's bedside or other clinical areas such as laboratories, augmented by didactic teaching in classrooms and lecture theatres. In addition to keeping up with the pace of technological advancement, there has been a paradigm shift to outcome-based education with the adoption of effective assessment patterns. However, the demand for demonstration of competence in institutions where it is currently limited needs to be promoted. The report also mentions some of the allied and healthcare schools in India that have instituted clinical skill centres, laboratories and high-fidelity simulation laboratories to enhance the practice and training for allied and healthcare students and professionals. The report reiterates the fact that simulation is the replication of part or all of a clinical encounter through the use of mannequins, computer-assisted resources and simulated patients. The use of simulators addresses many issues such as suboptimal use of resources and equipment, by adequately training the manpower on newer technologies, limitations for imparting practical training in real-life scenarios, and ineffective skills assessment methods among others.<sup>1</sup>

The table mentioned below lists various modes of teaching and learning opportunities that harness advanced tools and technologies.



**Table 1 Clinical learning opportunities imparted through the use of advanced techniques<sup>1,3</sup>**

Teaching modality	Learning opportunity examples
Patients	Teach and assess in selected clinical scenarios
	Practice soft skills
	Practice case history taking and mental status examination
	Receive feedback on performance
Use of subjects/participants in laboratory work	Perform acquired techniques of active listening, case history and mental status examination
	Practice basic procedural skills required in clinical observation, clinical interview, setting up the context for assessment and intervention/ counseling
	Develop basic skills in computer assisted testing and the use of augmented reality/ virtual reality in counseling
Simulators	Practice teamwork and leadership
	Perform psychological assessments in simulated/ laboratory conditions
	Apply basic science understanding to clinical problem solving
Task under trainers	Monitor and terminate dialysis treatment, etc.

### Assessment methods

Traditional assessment of students consists of the yearly system of assessments. In most institutions, assessments consist of internal and external assessments, and a theory examination at the end of the year or semester. This basically assesses knowledge instead of assessing skills or competencies. In competency-based training, the evaluation of the students is based on the performance of the skills as per their competencies. Hence, all the three attributes – knowledge, skills, and attitudes – are assessed as required for the particular competency.

Several new methods and tools are now readily accessible, the use of which requires special training. Some of these are given below:

- Objective Structured Clinical Examination(OSCE), Objective Structured Practical Examination (OSPE), Objective Structured Long Examination Record(OSLER)
- Mini Case Evaluation Exercise(CEX)
- Case-based discussion(CBD)
- Direct observation of procedures(DOPs)
- Portfolio
- Multi-source feedback
- Patient satisfaction questionnaire

An objective structured clinical examination (OSCE) is used these days in a number of allied and healthcare courses, e.g. Optometry, Physiotherapy, and Radiography. It tests the performance and competence in communication, clinical examination, and medical procedures/prescriptions. In physiotherapy, orthotics, and occupational therapy, it tests exercise prescription, joint mobilization/manipulation techniques; and in radiography it tests radiographic positioning, radiographic image evaluation, and interpretation of results. In Applied Psychology, it translates to taking case histories from various populations across different clinical or non-clinical settings (such as schools), conducting mental status examinations, decisions for assessments, interventions and referrals, correct administration of psychological assessments, report writing, conveying test results to the patient and psychoeducation for treatment compliance. The basic essential elements consist of functional analysis of the occupational roles, translation of these roles (“competencies”) into outcomes, and assessment of trainees' progress in these outcomes on the basis of demonstrated performance. Progress is defined solely by the competencies achieved and not the underlying processes or time served in formal educational settings. Most methods use predetermined, agreed assessment criteria (such as observation check-lists or rating scales for scoring) to emphasize on frequent assessment of learning outcomes. Hence, it is imperative for teachers to be aware of these developments and they should suitably adopt them in the allied and healthcare education system.<sup>4</sup>







# Chapter 2

## Methodology of Curriculum Development



## Chapter 2: Methodology of curriculum development

### Development of the Bachelor's in Applied Psychology Curriculum

The development of the Bachelor of Applied Psychology (B.Psy) curriculum has been a collaborative and iterative process, aimed at creating a program that is both globally competent and aligned with the standards of the National Commission for Allied and Healthcare Professions (NCAHP). While the curriculum strives to incorporate the principles set out by the National Education Policy (NEP) 2020, it also takes into account the specific requirements of the NCAHP, ensuring that the program maintains its professional and practical focus.

### Key Phases in the Curriculum Development Process

Workshops at Rashtriya Raksha University on 7<sup>th</sup> and 8<sup>th</sup> November 2023: The curriculum development process began with two days in-person workshops held at Rashtriya Raksha University (RRU). These workshops brought together a team of experts to design a curriculum that would serve as a foundation for various specializations in the field of psychology. Key decisions made during these workshops included:

Dr S. L. Vaya's team researched and collected various Indian and international curriculums to study and understand the gap. The comparison charts were prepared and discussed in virtual meetings.

### Moving towards Virtual meetings:

#### Meeting dates:

Sl.No	Date	Meeting
1.	07.11.2023	Workshop at Rashtriya Raksha University
2.	08.11.2023	Workshop at Rashtriya Raksha University
3.	03.06.2024	Virtual Meeting
4.	07.06.2024	Virtual Meeting
5.	16.06.2024	Virtual meeting with second group
6.	18.06.2024	Virtual Meeting
7.	23.06.2024	Virtual meeting with second group
8.	25.06.2024	Virtual Meeting (Second group merged in main group)
9.	04.07.2024	Virtual meeting
10.	06.08.2024	Virtual meeting

### Detailed important meetings notes:

After these virtual group meetings, several individual consultations and virtual meetings with experts were held by the working expert committee coordinator, as and when needed to provide clarification and resolve any query related to curriculum.

## Important points from 7<sup>th</sup> and 8<sup>th</sup> workshop at Rashtriya Raksha University:

1. It was discussed that the bachelor's program can be a common entry platform in the field so that students can go to any area of specialisation Clinical psychology (RCI regulated) and Applied psychology fields (ICAHP). This bachelor's program should be in sync with the NEP.
2. Confirmation about the current model allowed exit at 3<sup>rd</sup> years as bachelors, 4<sup>th</sup> years as Honours and 5 years as integrated masters. It was decided by the board to remove the exit at 3<sup>rd</sup> year. So, only 4<sup>th</sup> year bachelors and 5<sup>th</sup> years with a master's degree. Students who have pursued 3 years bachelors will have to do 2 years of Masters Graduation.
3. A 2 years Master's program will run for students with 3 years of bachelors.
4. Masters' specialization list discussed was exhaustive.
5. Additionally, the students who have done 2.5 years of diploma in Mental Health Support worker will be allowed a lateral entry in 3<sup>rd</sup> year of bachelors. Standards for credits, exams, teaching hours, exposure will have to be decided for these courses).
6. After deliberation it was decided that the 2.5-year diploma will not be run alongside bachelors but will be run separately with a lateral entry option into masters.
7. Standards for Behavioural Health and Wellness Promoter:
  - a) Minimum entry criteria - anyone with adequate exposure to Biology/ Psychology in 11 & 12 standard.
  - b) Duration - 2.5 years (2 years + 6 months supervised stipend internship)
  - c) They will be prepared to work in rural areas, at health and wellness centres.
  - d) Their role and training will be preventive, promotive and skill based.
  - e) This program can be delivered in a regional language.
  - f) These diploma holders will be registered with the NCAHP

### 18/6/2024 Meeting important points

1. Discussion regarding RCI's curriculum
2. NCAHP chairperson and Director, RRU were requested to get the detailed B.Psy Curriculum so to avoid any future conflicts with regard to curriculum designing and contents.
3. A letter to be written to RCI on the concern of using 'Counselling Psychologist' title requesting to modify/consider a better nomenclature (probably Counselling Clinical Psychologist or Counselling Mental Health Psychologist) to avoid future conflict and confusion.
4. The decision for a 'separate distinct nomenclature for 'applied psychology/behavioural health' was put on hold for the time being until the finalization of curriculum contents.

5. A draft letter to be sent to RCI raising concern of using “Counselling Psychologist”.
6. The present curriculum was developed taking into consideration NEP criteria, but keeping NCAHP requirement to call it as a professional course, instead of 160 credits as per NEP requirement for a four year bachelors program, this course curriculum is designed with 171 credits to fulfil the professional course norm of NCAHP.

### **Important points from 4/7/2024 meeting:**

1. The specialisations for bachelor’s program were decided tentatively:
  - a) Organisational Behaviour and Industrial Psychology
  - b) Cyber Psychology
  - c) School and Career Psychology
  - d) Military Psychology
  - e) Forensic Psychology
  - f) Investigative Psychology
  - g) Sports Psychology
  - h) Neuropsychology
  - i) Child and Adolescent Behavioural and Mental Health
2. Three years curriculum was discussed rigorously by the committee before finalization, however above specialization curriculums are submitted by subject experts in the committee who were assigned the responsibility to co-opt the members for the specialization. Detailed discussion needs to be done before finalizing the same. However, the committee recommends this to be taken up subsequent to getting public opinion on the curriculum of specialization.
3. It was unanimously decided that students in their fourth year may choose any specialization, including the RCI-recognized Clinical Psychology specialization, if they wish to pursue Clinical Psychology as their specialisation area.
4. Ongoing Curriculum Refinement and Specialization Finalization: The committee continued to refine the curriculum, focusing on how to best integrate various specializations into the Bachelor’s program. The intention is to ensure that students are well-prepared for both academic and professional roles in psychology.
5. NEP and NCAHP Alignment: While the curriculum aimed to align with the NEP, the committee also ensured that it adhered to NCAHP’s requirements for professional courses. The program was designed with 171 credits, slightly above the NEP’s standard 160 credits, to meet the professional course norms as per NCAHP’s guidelines.
6. Consultation on Title Nomenclature: One important point of discussion was the use of the term “Counselling Psychologist.” The committee raised concerns with the Rehabilitation Council of India (RCI) regarding this title and suggested a revision to avoid confusion, possibly considering titles such as “Counselling Clinical Psychologist” or “Counselling Mental Health Psychologist.”

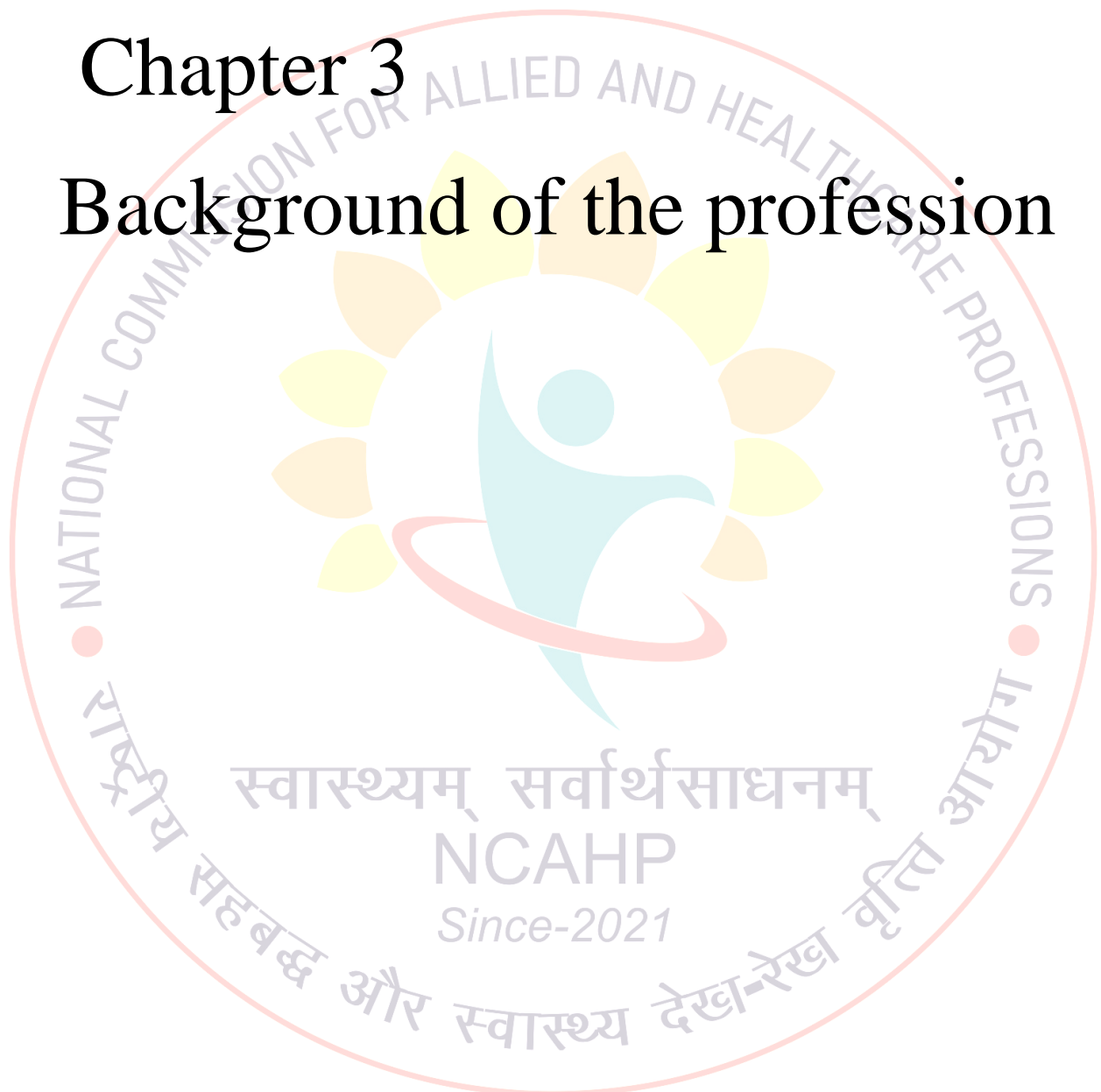
**The first and subsequent drafts (revised version) of curriculum were developed after thorough review.**





# Chapter 3

## Background of the profession



## Chapter 3: Background of the profession

### Statement of Philosophy– Why this profession holds so much importance?

### About Applied Psychology and Behavioural Health

#### What is Behavioral Science?

Behavioral science is the study of human behavior. It is a systematic critical investigation of the interactions among people and their environment in order to understand, predict and change behavior for personal wellness, social improvement and organizational effectiveness.

The field is diverse with many specializations in the areas of psychology and applied behavior analysis offering a broad range of career paths. This diversity gives graduates the advantage of developing a career in any number of industries including education, social service agencies, medical organizations, residential facilities, counseling firms and private practice. As society and employers expand their interest in gaining deeper insight into human behavior, niche specialty areas continue to develop offering long-term career opportunity.

Degree of B.Sc. (Hon) in Psychology typically encompasses the science of psychology, its application to performance, management and education. Using observation, interview, interpretation, and communication, Psychologists work to further understand human behavior and to modify social and individual behavioral problems. Bachelor's degree program in Psychology typically give graduates proficiency in the analysis of human behavior and interactions, research experience and preparation for further study in social & community work

Those in the behavioral sciences often choose to become psychological therapists, behavior analysts and social workers. However, Psychology graduates in the field are discovering a high demand for their skills in business, social and public policy, criminal justice, and social networks, to name a few. Because of this, individuals must consider what level of education they should pursue, and what accreditation is applicable for their desired career path.

#### Scope of practice (Possible careers included):

1. Private Practice (Psychology)
2. Public Health and Public Policy Maker
3. Researcher
4. University Professor
5. Neuro Psychologist
6. Quantitative Psychologist
7. Developmental Psychologist.

Understanding the National Demand for Behavior Analysts increases in job growth in both fields of psychology and applied behavior analysis. Why? Because psychologists are in demand to help individuals' best manage emotional challenges, using an assortment of cognitive, interpersonal and behavioral therapies. This covers a wide range of applications including work with the aging population, veterans suffering from war trauma, and individuals with autism and other disorders. As awareness and acceptance of the link between mental health and learning grows, so will jobs for school psychologists to work with special needs students or those with behavioral disorders.

Psychologists are also impacting the workforce. Industrial organizational (I/O) psychology is a continually growing facet of psychology that focuses on assessing organizational aspects of the workplace. Using theory, research, statistics and quantitative models to understand the psychology of people at work, psychologists study the performance of employees and the organizational dynamics to analyze how behavior can be influenced or changed, which in turn leads to solutions that benefit the employees and the company. The business community continues to look to psychologists who specialize in I/O to select and retain the best employees, increase organizational productivity and efficiency, develop criteria to evaluate performance of employees and maximize employee satisfaction.

Practitioners in applied behavior analysis (ABA) focus on the function of behavior, using principles of behaviorism to affect behavior, either to obtain a more positive outcome or to avoid a behavior. Applied behavior analysts study and measure behavior to train individuals, support professionals, teachers and parents in the techniques and interventions that bring about positive behavior changes. This is a successful treatment for behavior issues in children and adults, those with special needs and mental disorders, kids with educational apathy, the elderly, athletes, industrial workers and those with criminal behavior.

Projective techniques assessments should be utilized by Behavioral Health practitioners.

The administration and report writing should focus on Behavioral Health assessments and preventive measures, rather than diagnosis.

Tools such as the Bender Gestalt Test and Thematic Apperception Test (TAT), Draw a person, Human Figure Drawing Test can be effectively applied by Behavioral Health professionals in various contexts.

However, It is recommended that projective techniques be introduced at the undergraduate level to provide foundational knowledge. However, the advanced aspects of administration and report writing should be reserved for the Master's level in Behavioral Health Sciences, ensuring depth and precision in their application.

In this field of behavioral science, demand has more than doubled and is increasing day by day job opportunities in health care, educational services and social assistance industries. Growth also comes as a result of increased advocacy and a growing awareness of treatment benefits. Job opportunities can include: Behavior Interventionist & Behavior Clinicians

### Recognition of Title and qualification

#### The recommended title thus stands as

1. A 4 years graduate can be a “Behavioural Health Counselor” (Specialization such as School Psychology, Forensic Psychology, Health Psychology etc.). So it will appear as Behavioural Health Counselor (School Psychology)
2. A Master’s Degree postgraduate can be “Behavioural Health Psychologist” (Specialization such as School Psychology, Forensic Psychology, Health Psychology etc.) So it will appear as Behavioural Health Psychologist (Forensic Psychology)

### Education

When developing any educational program, it is necessary that it should be planned such that it is outcome-based, and it meets not just the local and national manpower requirements, but also provides personal satisfaction and career potential for professionals with supporting pathways for their development. One of the major changes is the paradigm shift of the focus from traditional theoretical knowledge to one on skills- and competency-based education and training. Optimal education/training requires that the student is able to integrate knowledge, skills and attitude in order to be able to perform a professional act adequately in a given situation.

Thus the following curriculum has been designed accordingly in a prescriptive fashion, with an aim to standardize the content across the nation.

### Course duration

#### (this part is added in chapter 4)

It is recommended that any program developed from this curriculum should have a minimum of the following duration to qualify as an entry level course in.

- Diploma level- 2.5 years
- Bachelor’s degree level- 4 years
- Master’s degree level- 3+2 or 4+1 after (if graduation is 3 years then 2 years of Masters, if graduation is 4 years, then 1 year of masters)

## Teaching faculty and infrastructure

The importance of providing an adequate learning environment for the students cannot be over emphasized. Both the physical infrastructure and the teaching staff must be adequate. Teaching areas should facilitate different teaching methods. While students may share didactic lectures with other disciplines in large lecture theatres, smaller teaching areas should also be provided for tutorial and problem/case-based learning approaches. In all venues that accommodate students, health and safety standards must be adhered to.

The importance of providing an adequate learning environment for the students cannot be over emphasized. Both the physical infrastructure and the teaching staff must be adequate. Teaching areas should facilitate different teaching methods. Large lecture theatres may be appropriate, but smaller teaching areas should also be provided for tutorial and problem/case-based learning approaches. It is recommended that a faculty and student ratio of 1:3 for PG and for UG 1:10 to be followed.

Institutional requirements including details of laboratory, essential equipments, library, resource books, Journals.

1. Skill Labs-
2. Equipments –
3. Lecture Halls-
4. Tutorial Halls-
5. Practical Lab
6. Fully equipped library with necessary resources, journals, and e- journals.
7. Discussion room-

## Job availability

The scope of practice for a psychologist goes beyond diagnosing and treating emotional, mental and behavioral disorders. Psychologists have a legal and ethical responsibility to practice only in areas in which they are suitably qualified and experienced. Depending on training, the general scope may have a specialty focus to their work (Industrial Organisational, Community, Health, Military, Corrections, Child and Family, Applied Behaviour Analysis) or may work more generally using evidence-based psychology interventions. Some defined areas of practice are as follows (needs to be clarified further, to be in accordance with the Act):

## Psychologist

This general scope is defined as rendering or offering to render to individuals, groups, organisations or the public any psychological service involving the application of psychological knowledge, principles, methods and procedures of understanding, predicting ameliorating or influencing behaviour, affect or cognition. Educational requirements include a minimum of a Master's Degree in Psychology from an accredited educational institution or an equivalent qualification along with supervised training hours from a registered professional in the field. Further specialization will be encouraged (e.g.: PhD).



### **Counselling Psychologist**

Assist individuals and families with personal, social, educational, and vocational functioning by using psychological assessments, interventions, and preventative approaches. Educational requirements include a minimum of a Master's Degree in Psychology, Advanced Diploma from an accredited educational institution or an equivalent qualification along with supervised training hours from a registered professional in the field.

### **Educational Psychologist**

Assist individuals and families with their learning, academic performance, behavioural, social, and emotional development by using psychological and educational assessments and interventions. Educational requirements include a minimum of a Master's Degree in Psychology from an accredited educational institution or an equivalent qualification along with supervised training hours from a registered professional in the field. (?Need for a PhD?)

### **Military Psychologist**

They conduct research and the application of psychological research to. Military psychologists serve diverse functions in defense or non-defence settings such as defence related research activities, management, providing mental health services, teaching, consulting, work with policy makers and advising senior military commands. Minimum requirement is a Master's in Psychology (?PhD).

### **Forensic Psychologist**

They are specialists who applies psychological knowledge to the criminal justice system by providing assessments, expert testimony, and support in understanding criminal behavior and mental health. They work with courts, prisons, and law enforcement agencies. Minimum educational requirement is a Master's in Psychology from an UGC recognized and NCAHP accredited course. (?PhD requirements)

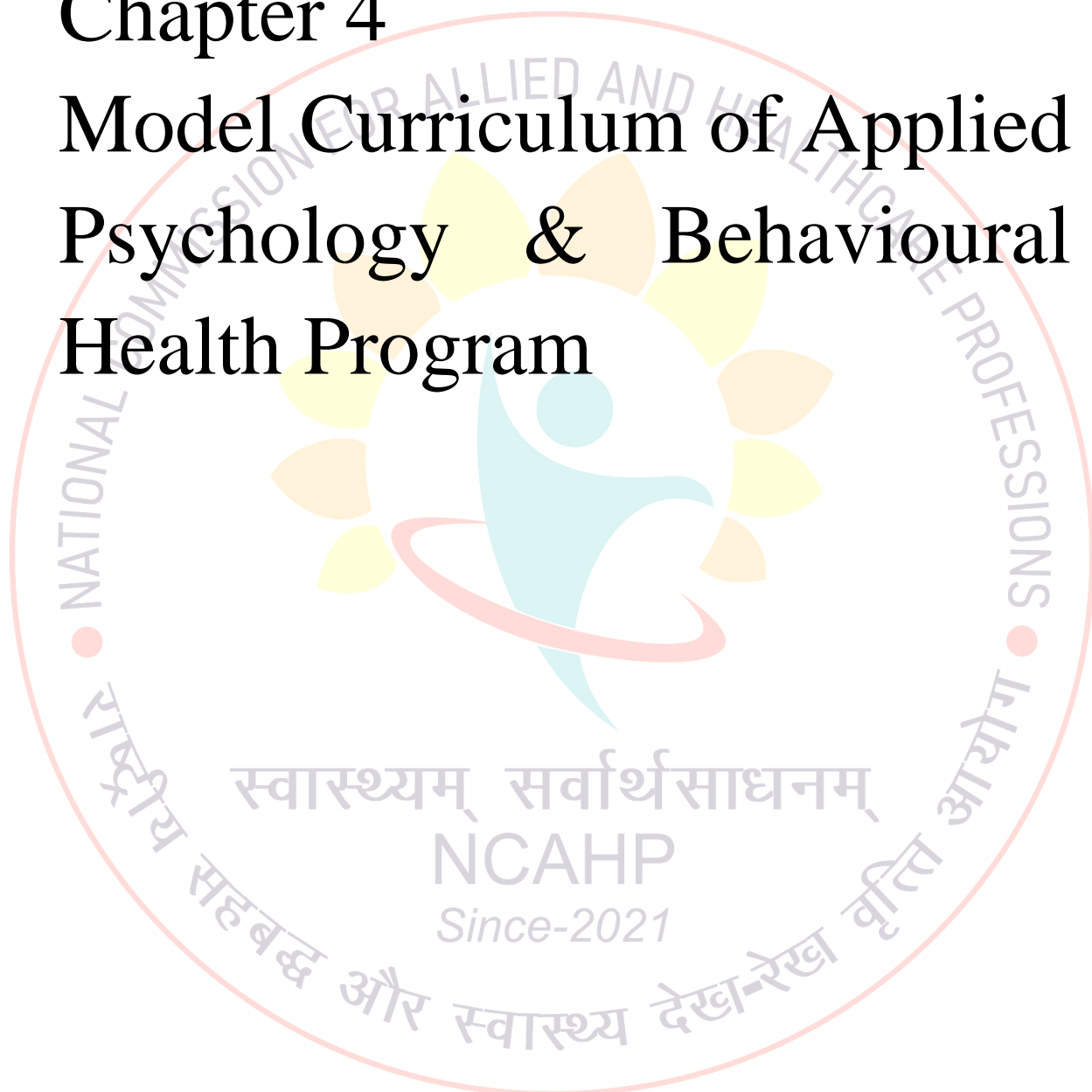
### **Health Psychologist**

Health psychologists study how patients handle illness, attitudes to medical advice and the most effective ways to control pain or change poor health habits. They also develop health care strategies that foster emotional and physical well-being. Minimum requirement is a Master's in Psychology (?PhD).



## Chapter 4

# Model Curriculum of Applied Psychology & Behavioural Health Program



## Chapter 4: Model Curriculum

### Background

The demand for effective and quality care in the field of behavioral health is crucial for the well-being of individuals and communities. Behavioral health practices require a strong foundation in psychological, social, and biological sciences, as well as a deep understanding of how these disciplines intersect to influence behavioral health. In a rapidly evolving world, the role of behavioral health professionals is expanding, and so are their responsibilities. With increasing awareness of behavioral health issues and disorders, there is a growing need for trained professionals equipped with the necessary skills to assess, intervene, and promote mental wellness.

Given the complexity of behavioral health, a dedicated educational curriculum is essential to address the multifaceted nature of the field. This curriculum should empower students with both theoretical and practical knowledge to assess and treat individuals across diverse settings. It must also foster the ability to engage in research, develop interventions, and participate in interdisciplinary teams.

Furthermore, it is imperative to recognize all branches of psychology within the broader framework of behavioral health. Psychology, in its various specializations—from clinical psychology to applied behavior analysis—serves as the cornerstone of behavioral health practice. The recognition and inclusion of all psychological branches within educational curricula will ensure a comprehensive understanding of behavioral health, allowing professionals to better address the needs of diverse populations. A holistic approach to psychology ensures that the curriculum serves its purpose for the masses and is particularly effective for those who are most in need of care, including individuals with complex behavioral health challenges.

### Curriculum Structure and Educational Pathway

The proposed curriculum is designed to meet the needs of aspiring behavioral health professionals by providing a robust scientific foundation, a deep understanding of behavioral health, and the application of evidence-based practices.

#### The aims of the recommended curriculum:

The aims of the recommended curriculum for a Behavioral Health program should be designed to prepare students with the essential knowledge, skills, and competencies required to effectively address behavioral health challenges. Based on the previous discussion, here are some key aims that could be included:

#### Develop Technical and evidence based application Competence

Equip students with the necessary technical and clinical skills to assess, diagnose, and treat behavioral health conditions across diverse populations and settings.

## **Enhance Knowledge of Behavioral Health Theories and Practices**

Provide a solid foundation in the theoretical principles of behavioral health, psychology, and related disciplines to enable students to understand the factors influencing individual and group behavior.

## **Foster Evidence-Based Practice**

Promote the use of scientific research and evidence-based approaches to inform interventions and improve patient outcomes in the field of behavioral health.

## **Equip Students for Independent Decision-Making**

Prepare students to make informed and ethical decisions in clinical settings by integrating their knowledge with practical skills to address behavioral health concerns.

## **Build Interdisciplinary Collaboration Skills**

Teach students the importance of working with professionals across various healthcare, social, and community sectors to provide holistic care and support for individuals with behavioral health needs.

## **Cultivate Cultural Competency**

Ensure that students are prepared to work with diverse populations, respecting cultural differences and providing culturally sensitive and inclusive behavioral health care.

## **Focus on Prevention and Early Intervention**

Train students in the principles of preventive care and early intervention strategies to reduce the incidence of behavioral health disorders and improve wellness within communities.

## **Prepare for Research and Lifelong Learning**

Instill a research-oriented mindset that encourages students to contribute to the field through research, critical thinking, and the continual pursuit of professional development.



## **Strengthen Ethical and Professional Standards**

Emphasize the importance of ethics in behavioral health practice, including confidentiality, informed consent, and patient rights, ensuring students are prepared to uphold professional standards.

## **Provide Career Pathways and Growth Opportunities**

Outline clear career pathways in behavioral health, allowing students to recognize potential roles and further educational opportunities within the field.

This curriculum should also ensure that students are aware of the interconnectedness between different branches of psychology (such as clinical, counseling, developmental, and social psychology) and other related fields like social work and public health. By structuring and recognizing these areas of study, the curriculum will be able to serve the needs of diverse populations, helping individuals who require support to achieve behavioral health and wellness.

## **Stipend to the students during the internship period**

In the last semester students should get paid internship, where a stipend should be paid to them for field work.

## **Seminars/workshops**

Total of 6 National & International Seminars/ Workshops/ Conferences/ Webinars to be attended by the students every year to learn new technologies.

Students are required to do application based work, observational work and know in-depth atleast one new expert area. The students will also be required to submit report and present their work.

## **Logbooks for evaluation**

Logbook has to be maintained for all the semesters and to be submitted for the formative and summative evaluation.

National Commission shall update the detailed criteria for evaluation and exams to align with the changed professional course.

## **Faculty development program**

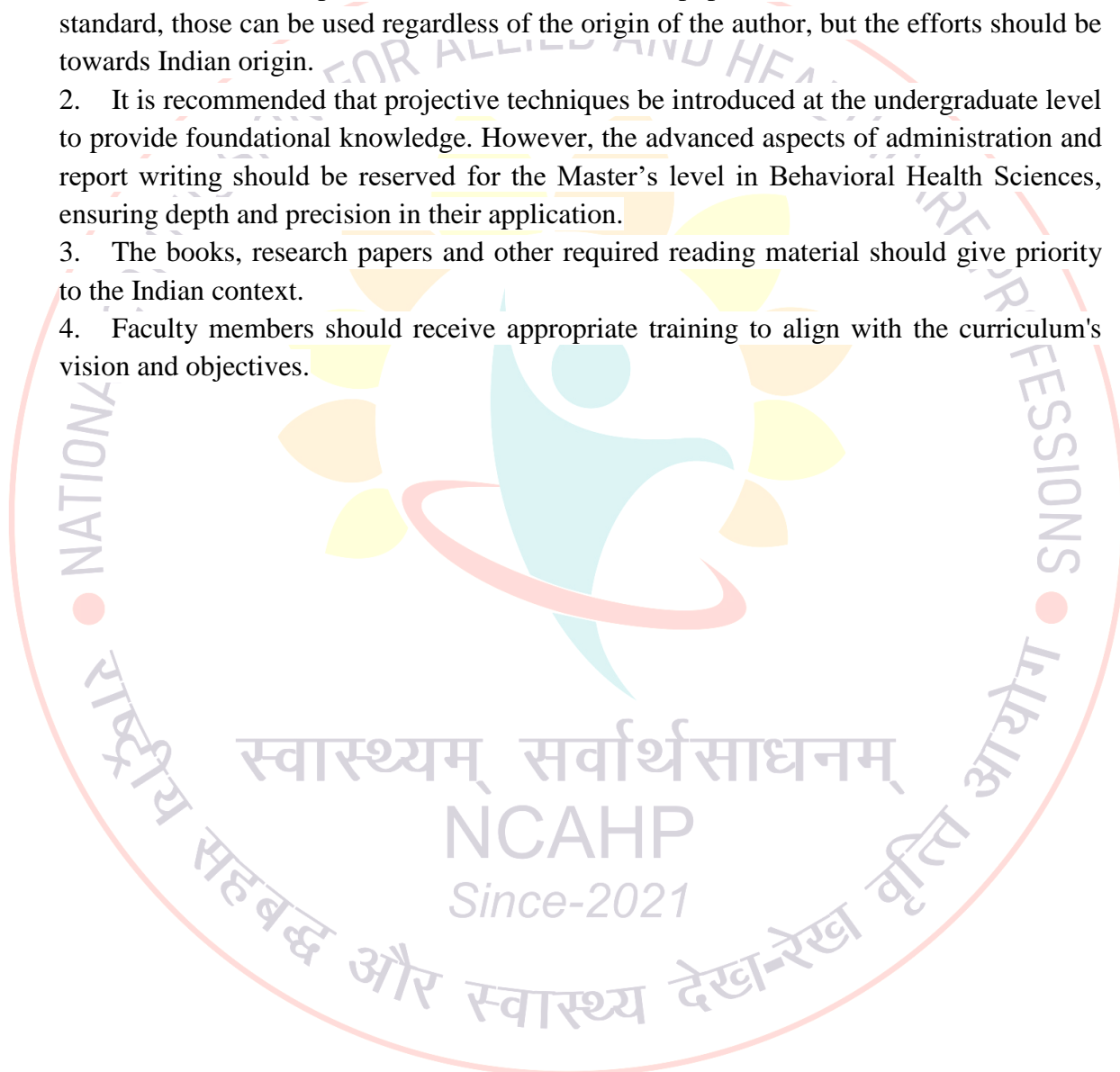
Faculty development programs should be mandated so that faculty receives appropriate training to align with the curriculum's vision and objective.

## Modalities for exit exam/licensure exam/ PG Admissions

As per the rules and regulations of the National Commission for Allied and Healthcare Professions.

### Other Recommendations by experts:

1. The Psychological tools and assessments in the course should be encouraged by Indian author developed standardized on Indian population. Some assessments are standard, those can be used regardless of the origin of the author, but the efforts should be towards Indian origin.
2. It is recommended that projective techniques be introduced at the undergraduate level to provide foundational knowledge. However, the advanced aspects of administration and report writing should be reserved for the Master's level in Behavioral Health Sciences, ensuring depth and precision in their application.
3. The books, research papers and other required reading material should give priority to the Indian context.
4. Faculty members should receive appropriate training to align with the curriculum's vision and objectives.





4.1

## Bachelor in Psychology (B.Psy)



## Bachelor in Psychology (B.Psy)

### Background

The demand for effective and quality care in the field of behavioral health is crucial for the well-being of individuals and communities. Behavioral health practices require a strong foundation in psychological, social, and biological sciences, as well as a deep understanding of how these disciplines intersect to influence behavioral health. In a rapidly evolving world, the role of behavioral health professionals is expanding, and so are their responsibilities. With increasing awareness of behavioral health issues and disorders, there is a growing need for trained professionals equipped with the necessary skills to assess, intervene, and promote mental wellness.

Given the complexity of behavioral health, a dedicated educational curriculum is essential to address the multifaceted nature of the field. This curriculum should empower students with both theoretical and practical knowledge to assess and treat individuals across diverse settings. It must also foster the ability to engage in research, develop interventions, and participate in interdisciplinary teams.

Furthermore, it is imperative to recognize all branches of psychology within the broader framework of behavioral health. Psychology, in its various specializations—from clinical psychology to applied behavior analysis—serves as the cornerstone of behavioral health practice. The recognition and inclusion of all psychological branches within educational curricula will ensure a comprehensive understanding of behavioral health, allowing professionals to better address the needs of diverse populations. A holistic approach to psychology ensures that the curriculum serves its purpose for the masses and is particularly effective for those who are most in need of care, including individuals with complex behavioral health challenges.

### Learning objectives:

1. Foundations of Behavioral Health
2. Behavioral Health Assessment
3. Intervention Planning and Implementation
4. Communication and Relationship Building
5. Cultural and Social Sensitivity
6. Ethics and Professional Standards
7. Interdisciplinary Collaboration
8. Health Promotion and Prevention
9. Introduction to Behavioral Health Policies
10. Personal and Professional Growth
11. Research and Evidence-Based Practice
12. Community Engagement
13. Introduction to Behavioral Disorders and Treatment



## Scope of the Curriculum & Expectation from the future graduate in the providing patient care:

1. Utilize evidence-based practices in assessing and addressing behavioral health needs in diverse populations in their area of specialisation of fourth year.
2. Basic Implementation and can evaluate behaviour change interventions tailored to individual and community needs.
3. Demonstrate effective communication skills to engage clients, caregivers, and stakeholders, promoting trust and collaboration in care delivery.
4. Apply cultural sensitivity and understanding of social determinants to provide personalized, client-centered care.
5. Uphold ethical standards, including patient confidentiality and informed consent, ensuring respectful and compassionate care for all clients.
6. Collaborate with professionals from various fields, such as healthcare, education, and social services, to deliver integrated care.
7. Promote behaviour health and behavioral well-being within communities through prevention and health promotion strategies.
8. Engage in ongoing personal and professional development, fostering resilience and self-care practices to mitigate burnout.
9. Contribute to research and evidence-based practices, continuously enhancing the quality of care and outcomes for clients.
10. Advocate for behavioral health needs in underserved populations, working to improve access to services and reduce stigma.

## Number of desired faculty, including designation and hierarchy and Qualification of the faculties & student faculty ratios.

**Faculty to Student Ratio:** It is recommended that a faculty and student ratio of 1:3 for PG and for UG 1:10 to be followed.

## Eligibility for admission:

He/she has passed the Higher Secondary (10+2) or equivalent examination recognized by any Indian University or a duly constituted Board with 55% marks, having Psychology as one of the subjects in higher secondary.

Candidates who have studied abroad and have passed the equivalent qualification as determined by the Association of Indian Universities will form the guideline to determine the eligibility.

He/she has attained the age of 17 years as on - current year.

Reservation for SC/ST/OBC categories: As per Govt. of India rules

### Duration of the course:

4 years or 8 semesters. (Total of 4320 hours in theory & practical) and minimum of 960 hours of internship divided across the course as mentioned in the curriculum.

Total hours  $4320+960= 5280$ .

### Provision of Lateral Entry:

Medium of instruction: Medium of instruction shall remain as per NEP guidelines.

### Attendance:

1. 75% attendance in theoretical
2. 85% in Skills training (practical) for qualifying to appear for the final examination.
3. No relaxation, whatsoever, will be permissible to this rule under any ground including indisposition etc

### Assessment:

Assessments should be completed by the academic staff, based on the compilation of the student's theoretical & practical performance throughout the training program. To achieve this, all assessment forms and feedback should be included and evaluated. The passing marks for every subject in the semester. If the practical component is with any external extension centers or partner such as hospital practitioners, NGOs, industry or academics the signing authority of the external supervisor needs to be either PhD or field expert with at least 5 years of experience with recognised proven work in the expert field. The internship logbook, attendance and final report needs to be submitted.

### Commencement of examination -

University examinations will be conducted at the end of each semester.

### Working days during the semester -

Each semester shall consist not less than 100 working days excluding examination days.

**For End Semester Examination subjects:** The recommendation is 50% in practical and 40% in theory should be passing marks but it can also be aligned with NEP guidelines.

## CURRICULUM SCHEME

### DISTRIBUTION OF CREDITS

Year-wise Distribution of Credits			
Year-1	1.	19 Credits	41 Credits
	2.	22 Credits	
Year-2	3.	27 Credits	48 Credits
	4.	21 Credits	
Year-3	5.	21 Credits	42 Credits
	6.	21 Credits	
Year-4	7 & 8	40 Credits	40 Credits
Total Credits for B.Psy. Course - 171 Credits			

## COURSE OVERVIEW

COURSE OVERVIEW			
Year-1			
Semester	Papers		Credit
I	1	General Psychology	4
	2	Biological Basis of Behaviour	4
	3	Indian Psychology Application	3
	4	Communicative English	2
	5	Understanding the Self and other	3
	6	Positive Psychology	3
<b><u>Sem-I Total Credits: 19 Credits</u></b>			
II	1.	Theories of Personality	4
	2.	Developmental Psychology	4
	3.	Holistic Well-being approaches	3
	4.	Cyber Hygiene & Digital Safety	2
	5.	Listening skills and observation-based report writing	3
	6.	Community Psychology	4
	7.	A Project Related to Community Care Services	2
<b><u>Sem-II Total Credits: 22 Credits</u></b>			

Year- 2			
III	1.	Social Psychology	6
	2.	Psychological Statistics & Research Methodology	4
	3.	Health Psychology	4
	4.	Psychological and Academic Report Writing	3
	5.	Introduction to Counselling Psychology	4
	6.	Psychology and Artificial Intelligence	4
	7.	Psychology Experiments across the Globe	2
<b><u>Sem-III Total Credits: 27 Credits</u></b>			
IV	1.	Psychological Assessment and Testing	4
	2.	Organisational Behaviour	4
	3.	Cognitive Psychology	3
	4.	Introduction to Abnormal Psychology	4
	5.	Inclusiveness and diversity in Indian Context	4
	6.	Community Behavioural Health Project	2
<b><u>Sem-IV Total Credits: 21 Credits</u></b>			





Year- 3			
V	1.	Introduction to Neuropsychology	4
	2.	Evolutionary Psychology	4
	3.	Counselling Psychology and Psychotherapy II	4
	4.	Human and professional Values and Ethics	3
	5.	Critical Thinking and Problem Solving	4
	6.	Practicum/observership (Developing Observation Skills )	2
<b><u>Sem-V Total Credits: 21 Credits</u></b>			
VI	1.	Rehabilitation Psychology	4
	2.	Cognition and Experimental Psychology	4
	3.	Advance Research Methodology	4
	4.	Applied Behavioural Analysis	4
	5.	Sports Psychology	3
	6.	Internship/Report Writing/Data Management and Analysis	2
<b><u>Sem-VI Total Credits: 21 Credits</u></b>			

Year- 4			
VII	1.	Crisis Intervention & Psychological Resilience (Psychological First Aid)	4
	2.	Policy Frameworks in Behavioural and Mental Health	4
	3.	Specialization-1	4
	4.	Specialization-2	4
	5.	Internship aligned with specialization	4
<b><u>Sem-VII Total Credits: 20 Credits</u></b>			
VIII	1	Specialization -3	4
	2.	Dissertation (Aligned with specialization)	12
	3.	Field work (Aligned with specialization)	4
<b><u>Sem-VIII Total Credits: 20 Credits</u></b>			

## B. Psy. Curriculum

Year/ Semester	Course Titles/ Title of the Paper	Hours per semester		
		Lecture	Practical	Total
Year 1: 41 (19 + 22) Credits				
Semester 1: 19 Credits				
14 Lec Credits (3+3+2+2+2+2) + 5 Prac Credits (1+1+1+0+1+1) = 360 Hours (210 Lec Hours + 150 Prac Hours)				
Paper 1 (4 credits)	<u>(Course Code – BPSY-01) General Psychology</u>	45	30	75
(3 Lec+ 1 Prac Credit)	<b>Unit 1: Introduction to Psychology and its evolution</b> Definition; Perspectives in the History of Psychology; evolution of Psychology from a philosophical to a scientific discipline; outline of the basic schools of psychology and its contributed to psychology: Structuralism, Functionalism, Behaviorism, Psychoanalysis, Humanistic Psychology, Cognitive Psychology, Evolutionary Psychology, Biological Psychology, Gestalt Psychology, Sociocultural Psychology; multidisciplinary perspective of Psychology: How psychology is related to Anthropology, economics, Cognitive sciences etc.; current developments and challenges: Digital learning , AI, inclusiveness and diversity)	9	0	9

	<p><b>Unit 2: Learning and Thinking</b></p> <p>Major learning theories: E.L Thorndike- Trial and Error Theory of Learning, B.F. Skinner's Operant Conditioning, Pavlov- Classical Conditioning (1849-1936), Transfer of learning (Cormier and Hagman, (1987);</p> <p>Mental Process related to learning; thinking, concept of thinking, tools of thinking: Percepts, Images / Object, Concepts, Symbols and Signs, Language, types of thinking:</p> <p>Convergent Thinking, Divergent Thinking, Critical Thinking, Reflective Thinking, Lateral Thinking.</p>	9	0	9
	<p><b>Unit 3: Emotion:</b></p> <p>Meaning and Nature of Emotions; Physiological Correlates of Emotions; Theories of Emotions: The James-Lange Theory of Emotion, Evolutionary Theory of Emotion, The Cannon-Bard Theory of Emotion (Physiological ), Schachter-Singer Theory (Cognitive), Brain &amp; Body: Where do we feel emotion?; The social world: What role do other people play in our emotions? How do we manage our emotions?</p>	9	0	9
	<p><b>Unit 4 : Empathy and compassion:</b></p> <p>Definitions: What is empathy, compassion, understanding, and sympathy; The science of empathy and compassion and its differences, practicing compassion and boundaries in practice; Listening: types of listening (Carl Rogers), non-judgmental attitude and unconditional acceptance of self and others.</p> <p><b>Practical:</b> Students will go to juvenile homes/orphanage homes/assisted living facilities, spend a day to volunteer and write an experiential report based on that. This will be followed by discussion on strategies to build empathy and compassion.</p>	9	5	14

	<p><b>Unit 5: Indian Psychology</b></p> <p>Introduction to Indian psychology, Differences between Indian and Western Psychology, why it is important to emphasise on Indian psychology models , Importance of Yoga, Meditation and other Indigenous Systems; introduction to Personality.</p> <p><b>Practical:</b></p> <ol style="list-style-type: none"> <li>1. Learning and practicing observation skills, aligned with one of the learning theories, role of emotions in everyday decisions.</li> <li>2. Practicing observation skills in everyday life activities i.e., our helpers in household chores, writing activities based on the observation and then classroom discussion to see if the observation evoked understanding, sympathy, empathy or compassion.</li> <li>3. Practical: students will go to juvenile homes/orphanage homes/assisted living facilities, spend three days volunteering and write an experiential report. This will be followed by discussion on building strategies to build empathy and compassion.</li> <li>4. Fluctuation of Attention</li> <li>5. Reiz Limen (RL)</li> <li>6. Attitude Scale Construction by Likert's Method</li> <li>7. Computation of Reliability</li> <li>8. Semi Structured Interview on Coping compared with Coping Scale by Rao, K., Subbakrishna, D.K. &amp; Prabhu, G.C. (1989)</li> <li>9. Development of a Coping Checklist- A Preliminary Report. Indian Journal of Psychiatry, 31 (2), 128-133.</li> <li>10. Experimental Determination of Complex Reaction Time: Discriminative and Choice Reaction Time</li> <li>11. Practical on Focus Group Discussion</li> <li>12. On Computation of Correlation Regression</li> <li>13. On Computation of Two-way ANOVA</li> </ol>	9	25	34
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Paper 2 (4 credits)	<b>(Course Code – BPSY-02) Biological Basis of Behaviour</b>	<b>45</b>	<b>30</b>	<b>75</b>
(3 Lec+ 1 Prac Credit)	<b>Unit 1: Introduction to Biological Basis of Behaviour Psychology</b> Biopsychology; Evolution, Genetics and Experience; Evolution of the human brain; Nervous system: Structure and functions of neurons, types of neurons; Development of the brain- Maturation of the vertebrate brain. Central Nervous System and Peripheral Nervous system; Neural plasticity: Meaning, Plasticity after brain damage. Sleep and Biological rhythm: Sleep, Arousal and Biological Rhythms; Concept of arousal: Physiological measures of arousal, Reticular Formation and Central arousal, biological rhythms, Functions of sleep.	<b>12</b>	<b>0</b>	<b>12</b>
	<b>Unit 2: Biological Basis of Thirst and Hunger</b> Thirst: Mechanisms of water regulation- Osmotic thirst- Hypovolemic thirst and sodium specific hunger, Hunger: Digestion and food Selection- Short- and long-term regulation of Feeding- Brain mechanisms - Eating Disorders.	<b>11</b>	<b>0</b>	<b>11</b>
	<b>Unit 3: The biology of learning and memory</b> Localised representations of memory, The engram, Types of memory, Long-term, short-term, procedural, implicit, explicit, etc, Brain structures associated with memory, Types of amnesia, Korsakoff's syndrome, Alzheimer's disease	<b>11</b>	<b>0</b>	<b>11</b>

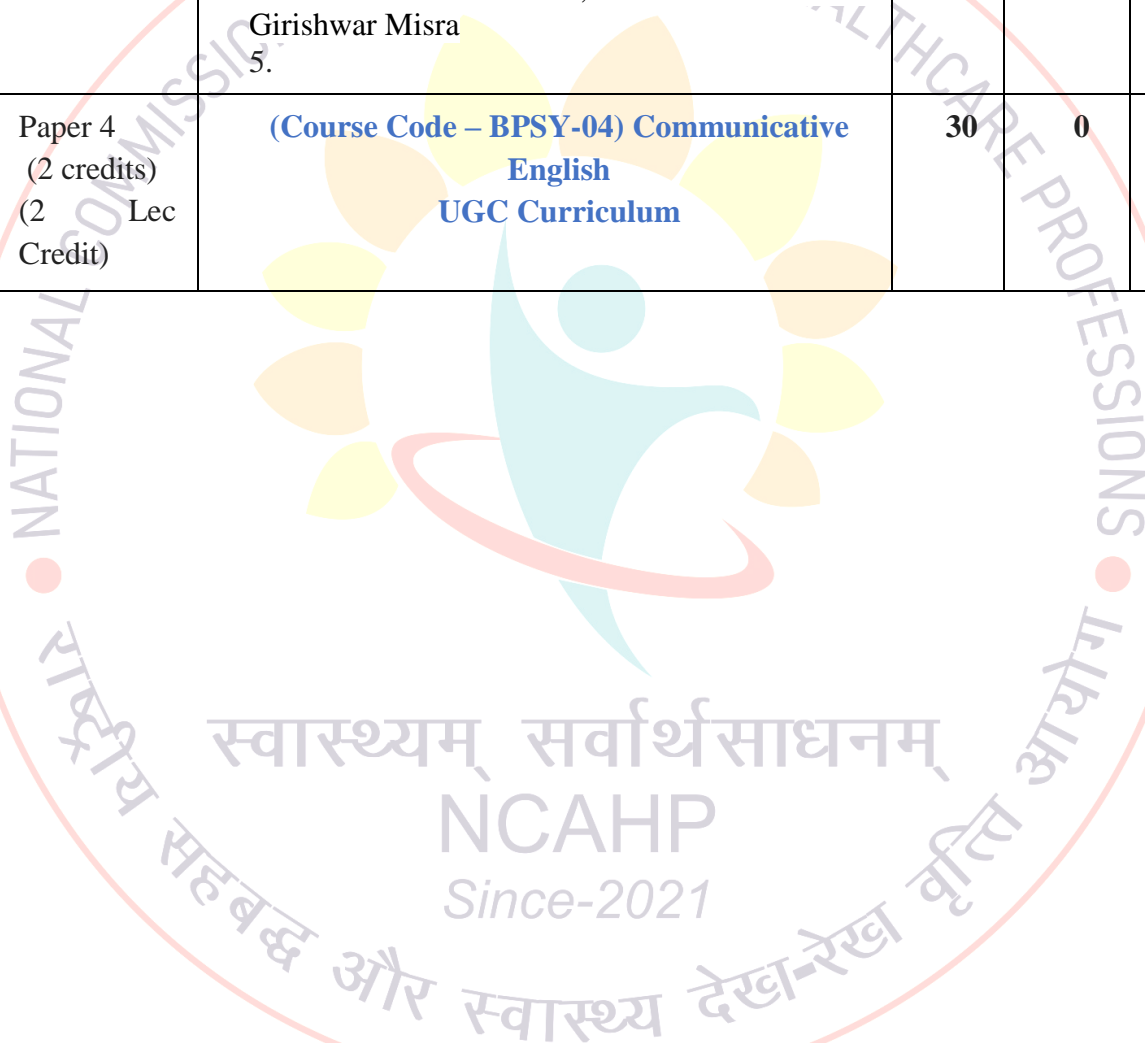


	<p><b>Unit 4: Biology bases of five Senses of Perception</b></p> <p>Five Senses of Perception, sensory systems and neuronal pathways, transduction and stimulus, processing in the brain Eye: Structure and Functions, Ear: Structure and Functions, Sense of Touch, Sense of Smell and Taste Somatic senses: The body senses (touch, pressure, temperature and pain), perception of body senses, Neural mechanism of perception of kinaesthetic and vestibular sensations</p> <p><b>Practical:</b></p> <ol style="list-style-type: none"> <li>1. On Reaction Time – Simple Reaction Time (Emphasis on Physiological Explanation)</li> <li>2. On Arousal - Determination of the effect of variation of different levels of attentive task on arousal</li> </ol>	11	30	41
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Paper 3 (3 credits)	<b>(Course Code – BPSY-03) Indian Psychology Application /Indian Approaches to Behaviour</b>	<b>30</b>	<b>30</b>	<b>60</b>
(2 Lec+ 1 Prac Credit)	<b>Unit 1: Evolution of Indian Psychology</b> The Psychology of the Vedas; The Upanishads: First synthesis of Psychology, Samkhya and the Yoga Systems. Psychology and the Puranas; The Psychology of the Tantra. The Gita: Second synthesis of Psychology, Vaishnavism, Bhakti, and Sufism: The Godward Emotions. Buddhist Psychology Integral Yoga: The third synthesis of Psychology	<b>10</b>	<b>0</b>	<b>10</b>
	<b>Unit 2: Motivation and emotions</b> Finding your own path: svabhava and svadharma; levels of determination; the role of pain and suffering; dealing with difficulties, the vital, mind, & motivation; Karma, dharma & desire, Growing in consciousness from various religions' point of view	<b>10</b>	<b>0</b>	<b>10</b>
	<b>Unit 3: Application of Indian Psychology</b> Introduction to Indian Perspectives: Upanishads, Samkhya, Vedanta, Jainism, Sikhism, Buddhism, Nyaya, Charvak, Bhagavad Gita; Methods of knowing Consciousness and Self and Identity. Dynamics of Action: Feeling and Doing (including Bhakti), Work and organisation Yoga, Health and Well-Being.	<b>10</b>	<b>30</b>	<b>40</b>

	<b>Practical:</b> <ol style="list-style-type: none"> <li>1. Effect of Meditation (Pre - Post test Design)</li> <li>2. Word Association Test- by Dr. Girindra Sekhar Bose</li> <li>3. Indian Gender Role Identity Scale Basu, J. (2010). Development of The Indian Gender Role Identity Scale (IGRIS). Psychometric Properties and Application. Journal of Indian Academy of Applied Psychology, 36, 25-34.</li> <li>4. Contributions of Indian psychologists such as Girindrasekhar Bose, Sudhir Kakar and Girishwar Misra</li> <li>5.</li> </ol>			
Paper 4 (2 credits) (2 Lec Credit)	<b>(Course Code – BPSY-04) Communicative English</b> <b>UGC Curriculum</b>	30	0	30



<p>Paper 5 (3 credits)</p> <p>(2 Lec + 1 Prac Credit)</p>	<p><b>(Course Code – BPSY-05) Understanding the Self and others (UGC Curriculum)</b></p> <p><b>The following exercises will be conducted/ facilitated under the supervision of a subject faculty/ teaching mentor.</b></p>	<p><b>30</b></p>	<p><b>30</b></p>	<p><b>60</b></p>
	<p><b>1. Exploring the Self</b></p> <p>The students will undertake an experiential journey that leads to an initial answer to the question, 'Who am I?'. They will give a creative expression to the fundamental and core ideas/questions that define their being and their purpose of living. They will engage with their aspirations for the present and future and analyse their personal strengths and weaknesses. The aim is to become more aware of themselves with a non-judgmental attitude. They will engage with exercises that can help them to become more self-determined as individuals and give a conscious direction to their own lives.</p> <p><b>2. A Journey through Childhood</b></p> <p>The students will engage with their own childhood experiences and relive its joys, hurts, longings and aspirations. They will learn to listen to each other's childhood experiences and empathize with them. The aim is to connect with the world of a child- the remembrance of what was important to a child as distinct from the world of an adult. They will explore the deeply personal journey from childhood to adulthood, its different phases, experiences and possible unfinished agendas. The student will reflect on the aspects of their past that they would like to recover and those that they would like to let go to gain a new poise and balance in their present identity.</p>	<p><b>1</b></p> <p><b>1</b></p>	<p><b>0</b></p> <p><b>0</b></p>	<p><b>1</b></p> <p><b>1</b></p>

	<p><b>3. Taking Responsibility for One's Decisions</b></p> <p>The aim of the workshop will be to become aware of the forces that control one's life and decisions. The students will engage with situations where a critical decision needs to be taken and their own response pattern in such situations. The students will engage experientially with ways in which they can take more conscious decisions and not hold others responsible for the decisions that they allow them to make.</p>	2	0	2
	<p><b>4. Engaging with the Emotional Self</b></p> <p>The students will explore their emotional selves through different experiential exercises. They will explore the nature of their passions, desires, expectations, lack of emotional control and emotional resistances or blocks. They will explore ways of expressing emotions that are deeply satisfying to their own being. They learn ways to nurture their own and other people's being through nonjudgmental and compassionate caring.</p>	2	0	2
	<p><b>5. Gender and Sexuality</b></p> <p>The students will explore the issues related with gender and sexuality in an environment of openness and trust. The students become comfortable with their own bodies and learn to talk about physical being and sexuality. Dialogues on issues like menstruation, child abuse, marital rape etc. will be held to critically evaluate ways to protect, care and nourish their own and others physical and emotional selves.</p>	2	0	2

	<p><b>6. Creativity and Flow</b> The aim of the workshop will be to encourage student-teachers to think originally and find ways of solving problems with open-mindedness, fluency and flexibility. It will explore unique ways of creative self-expressions which deepens insight and refines action through humour, art, music, dance and wisdom in simple everyday contexts. The students will learn to experience a state of flow which evokes curiosity, deepens insight, engages with complexity and sustains intrinsic interests.</p>	2	0	2
	<p><b>7. Understanding Group Dynamics</b> The group dynamics are explored from the perspective of finding creative ways of understanding and resolving conflict. The students will undertake an exploration to engage with diversity of views and values, the art of listening and find ways in which they can facilitate group goals through prizing the diversity of individual self-expression. A nuanced understanding of leadership will be explored which moves away from domination of others towards listening and empathy as a way of creating avenues for leading one's own self.</p>	2	0	2
	<p><b>8. Challenging Stereotypes and Prejudice</b> The students will undertake an experiential journey to critically evaluate the role of conditioned habits, negativity, stereotypes and prejudice in one's outlook. The facilitator will create real time opportunities through which students and teachers can encounter realities that can challenge their current understanding and preconceived notions. The facilitators can organise a visit to marginalised communities or use films and documentaries to initiate dialogue and encourage self-reflection.</p>	2	0	2

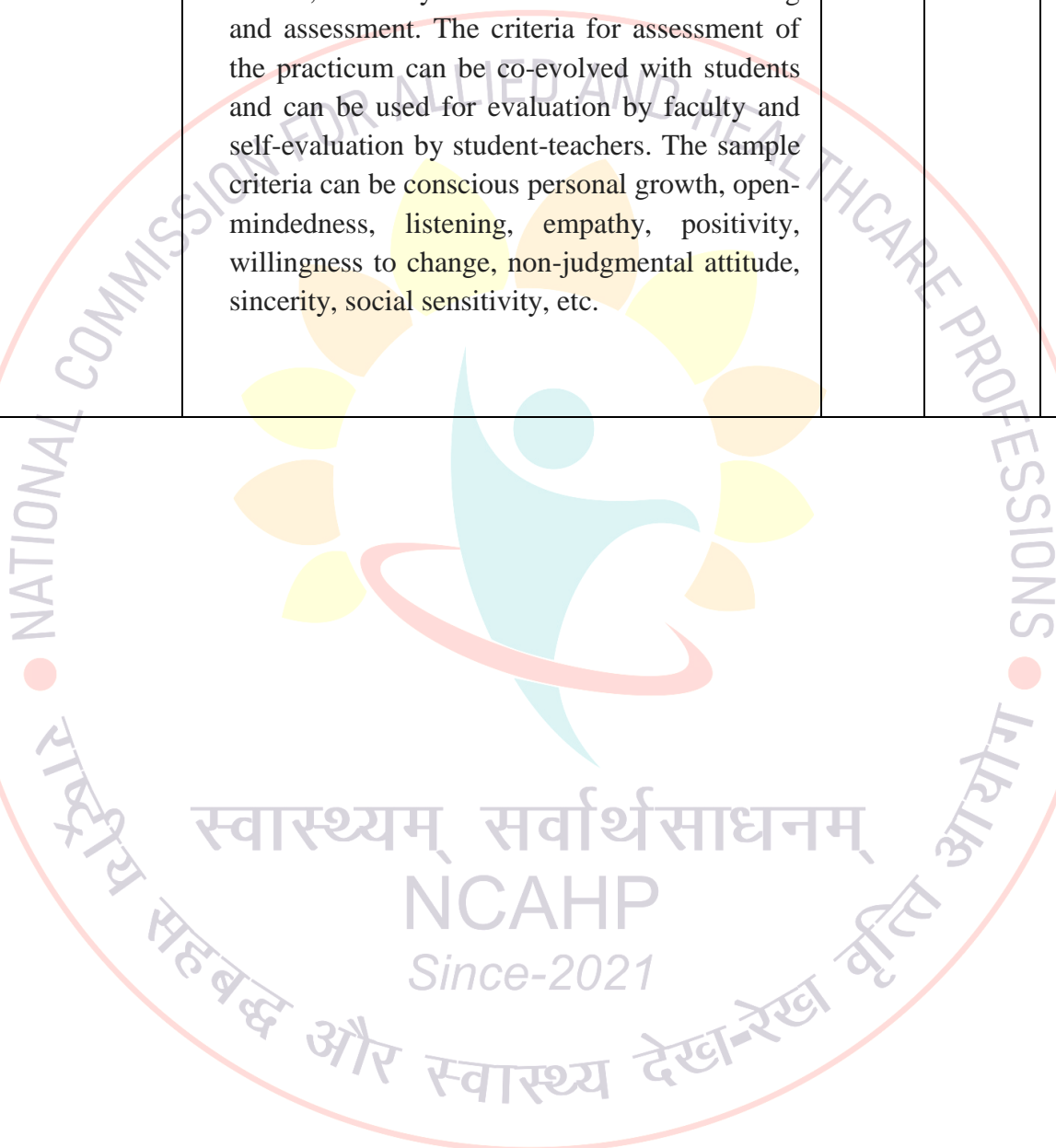


	<p><b>9. Communication</b> The students will observe the role of active listening, attention and empathy in communication and further, analyse verbal and non-verbal communication patterns. They will explore personal and social relationships, analyse the role of social media in structuring communication; communication in friendship, in the family and in the community, conflict and the art of non-violent communication will also be explored.</p>	2	0	2
	<p><b>10. Engaging with Diversity</b> The students can engage with the concept of diversity and its varied dimensions. The students will learn to appreciate diverse values, emotional needs, socio-cultural experiences and learn the art of deeper listening. They will undertake an experiential journey to use diversity as a way to enrich learning by creating a shared understanding and appreciation of difference and uniqueness with an attitude of respect without appropriation of the others' views.</p>	2	0	2
	<p><b>11. Practicing Mindfulness</b> The students will learn to practise mindful ways of being and action. They will learn to live in the present moment and be in full awareness. Mindfulness is used to combat stress, relax and become aware of one's action and reaction patterns. Mindfulness can be practised in daily life to gain inner poise, become more aware of one's own behaviour patterns and decisions and initiate more conscious action.</p>	2	0	2

	<p><b>12. Dealing with Stress</b> In this workshop the students will examine the concept of the hurried psyche and ways of slowing down that can help release stress and relax. The students will examine their personal source of stress, its deeper origin in personality and pattern of social interaction. They will examine ways in which they can bring life into balance and harmony by letting go of expectations, desires and emotions that are throwing it out of gear.</p>	2	0	2
	<p><b>13. Artificial Desires</b> The Psychology of Consumer Culture: This workshop will help the students to examine the way in which the market has entered our personal domains. It will examine the ways in which artificial desires are created and we are held hostage to a market that is geared towards fulfilling these false desires. The students will examine the way in which media and advertising influences us subliminally and become conscious of their own consumption patterns in a world that is becoming ecologically fragile every day.</p>	2	0	2
	<p><b>14. Connecting with Nature</b> To understand the value of slowing down and living in the present through connection with nature, the students will learn to trust one's own senses and appreciate the beauty, rhythms and simplicity of nature. Challenging the consumer culture that utilises resources of the earth without giving back to it, finding alternate ways of ecological living that can nourish the earth and bring back our lives back into balance will be the focus of this module.</p>	2	0	2

	<p><b>15. Music and the Self</b> The students will explore music as a way of self-knowledge. Music taps those parts of ourselves that are beyond the cognitive-rational parts of our personality. The students will be encouraged to identify pieces of music that uplift them or transfer them to another realm of experience and knowing. They will reflect on the musical themes that appeal to them intuitively. They will explore new forms of music and their power in opening new ways of experiencing and feeling.</p>	2	0	2
	<p><b>16. Empathy, Wisdom and Compassion</b> The students will learn to listen to each other with greater compassion and empathy.</p> <p>They will collaboratively find ways of extending compassion to oneself and others. They will learn to appreciate wisdom that emerges from everyday living including the wisdom of children through stories and narratives. They can learn to appreciate the deeper meaning of life and wisdom through an engagement with the life of a local cultural icon who has made a deep impact on societal consciousness.</p> <p><b>Practical:</b></p> <ol style="list-style-type: none"> <li>1. Assessment of Emotional Intelligence</li> <li>2. Assessment of Empathy – Hogan</li> <li>3. Effect of emotion regulation on verbal as well as non-verbal memory</li> </ol>	2	30	32

	<p><b>Assessment of the Practicum</b></p> <p>The assessment of the practicum can be done creatively with an aim to facilitate development and insight. Regular self-reflective writing, insight notes, autobiographical diaries, creative visualisations and drawings, mind-maps, theatre, etc. may be used to facilitate learning and assessment. The criteria for assessment of the practicum can be co-evolved with students and can be used for evaluation by faculty and self-evaluation by student-teachers. The sample criteria can be conscious personal growth, open-mindedness, listening, empathy, positivity, willingness to change, non-judgmental attitude, sincerity, social sensitivity, etc.</p>			
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Paper 6 (3 credits) (2 Lec + 1 Prac Credit)	<b>(Course Code – BPSY-06) Positive Psychology</b>	<b>30</b>	<b>30</b>	<b>60</b>
	<b>Unit 1: Introduction to Positive Psychology</b> History and Evolution of Positive Psychology, Critiques and Controversies	<b>6</b>	<b>0</b>	<b>6</b>
	<b>Unit2: Components of Happiness</b> Understanding Happiness, Components of Happiness, Theories of Happiness, types of well-being –subjective well-being, psychological well being	<b>6</b>	<b>0</b>	<b>6</b>
	<b>Unit 3: Enhancing Wellbeing</b> Positive Emotions and Well-being, Resilience and Optimism, Character Strengths and Virtues, Gratitude and Forgiveness and implication for wellbeing	<b>6</b>	<b>0</b>	<b>6</b>
	<b>Unit 4: Application of Positive Psychology</b> Applying Strengths in Life, Positive Relationships, Meaning and Purpose	<b>6</b>	<b>0</b>	<b>6</b>
	<b>Unit 5: Interventions and Future Directions</b> Positive Psychology Interventions, Applying Positive Psychology, Critiques and Future Directions	<b>6</b>	<b>30</b>	<b>36</b>
	<b>Practicums:</b> 1. Assess your wellbeing using the BBC wellbeing scale. Then Self-monitor your behaviour using the Tripartite model of Psychological Well-being model, for a week and then at the end of a week assess yourself with the BBC wellbeing scale. Is there any improvement in your BBC Wellbeing Score? 2. Write a gratitude journal and at the end of it write your summary of how it affected your overall well-being. 3. Administration of Oxford Happiness Questionnaire 4. Values in Action and Character strengths and virtues			

	<p>5. Mindfulness Scale</p> <p>6. On Resilience- To construct a Semi structured Interview and compare with Annalakshmi's Scale</p> <p>7. Well being: Verma, S.K., Verma, A. (1989). Manual for PGI general well-being measure. Lucknow: Ankur Psychological Agency.</p> <p>8. Adult Hope Scale- Synder, C.R., Harris, C., Anderson, J.R., Holleran, S.A., Irving, L.M., Sigmon, S.T. et. al (1991). The will and the ways: Development and validation of an individual difference measure of hope. Journal of Personality and Social Psychology, 60, 570-585.</p>			
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## Semester 2: 22 Credits

**13.5 Lec Credits (3+3+2+1.5+2+2+0) + 6.5 Prac Credits (1+1+1+0.5+1+2+0)+  
(0+0+0+0+0+0+2) Project Credit**

**= 418.5 Hours (202.5 Lec Hours + 156 Prac Hours + 60 Project Hours)**

Paper 1 (4 credits)	<b>(Course Code – BPSY-07) Theories of Personality</b>	<b>45</b>	<b>30</b>	<b>75</b>
(3 Lec + 1 Prac Credit)	<b>Unit 1: Introduction to Personality Theories</b> <b>Nature and Definition of Personality:</b> What is personality; Historical perspectives; Importance of personality study <b>Major Approaches to Personality:</b> Overview of biological, psychodynamic, humanistic, behavioural, Existentialism, social learning, and cognitive approaches	<b>8</b>	<b>0</b>	<b>8</b>
	<b>Unit 2: Indian Theories of Personality</b> <b>Ancient Indian Perspectives:</b> Concept of self in Upanishads and Bhagavad Gita, Triguna theory: Sattva, Rajas, Tamas <b>Contemporary Indian Theories:</b> Integral Psychology of Sri Aurobindo, Personality framework in Yoga and Vedanta, Ayurveda's approach to personality: Vata, Pitta, Kapha	<b>8</b>	<b>0</b>	<b>8</b>
	<b>Unit 3: Classical Western Personality Theories</b> <b>Psychoanalytic Theories:</b> <ul style="list-style-type: none"> <li>• Sigmund Freud: Structure of the psyche, defence mechanisms, psychosexual stages</li> <li>• Carl Jung: Analytical psychology, archetypes, collective unconscious</li> <li>• Alfred Adler: Individual psychology, inferiority complex, striving for superiority</li> <li>• Melanie Klein: Object relation theory</li> <li>• Otto Rank: Trauma of Birth</li> </ul>	<b>10</b>	<b>0</b>	<b>10</b>

	<p><b>Trait Theories:</b></p> <ul style="list-style-type: none"> <li>• Gordon Allport: Traits and personality development</li> <li>• Raymond Cattell: 16 Personality Factor model</li> <li>• Hans Eysenck: PEN model (Psychoticism, Extraversion, Neuroticism)</li> <li>• Big Five Personality Traits: Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism</li> </ul>			
	<p><b>Unit 4: Humanistic and Cognitive Approaches</b></p> <p><b>Humanistic Theories:</b></p> <ul style="list-style-type: none"> <li>• Carl Rogers: Theory of self, unconditional positive regard, self-actualization</li> <li>• Abraham Maslow: Hierarchy of needs, self-actualization</li> </ul> <p><b>Cognitive Theories:</b></p> <ul style="list-style-type: none"> <li>• George Kelly: Personal construct theory</li> <li>• Albert Bandura: Social learning theory, self-efficacy</li> <li>• Julian Rotter: Locus of control</li> <li>• Walter Mischel: Cognitive Affective Personality System (CAPS)</li> </ul> <p><b>Integration and Application of Personality Theories</b></p> <p><b>Comparative Analysis of Western and Indian Theories</b></p> <ul style="list-style-type: none"> <li>• Similarities and differences</li> <li>• Integration of concepts</li> </ul>	7	0	7
	<p><b>Unit 5: Application of Personality Theories</b></p> <p>Clinical settings, Organisational settings, Educational settings, Everyday life</p>	6	0	6
	<p><b>Unit 6: Recent Developments and Future Directions</b></p> <p>Cross-cultural perspectives on personality, Advances in personality assessment, Future research trends in personality psychology</p>	6	30	36

	<p><b>PRACTICALS</b></p> <ol style="list-style-type: none"> <li>1. On Personality: Cattell, H. E. P. (2001). The Sixteen Personality Factor (16PF) Questionnaire. In : Dorfman W. I., Hersen M. (eds). Understanding Psychological Assessment. Perspectives on Individual Differences. Springer, Boston MA.</li> <li>2. Administration of NEO FIVE Personality Inventory</li> <li>3. Semi Projective Techniques: 1. Semi Structured Interview on Coping compared with Coping Scale by Rao, K., Subbakrishna, D.K. Prabhu, G.C. (1989). Development of a Coping Checklist- A Preliminary Report. Indian Journal of Psychiatry, 31 (2), 128-133. 2. Sentence Completion Test: Sacks, J.M &amp; Levy, S. (1950). 2. Sentence Completion Test (SSCT). Dr. Joseph M. Sacks &amp; other Psychologists of the New York Veterans Administration Mental Hygiene Service.</li> <li>4. Observation and semi-structured interviews with special populations (e.g.: children, adolescents, the elderly in observation homes or assisted living facilities)</li> <li>5. Survey</li> <li>6. Role play</li> <li>7. Field Work and Survey</li> </ol>			
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<p>Paper 2 (4 credits)</p>	<p align="center"><b>(Course Code – BPSY-08)</b> <b>Developmental Psychology</b></p>	<p align="center"><b>45</b></p>	<p align="center"><b>30</b></p>	<p align="center"><b>75</b></p>
<p>(3 Lec + 1 Prac Credit)</p>	<p><b>Unit 1: Lifespan Perspective</b> Conceptions of Age (Indian &amp; Western thought), Periods of Development, Issues in Lifespan Development, Conducting Ethical Research</p>	<p align="center"><b>9</b></p>	<p align="center"><b>0</b></p>	<p align="center"><b>9</b></p>
	<p><b>Unit 2: Theories of Lifespan Development</b> <b>Historical Theories on Development:</b> Preformationist View, John Locke, Arnold Gesell, Sigmund Freud <b>Contemporary Theories on Development:</b> Indian Perspective of Lifespan Erick Erickson, Ivan Pavlov, John Watson, B F Skinner, Albert Bandura, Jean Piaget, Atkinson and Shiffrin, Carl Rogers, Abraham Maslow, Lev Vygotsky, Urie Bronfenbrenner, Stephen Ceci, Charles Darwin, David Buss, Konrad Lorenz, Robert Sapolsky</p>	<p align="center"><b>9</b></p>	<p align="center"><b>0</b></p>	<p align="center"><b>9</b></p>
	<p><b>Unit 3: Biological Factors and Prenatal Development</b>  <ul style="list-style-type: none"> <li>• Heredity</li> <li>• Genotypes and Phenotypes</li> <li>• Genetic Disorders</li> <li>• Prenatal Development</li> <li>• Teratogens</li> <li>• Maternal Factors</li> <li>• Complications of Pregnancy</li> <li>• Stages of Birth for Vaginal Delivery</li> <li>• Problems of the new-born</li> </ul> </p>	<p align="center"><b>9</b></p>	<p align="center"><b>0</b></p>	<p align="center"><b>9</b></p>
	<p><b>Unit 4: Infancy and Childhood</b> <b>Infancy and Toddlerhood:</b>  <ul style="list-style-type: none"> <li>• The Brain Development</li> <li>• Infant Sleep</li> <li>• Motor Development</li> <li>• Sensory Capacities</li> <li>• Nutrition</li> </ul> </p>	<p align="center"><b>9</b></p>	<p align="center"><b>0</b></p>	<p align="center"><b>9</b></p>

	<ul style="list-style-type: none"> <li>● Piaget and the Sensorimotor Stage</li> <li>● Language Development</li> <li>● Temperament</li> <li>● Forming Attachments</li> <li>● Indian context and applicability in Indian conditions.</li> </ul> <p><b>Childhood:</b></p> <ul style="list-style-type: none"> <li>● Brain Maturation</li> <li>● Toilet Training</li> <li>● Sexual Development</li> <li>● Piaget's Preoperational Stage</li> <li>● Vygotsky's Sociocultural Theory</li> <li>● Attention and Memory</li> <li>● Language Development</li> <li>● Gender Development</li> <li>● Parenting Styles</li> <li>● Indian context and applicability in Indian conditions.</li> </ul> <p><b>Unit 5: Adolescence, Adulthood, and Late Adulthood</b></p> <p><b>Adolescence:</b></p> <ul style="list-style-type: none"> <li>● Growth and Sexual Development</li> <li>● Adolescent Brain</li> <li>● Education and Work</li> <li>● Identity Development</li> <li>● Peer Relationships</li> <li>● Romantic Relationships</li> <li>● Indian context and applicability in Indian conditions.</li> </ul> <p><b>Adulthood:</b></p> <ul style="list-style-type: none"> <li>● Emerging Adulthood</li> <li>● Physical Changes</li> <li>● Cognitive Development</li> <li>● Intimacy and Relationships</li> <li>● Career Development</li> <li>● Indian context and applicability in Indian conditions.</li> </ul> <p><b>Late Adulthood:</b></p> <ul style="list-style-type: none"> <li>● Physical and Cognitive Changes</li> <li>● Memory and Wisdom</li> <li>● Aging and Health</li> <li>● Social Relationships</li> <li>● Successful Ageing</li> <li>● Indian context and applicability in Indian conditions.</li> </ul>	9	30	39
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	<p><b>Older adults in society:</b> Stereotyping older adults, policy issues in an ageing society. Death, dying, and grieving stages, Defining death and life, Developmental perspective on death.</p> <p><b>PRACTICAL:</b></p> <ol style="list-style-type: none"> <li>1. Parent Child Relationship Scale: Rao, N. (1989). Manual for Parent Child Relationship Scale. National Psychological Corporation</li> <li>2. Administration of Differential Aptitude Test, Interest test batteries and personality questionnaires to critically evaluate the interplay of each in career related decisions</li> <li>3. Observation and structured interviews with special populations (e.g.: children, adolescents, the elderly in observation homes or assisted living facilities) to understand stage-related growth and challenges</li> <li>4. Survey</li> <li>5. Role play</li> <li>6. Field Work and Survey</li> </ol> <p><b>BOOKS:</b></p> <ul style="list-style-type: none"> <li>• Santrock.J.W.(2005). A Tropical Approach to Life-span Development, 3rd edition. New Delhi: Tata McGraw-Hill.</li> <li>• Berk.E.L (2005) Child Development. New Delhi: Prentice Hall</li> <li>• Papalia, E.D., Olds, W.S. and Feldman, D.R. (2004) Human Development. New Delhi: Tata McGraw-Hill.</li> <li>• Hurlock, E.B. (1980) Developmental Psychology: A life-span Approach. New York : McGraw Hill.</li> <li>• Saraswathi, T. S., Mistry, J., &amp; Dutta, R. (2011). Reconceptualizing lifespan development through a Hindu perspective. In</li> <li>• L. A. Jensen (Ed.), Bridging cultural and developmental approaches to psychology: New syntheses in theory, research, and policy (pp. 276–300). Oxford University Press.</li> </ul>			
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Paper 3 (3 credits)	<b>(Course Code – BPSY-09) Holistic Well-being approaches</b>	<b>30</b>	<b>30</b>	<b>60</b>
(2 Lec + 1 Prac Credit)	<b>Unit 1: Introduction</b> Concept of health, Definition of Health by WHO, Wellbeing and Wellness, Wellness continuum, Pandemic and Epidemic Factors determining wellness	<b>8</b>	<b>0</b>	<b>8</b>
	<b>Unit 2: Spectrum of Well-being/Factors affecting wellbeing</b> <ul style="list-style-type: none"> <li>Physical well being</li> <li>Emotional and social well-being,</li> <li>Social well being,</li> <li>Spiritual well being,</li> <li>Occupational well-being,</li> <li>Environmental wellbeing,</li> <li>Wellness planning and health optimization/ wellness development plan</li> </ul>	<b>8</b>	<b>0</b>	<b>8</b>
	<b>Unit 3</b> Taking holistic well being as a personal project ,Wellness and Lifestyle Challenge, Achieving Lifestyle, Challenge, Taking Charge of your health, Sleep, food habits, physical activities and exercise, adverse physical environment, health enhancing behaviour, yoga mindfulness, Integrative Approaches to Well-being	<b>7</b>	<b>0</b>	<b>7</b>
	<b>Unit 4: Holistic Health Practices</b> Yoga, Meditation, Complementary and alternative therapies, Effect of nature and clean environment on Behavioural health, one Indian health policy or bill to add.	<b>7</b>	<b>30</b>	<b>37</b>

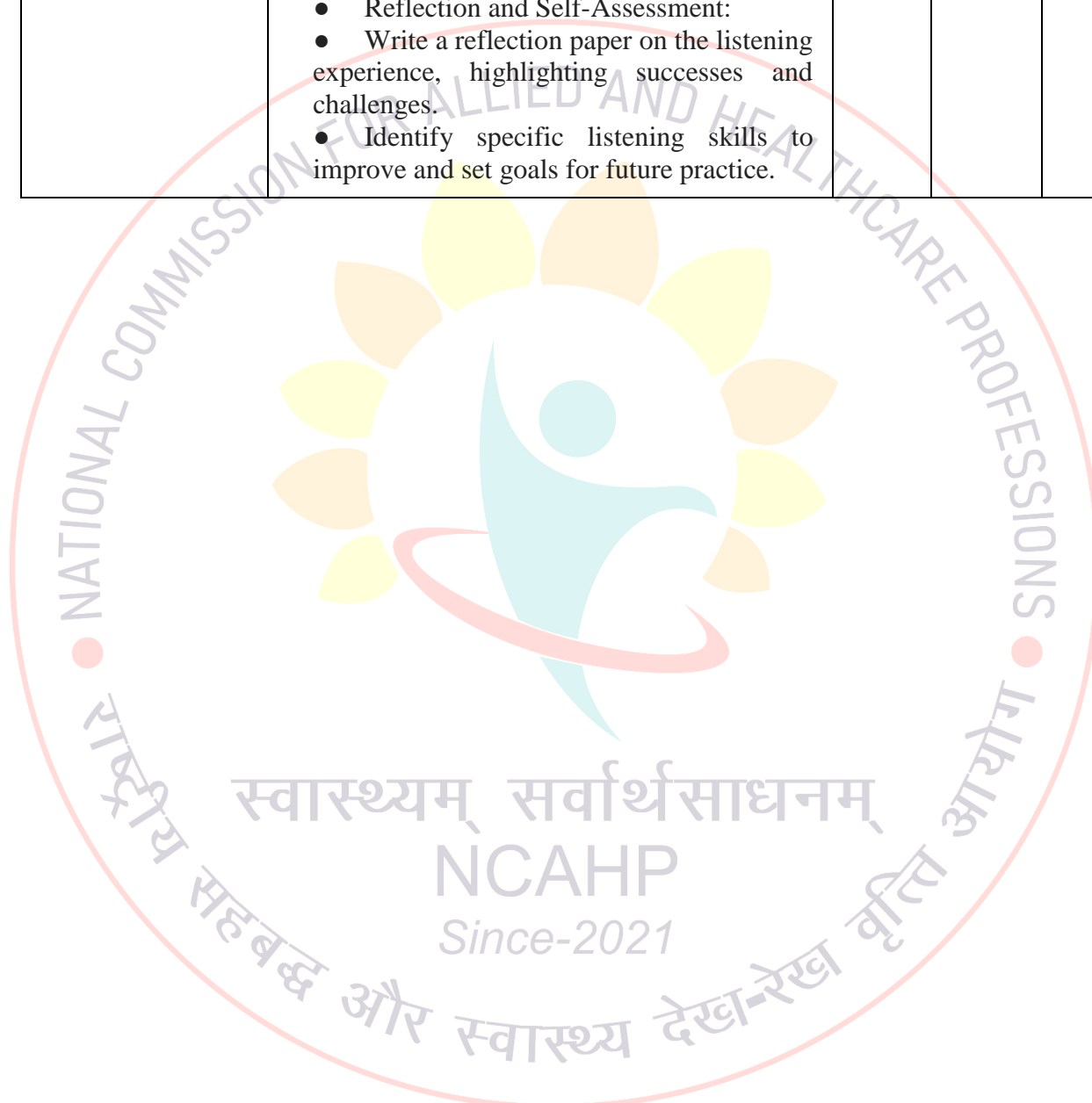
	<p><b>Practical:</b></p> <p><b>Practical I</b></p> <p>Students will maintain a daily journal for at least two weeks.</p> <p>Entries should include information on sleep duration and quality, meals, exercise routines, stress levels, social interactions, and any mindfulness practices (e.g., yoga, meditation).</p> <p>At the end of the two weeks, students will analyse their journal entries to identify patterns and areas for improvement.</p> <p>Expected Outcome: Students will gain insight into their personal wellness habits and identify specific areas where they can make positive changes.</p> <p><b>Practical II</b></p> <p>Community wellness activities: Once done for oneself, students can arrange a similar one month activity of journaling and enhancing daily activities like food habits, sleep patterns, social interactions etc) for community and can contribute as students.</p> <p><b>BOOKS:</b></p> <ul style="list-style-type: none"> <li>• Rogers, C. R. (1961). On Becoming a Person: A Therapist's View of Psychotherapy. Houghton Mifflin Harcourt.</li> <li>• Rogers, C. R. (1980). A Way of Being. Houghton Mifflin Harcourt.</li> <li>• Egan, G. (2013). The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping (10th ed.). Cengage Learning.</li> <li>• McLeod, J. (2013). An Introduction to Counselling (5th ed.). Open University Press.</li> </ul>			
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Paper 4 (2 credits)	<b>(Course Code – BPSY-10) Cyber Hygiene &amp; Digital Safety</b>	<b>22.</b>	<b>15</b>	<b>37.</b>
(1.5 Lec + 0.5 Prac Credit)	<p><b>Unit 1:</b> Introduction to relation between technology and Psychology, Digital self and real self, social media and psychological well being, Emerging technologies and their relation with Behaviour health</p> <p><b>Unit 2:</b> Virtual reality, augmented reality and Artificial intelligence, their use in the field of behavioural health Digital world and its impact on our daily life and life choices</p> <p><b>Unit 3:</b> Advertisement, cognitive load, E learning, gamification, virtual sense of achievement through digital media Ethical Issues and preventive measures in using technology in Behavioural health Positive impact of Digital media, social media in various areas of human life</p> <p><b>Practical</b> Based on learning of research methodology concepts, create a research question to understand the difference between real self and digital self and the willingness to take risks aligned with digital self, conduct interviews and present summary reports.</p>	<p><b>5</b></p> <p><b>7.5</b></p> <p><b>7.5</b></p> <p><b>7.5</b></p> <p><b>7.5</b></p>	<p><b>0</b></p> <p><b>0</b></p> <p><b>15</b></p> <p><b>22.5</b></p>	<p><b>5</b></p> <p><b>7.5</b></p> <p><b>7.5</b></p>

Paper 5 (3 credits)	<b>(Course Code – BPSY-11) Listening skills and observation-based report writing</b>	<b>30</b>	<b>30</b>	<b>60</b>
(2 Lec + 1 Prac Credit)	<b>Unit 1: Theoretical Foundations of Listening and Observation</b> Overview of key theories: <ul style="list-style-type: none"> <li>• Carl Rogers' person-centred approach</li> <li>• Active listening principles by Carl R. Rogers and Richard E. Farson</li> <li>• Reflective listening techniques by Thomas Gordon</li> <li>• Critical listening and observation techniques</li> <li>• Ethical considerations in communication</li> </ul> <b>Unit 2: Advanced Listening Techniques</b> <ul style="list-style-type: none"> <li>• Types of Listening:</li> <li>• Active Listening: Techniques and practice</li> <li>• Empathetic Listening: Developing empathy in communication</li> <li>• Reflective Listening: Paraphrasing and reflecting feelings</li> <li>• Critical Listening: Analysing and evaluating messages</li> <li>• Barriers to effective listening and strategies to overcome them</li> <li>• Role-playing exercises to practise various listening techniques</li> <li>• Application of listening skills in professional settings</li> </ul> <b>Unit 3: Advanced Observational Skills</b> <ul style="list-style-type: none"> <li>• Importance of observation in communication and report writing</li> <li>• Techniques for accurate and unbiased observation:               <ul style="list-style-type: none"> <li>• Direct vs. Indirect Observation</li> <li>• Participant vs. Non-Participant Observation</li> <li>• Structured vs Unstructured Observation</li> </ul> </li> <li>• Documenting observations: Detailed and objective note-taking</li> <li>• Practising observational skills in controlled and naturalistic settings</li> <li>• Analysing observed behaviours and interactions</li> </ul>	<b>6</b>	<b>0</b>	<b>6</b>
		<b>6</b>	<b>0</b>	<b>6</b>

	<p><b>Unit 4: Writing Observation-Based Reports</b></p> <ul style="list-style-type: none"> <li>• Structure and components of observation-based reports</li> <li>• Translating observations into clear, concise, and accurate reports</li> <li>• Avoiding bias and maintaining objectivity in report writing</li> <li>• Examples and analysis of high-quality observation-based reports</li> <li>• Practice sessions with peer and instructor feedback</li> </ul> <p><b>Unit 5: Integration and Application</b></p> <ul style="list-style-type: none"> <li>• Applying listening and observational skills in various contexts (e.g., counselling, education, healthcare)</li> <li>• Ethical considerations and cultural sensitivity in observation and report writing</li> <li>• Integrating listening and observation in professional practice</li> <li>• Real-life case studies and practical applications</li> <li>• Continuous improvement and reflective practice</li> </ul> <p><b>Practicum:</b></p> <p>Observe your breathing for two weeks everyday, may take reference of Anapanasati by Shri S.N. Goenka for this activity, write a report based on the experience.</p> <p><b>Observation Exercises:</b></p> <ul style="list-style-type: none"> <li>• Participate in structured observation sessions (e.g., classroom settings, role-plays).</li> <li>• Conduct naturalistic observations in real-world environments (e.g., parks, public places).</li> <li>• Practice documenting observations using detailed and objective note-taking techniques.</li> <li>• Observation Reports:</li> <li>• Write observation-based reports based on documented observations.</li> </ul>	6	0	6
		6	30	36

	<p><b>Listening Skills practicum :</b></p> <ul style="list-style-type: none"> <li>● Real-World Listening Practice:</li> <li>● Engage in conversations with peers , role plays or community members.</li> <li>● Focus on practising active, empathetic, reflective, and critical listening.</li> <li>● Reflection and Self-Assessment:</li> <li>● Write a reflection paper on the listening experience, highlighting successes and challenges.</li> <li>● Identify specific listening skills to improve and set goals for future practice.</li> </ul>			
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Paper 6 (4 credits)	<b>(Course Code – BPSY-12) Community Psychology</b>	<b>30</b>	<b>60</b>	<b>90</b>
(2 Lec + 2 Prac Credit)	<p><b>Unit I: Introduction</b> What is community Psychology, Importance of Community Psychology for Behavioral Health Professional, various Community Psychology practices adopted across the globe</p> <p><b>Practical:</b> Students can create a visual media project to explore importance of Indian festivals in culturally centered preventions and community bonding</p> <p><b>Unit II: Understanding the individual and context</b> Understanding communities, understanding and respecting diversity in Indian context, Understanding individuals with environment and context, individual-collectivism a spectrum of cultures, identity development and Acculturation in Indian context</p> <p><b>Practical:</b> Students can create a cultural genogram of non teaching employees of the university or institute focusing on disadvantaged communities. The cultural genogram can include, the amalgam of food, festival, expression, lifestyle and other cultural practices. It should cover a significant number of communities as a class and then students can compile the study to archive for the next batch to study. The focus is to understand an individual with the context.</p>	<b>10</b>	<b>20</b>	<b>30</b>
		<b>10</b>	<b>20</b>	<b>30</b>

	<p><b>Unit III : Prevention and Promotion</b></p> <p>Introduction to prevention and promotion, Primary prevention initiatives, the challenges in implementing programs, elements of effective community change initiatives, role of community care counsellors, emerging trends in community psychology</p> <p><b>Practical:</b> students can go to Primary health care centres, community clinics, juvenile homes and protection homes . Spend time and reflect on below questions:</p> <ul style="list-style-type: none"> <li>• Does Race/cast/gender/socio economic background play a significant role in community concerns ?</li> <li>• How can we include community surrounding us (our helpers, drivers, office support staff, cleaning staff) be benefited from community psychology</li> <li>• As a class design a preventive holistic community health plan focusing in any one or more concerns of (physical and psychological )</li> <li>• Family Environment Scale: Bhatia, H., Chaddha, N.K. (1993). Manual for Family Environment Scale. Ankur Psychological Agency. Lucknow</li> <li>• Women Empowerment- To construct a Semi Structured Interview.</li> </ul>	10	20	30
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Paper 7 (2 credits)	<b>(Course Code – BPSY-13) A Project Related to Community Care Services:</b>	<b>0</b>	<b>60</b>	<b>60</b>
(2 Project Credit)	A community care Services project related to closest Community Health Clinics, Public Health Clinics, Rural area clinics, Public Health department projects or any allied health care department where the project impact can be quantified, should be taken up by students under the supervision of faculties.			



**2<sup>nd</sup> Year: 48 (27 + 21) Credits**

**Semester 3: 27 Credits**

**19 Lec Credits (4+3+3+2+3+4+0) + 6 Prac Credits (2+1+1+1+1+0+0) + 2**

**Project/Internship Credit (0+0+0+0+0+0+2)**

**= 525 Hours (285 Lec Hours + 180 Prac Hours + 60 Project/Internship Hours )**

Paper 1 (6 credits)	<b>(Course Code – BPSY-14) Social Psychology</b>	<b>60</b>	<b>60</b>	<b>120</b>
(4 Lec + 2 Prac Credit)	<p><b>Unit 1: Introduction to Social Psychology</b>  Definition and Scope of Social Psychology  Definition of social psychology, scope of social psychology, importance of social psychology, key areas of study in social psychology</p> <p><b>Historical Background</b>  History of Social Psychology India: 1500 BC Vedic-Post Vedic Literature, Concept of Dharma, British Psychologist, Caste attitudes (1958), Rath &amp; Sircar (1960)  Origin and development of social psychology, significant milestones, influential figures (Kurt Lewin, Gordon Allport), major theoretical frameworks (behaviourism, cognitive psychology, social learning theory)</p> <p><b>Research Methods in Social Psychology</b>  Experimental methods, correlational studies, observational methods, surveys and questionnaires, ethical considerations in social psychology research, strengths and limitations of different research methods</p>	<b>15</b>	<b>0</b>	<b>15</b>

	<p><b>Unit 2: Types of Social Influence: Conformity, Compliance, and Obedience</b>  Definition and examples of conformity, compliance, and obedience, mechanisms and processes underlying each type of social influence, factors that affect conformity (group size, unanimity), techniques of compliance (foot in the door, door in the face), factors influencing obedience (authority, situational context)</p> <p><b>Classic Studies:</b>  Indian – Adhinarayan , Girishwar Misra, Racial and Communal attitudes &amp; Caste Attitudes  Western- Asch, Milgram, and Zimbardo  Asch's conformity experiments, methodology and findings, implications of Asch's studies, Milgram's obedience experiments, methodology and findings, ethical issues in Milgram's research, implications of Milgram's studies, Zimbardo's Stanford prison experiment, methodology and findings, ethical issues in Zimbardo's research, implications of Zimbardo's studies</p> <p><b>Factors Affecting Social Influence</b>  Individual differences (personality traits, cultural background), situational factors (presence of others, ambiguity of the situation), group dynamics (group cohesiveness, norms), social norms and their influence on behaviour, role of media and communication in social influence</p>	15	0	15
	<p><b>Unit 3: Social Cognition and Perception</b>  <b>Schemas and Heuristics</b>  Definition of schemas, types of schemas (person schemas, role schemas), role of schemas in social cognition, definition of heuristics, types of heuristics (availability heuristic, representativeness heuristic), impact of heuristics in decision making</p>	15	0	15

	<p><b>Attribution Theory: Internal vs. External Attributions</b></p> <p>Definition of attribution theory, distinction between internal (dispositional) attributions and external (situational) attributions, key models (Heider's naive psychology, Jones and Davis' correspondent inference theory, Kelley's covariation model), factors influencing attribution (consensus, distinctiveness, consistency)</p> <p>Common Attribution Biases</p> <p>Definition and examples of attribution biases, fundamental attribution error, actor-observer bias, self-serving bias, impact of attribution biases on social perception and interaction, strategies to mitigate attribution biases</p> <p><b>Impression Formation and Management</b></p> <p>Processes of impression formation, role of first impressions, factors influencing impression formation (appearance, behaviour, nonverbal cues), impression management strategies (self-presentation, ingratiation, self-promotion), impact of impressions on social interaction</p> <p><b>Stereotypes, Prejudice, and Discrimination</b></p> <p>Definition of stereotypes, prejudice, and discrimination, cognitive, affective, and behavioural components, origins and maintenance of stereotypes, consequences of prejudice and discrimination, social and psychological theories (social identity theory, realistic conflict theory)</p>			
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	<p><b>Reducing Bias and Promoting Fair Judgement</b></p> <p>Strategies for reducing stereotypes and prejudice (contact hypothesis, education and awareness, cognitive retraining), promoting inclusivity and diversity, role of empathy and perspective-taking, interventions to foster fair judgement (bias training, accountability measures), promoting an equitable social environment</p> <p><b>Attitudes and Persuasion</b></p> <p>Components and Functions of Attitudes</p> <p>Definition of attitudes, components of attitudes (cognitive, affective, behavioural), functions of attitudes (knowledge, ego-defensive, value-expressive, social adjustment), importance of attitudes in guiding behaviour</p> <p>Formation and Change of Attitudes</p> <p>Processes of attitude formation (classical conditioning, operant conditioning, observational learning), factors influencing attitude change, role of communication and social influence in changing attitudes, examples of attitude change (advertising, social campaigns)</p> <p>The Role of Cognitive Dissonance</p> <p>Definition of cognitive dissonance, cognitive dissonance theory (Leon Festinger), mechanisms for reducing dissonance (changing beliefs, acquiring new information, reducing the importance of cognitions), examples of cognitive dissonance in everyday life</p>			
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	<p><b>The Elaboration Likelihood Model</b></p> <p>Central and peripheral routes to persuasion, factors determining the route of persuasion (motivation, ability), characteristics of effective messages in each route, implications for designing persuasive communications</p> <p>Principles of Persuasion:</p> <p>Reciprocity, Consistency, Social Proof, Liking, Authority, Scarcity- Definition and examples of each principle, psychological mechanisms underlying each principle, applications in various contexts (marketing, politics, health communication), ethical considerations in using persuasion principles</p> <p>Applications of Persuasion in Various Contexts</p> <p>Case studies of successful persuasion campaigns, application of persuasion techniques in health promotion, environmental campaigns, political campaigns, critical evaluation of persuasive messages, designing effective persuasive interventions</p>			
	<p><b>Unit 4: Group Dynamics</b></p> <p><b>Group Formation and Development</b></p> <p>Stages of group development (forming, storming, norming, performing, adjourning), factors influencing group formation (similarity, proximity, interdependence), types of groups (primary, secondary, formal, informal), roles within groups</p> <p>Roles, Norms, and Cohesion in Groups</p> <p>Definition and examples of group roles, group norms and their functions, factors affecting group cohesion (shared goals, intergroup competition, success), impact of cohesion on group performance and member satisfaction</p>	15	60	75

	<p><b>The Influence of Group on Individual Behaviour</b></p> <p>Social facilitation and social inhibition, social loafing and factors that reduce it, deindividuation and its effects on behaviour, influence of group norms on individual behavior</p> <p><b>Groupthink</b></p> <p>Definition of groupthink, symptoms and causes of groupthink, examples of groupthink in real-world settings, strategies to prevent groupthink, risky shift phenomenon and factors influencing it</p> <p>Strategies to Improve Group Decision Making</p> <p>Techniques to enhance group decision making (brainstorming, nominal group technique, Delphi technique), importance of diversity in decision-making groups, role of leadership in facilitating effective group decisions</p> <p>Leadership Styles and Their Impact on Groups</p> <p>Different leadership styles (e.g., autocratic, democratic, laissez-faire, transformational, transactional), impact of leadership styles on group performance and member satisfaction, situational factors affecting leadership effectiveness.</p>			
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	<p><b>Practical:</b></p> <ol style="list-style-type: none"> <li>1. To determine the effect of Group on Individual Behaviour</li> <li>2. Administration of Deo Mohan Achievement Motivation Scale</li> <li>3. On Group Cohesiveness by Sociogram Method</li> <li>4. On Impression Formation</li> <li>5. On eye-witness memory of a crime scene (Using video clips)</li> <li>6. Questionnaire on addiction</li> <li>7. On Group Cohesiveness by Sociogram Method</li> <li>8. On Social Facilitation by Problem Solving-Individual and Group Situations</li> <li>9. Likert Scale Construction on Environment</li> <li>10. Diversity to be measured in terms of Ethnic Prejudice by Bogardus's Social Distance Scale (Revision of Goode and Hatt)</li> <li>11. Effect of Social Comparison on Performance motivation</li> </ol>			
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Paper 2 (4 credits)	<b>(Course Code – BPSY-15) Psychological Statistics &amp; Research Methodology</b>	<b>45</b>	<b>30</b>	<b>75</b>
(3 Lec + 1 Prac Credit)	<b>Unit 1: Introduction to Research Methodology</b> <ul style="list-style-type: none"> <li>Definition and Objectives of Research</li> <li>Types of Research: Basic, Applied, and Action Research</li> <li>Research Process: Steps in the Research Process</li> <li>Formulating a Research Problem</li> <li>Ethical Issues in Research</li> </ul>	<b>9</b>	<b>0</b>	<b>9</b>
	<b>Unit 2: Research Design</b> <ul style="list-style-type: none"> <li>Meaning and Importance of Research Design</li> <li>Types of Research Designs: Exploratory, Descriptive, Experimental, and Longitudinal</li> <li>Control in Experimental Research</li> <li>Validity and Reliability in Research</li> </ul>	<b>9</b>	<b>0</b>	<b>9</b>
	<b>Unit 3: Sampling Techniques</b> <ul style="list-style-type: none"> <li>Population and Sample</li> <li>Probability Sampling: Simple Random, Systematic, Stratified, and Cluster Sampling</li> <li>Non-Probability Sampling: Convenience, Judgmental, Quota, and Snowball Sampling</li> <li>Determining Sample Size</li> <li>Errors in Sampling</li> </ul>	<b>9</b>	<b>0</b>	<b>9</b>
	<b>Unit 4: Data Collection Methods</b> <ul style="list-style-type: none"> <li>Primary Data Collection: Observation, Interview, Questionnaire, and Survey</li> <li>Secondary Data Collection: Sources and Uses</li> <li>Tools for Data Collection: Designing Questionnaires and Interview Schedules</li> <li>Measurement Scales: Nominal, Ordinal, Interval, and Ratio Scales</li> <li>Research Ethics: Informed Consent, Confidentiality, and Ethical Guidelines</li> </ul>	<b>9</b>	<b>0</b>	<b>9</b>

	<p><b>Unit 5: Introduction to Statistics and Data Analysis</b></p> <ul style="list-style-type: none"> <li>• Descriptive Statistics: Measures of Central Tendency (Mean, Median, Mode), Measures of Dispersion (Range, Variance, Standard Deviation)</li> <li>• Introduction to Statistical Software: SPSS, R, and Excel</li> <li>• Basic Data Visualization: Bar Charts, Histograms, Pie Charts, and Line Graphs</li> <li>• Introduction to Hypothesis Testing: Null and Alternative Hypotheses</li> </ul> <p><b>Practical:</b></p> <ol style="list-style-type: none"> <li>1. On computation of Correlation - Product Moment, Rank Difference, Biserial, Point Biserial, Tetrachoric, Phi Coefficient, Contingency Coefficient</li> <li>2. On the research application of Chi Square and t test</li> <li>3. Computational Techniques of the measures of Central tendency and dispersion</li> <li>4. Graphical Representation: Frequency Polygon, Histogram and Ogive, Computation of t test (Independent, Dependent) and U test, Computation of One-way ANOVA</li> </ol>	9	30	39
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Paper 3 (4 credits)	<b>(Course Code – BPSY-16) Health Psychology</b>	<b>45</b>	<b>30</b>	<b>75</b>
(3 Lec + 1 Prac Credit)	<b>Unit 1: Introduction to Health Psychology</b> <b>1. Definition and Scope of Health Psychology</b> <ul style="list-style-type: none"> <li>Understanding health psychology and its relevance.</li> <li>Historical development and key concepts.</li> </ul> <b>2. Biopsychosocial Model</b> <ul style="list-style-type: none"> <li>Overview of the biopsychosocial approach to health.</li> <li>Comparison with the biomedical model.</li> </ul> <b>3. Health and Illness Behaviour</b> <ul style="list-style-type: none"> <li>Factors influencing health behaviours.</li> <li>Psychological aspects of illness behaviour.</li> </ul> <b>4. Research Methods in Health Psychology</b> <ul style="list-style-type: none"> <li>Qualitative and quantitative research methods.</li> <li>Ethical considerations in health psychology research.</li> </ul>	<b>9</b>	<b>0</b>	<b>9</b>
	<b>Unit 2: Introduction to Health Behaviours</b> <b>1. Health Behaviours:</b> <ul style="list-style-type: none"> <li>An introduction to health behaviours</li> <li>Health promotion: An overview</li> </ul> <b>2. Cognitive-behavioural approaches to health behaviour change</b> <ul style="list-style-type: none"> <li>Introduction to Cognitive-Behavioural Therapy (CBT)</li> <li>CBT Techniques for Health Behaviour Change</li> </ul> <b>3. Health-Promoting Behaviours</b> <ul style="list-style-type: none"> <li>Exercise, its determinants, &amp; interventions</li> <li>Accident prevention</li> <li>Vaccination and screening</li> <li>Developing a healthy diet</li> <li>Sleep, Rest, Renewal and savouring</li> </ul>	<b>9</b>	<b>0</b>	<b>9</b>

	<p><b>4. Health-compromising Behaviours</b></p> <ul style="list-style-type: none"> <li>○ Characteristics of health-compromising behaviours</li> <li>○ Alcoholism &amp; Problem Drinking</li> <li>○ Smoking</li> </ul> <p><b>Unit 3: Health Behaviour Change</b></p> <p><b>1. Theories of Health Behaviour Change</b></p> <ul style="list-style-type: none"> <li>○ Health Belief Model, Theory of Planned Behaviour, Transtheoretical Model.</li> <li>○ Application of these models in promoting health behaviour change.</li> </ul> <p><b>2. Motivational Interviewing</b></p> <ul style="list-style-type: none"> <li>○ Principles and techniques of motivational interviewing.</li> <li>○ Role-playing exercises to practise motivational interviewing skills.</li> </ul> <p><b>3. Intervention Strategies</b></p> <ul style="list-style-type: none"> <li>○ Designing and implementing health promotion interventions.</li> <li>○ Evaluating the effectiveness of health interventions.</li> </ul> <p><b>4. Behaviour Change in Specific Populations</b></p> <ul style="list-style-type: none"> <li>○ Tailoring interventions for diverse populations.</li> <li>○ Cultural and socioeconomic factors influencing health behaviour change.</li> </ul> <p><b>Unit 4: Stress and Health</b></p> <p><b>1. Understanding Stress</b></p> <ul style="list-style-type: none"> <li>○ Definitions and types of stress.</li> <li>○ The physiology of stress response.</li> </ul> <p><b>2. Stress and Illness</b></p> <ul style="list-style-type: none"> <li>○ The impact of stress on physical and mental health.</li> <li>○ Stress-related illnesses.</li> </ul> <p><b>3. Coping Mechanisms</b></p> <ul style="list-style-type: none"> <li>○ Adaptive and maladaptive coping strategies.</li> <li>○ Psychological interventions for stress management.</li> </ul> <p><b>4. Social Support and Health</b></p> <ul style="list-style-type: none"> <li>○ The role of social support in health and well-being.</li> <li>○ Mechanisms through which social support influences health.</li> </ul>	9	0	9
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	<p><b>Unit 5: Health Psychology in Practice</b></p> <p><b>1. Health Psychology in Clinical Settings</b></p> <ul style="list-style-type: none"> <li>○ Role of health psychologists in hospitals and clinics.</li> <li>○ Case management and interdisciplinary collaboration.</li> </ul> <p><b>2. Community Health Psychology</b></p> <ul style="list-style-type: none"> <li>○ Health promotion and disease prevention at the community level.</li> <li>○ Designing community health programs.</li> </ul> <p><b>3. Health Psychology in Policy Making</b></p> <ul style="list-style-type: none"> <li>○ Influence of health psychology on health policy and advocacy.</li> <li>○ Case studies of health policies shaped by psychological research.</li> </ul> <p><b>4. Future Directions in Health Psychology</b></p> <ul style="list-style-type: none"> <li>○ Emerging trends and research in health psychology.</li> <li>○ Career paths in health psychology.</li> </ul> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>○ Adult Hope Scale - Synder, C.R., Harris, C., Anderson, J.R., Holleran, S.A., Irving, L.M., Sigmon, S.T. et. al (1991). The will and the ways: Development and validation of an individual difference measure of hope. Journal of Personality and Social Psychology, 60, 570-585.</li> <li>○ Health Behaviour- To construct a Semi Structured Interview and compared with Cornell Medical Index</li> </ul> <p><b>Reference:</b></p> <ul style="list-style-type: none"> <li>○ Taylor, Shelley E. (2018). Health Psychology (10thEd). McGraw Hill Higher Education. Indian Edition Books for reference</li> <li>○ DiMatteo, M. R., &amp; Martin, L. R. (2017). Health psychology (1st ed.). Pearson Education.</li> <li>○ Ogden, J. (2017). Health psychology: A textbook (4th ed.). McGraw Hill Education</li> </ul>	9	30	39
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Paper 4 (3 credits)	<b>(Course Code – BPSY-17) Psychological and Academic Report Writing</b>	<b>30</b>	<b>30</b>	<b>60</b>
(2 Lec+1 Prac Credit)	<b>Unit 1: Introduction to Report Writing</b> <ul style="list-style-type: none"> <li>Purpose and Importance of Report Writing</li> <li>Types of Reports: Psychological vs. Academic, Research v/s project reports</li> </ul> <b>Structure of Reports</b> <ul style="list-style-type: none"> <li>Components of Psychological Reports: Demographic details, case history, behavioural and emotional assessments reports, analysis, findings, recommendations</li> <li>Components of Academic Reports: Title, Abstract, Introduction, Literature Review, Methodology, Results, Discussion, Conclusion, References</li> <li>Components of Project reports and Research reports</li> </ul>	<b>10</b>	<b>0</b>	<b>10</b>
	<b>Unit 2: Psychological Report Writing</b> <ul style="list-style-type: none"> <li>Types of Psychological Reports</li> <li>Behavioral Health Reports sample case history form</li> <li>Clinical Health Reports: Assessments, Diagnosis, Treatment Plans</li> <li>Educational and Developmental Reports</li> <li>Forensic Reports: Court Reports, Risk Assessments</li> </ul> <b>Integrating Assessment Data into Reports</b> <ul style="list-style-type: none"> <li>Significance of Communicating Findings Clearly and Effectively</li> <li>Writing Recommendations and Interventions</li> <li>Reviewing and Revising Reports</li> <li>Peer Review Processes</li> <li>Revising for Clarity and Accuracy</li> </ul>	<b>10</b>	<b>0</b>	<b>10</b>

	<p><b><u>Unit 3</u></b> Empathetic and non judgmental vocabulary in report writing , communicating findings without labels, adding disclaimer in report about the use of the report, confidentiality of the report</p> <p><b><u>Practicum:</u></b> Case Study Analysis: Write a report based on a provided case study, including assessment, interpretation, and recommendations. Peer Review: Exchange reports with a peer and provide constructive feedback. Reading professional's reports, analysing, writing a comparative analysis of various reports. Write a research report based on secondary data</p>	10	30	40
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Paper 5 (4 credits)	<b>(Course Code – BPSY-18) Introduction to Counselling Psychology – 1</b>	<b>45</b>	<b>30</b>	<b>75</b>
(3 Lec + 1 Prac Credit)	<b>Unit 1: Introduction to Counselling Psychology and Psychotherapy</b> <b>1. Definition and Scope</b> <ul style="list-style-type: none"> <li>Understanding counselling psychology and psychotherapy.</li> <li>Historical development and key concepts.</li> </ul> <b>2. Major Theoretical Approaches</b> <ul style="list-style-type: none"> <li>Overview of psychodynamic, humanistic, and cognitive-behavioural approaches.</li> <li>Key figures and their contributions.</li> </ul> <b>3. Ethical and Professional Issues</b> <ul style="list-style-type: none"> <li>Ethical principles and guidelines in counselling and psychotherapy.</li> <li>Professional conduct and boundaries.</li> </ul> <b>4. The Therapeutic Relationship</b> <ul style="list-style-type: none"> <li>Importance of the therapeutic alliance.</li> <li>Factors influencing the therapeutic relationship.</li> </ul>	<b>9</b>	<b>0</b>	<b>9</b>
	<b>Unit 2: Psychodynamic Approaches</b> <b>1. Foundations of Psychodynamic Therapy</b> <ul style="list-style-type: none"> <li>Historical background and development.</li> <li>Key concepts: unconscious, transference, countertransference, defense mechanisms.</li> </ul> <b>2. Techniques and Interventions</b> <ul style="list-style-type: none"> <li>Free association, dream analysis, and interpretation.</li> <li>The role of the therapist in psychodynamic therapy.</li> </ul> <b>3. Applications and Effectiveness</b> <ul style="list-style-type: none"> <li>Areas of application: anxiety, depression, personality disorders.</li> <li>Research evidence supporting psychodynamic approaches.</li> </ul>	<b>9</b>	<b>0</b>	<b>9</b>



	<p><b>Unit 3: Humanistic Approaches</b></p> <p><b>1. Foundations of Humanistic Therapy</b></p> <ul style="list-style-type: none"> <li>• Historical background and development.</li> <li>• Key concepts: self-actualization, unconditional positive regard, empathy, congruence.</li> </ul> <p><b>2. Techniques and Interventions</b></p> <ul style="list-style-type: none"> <li>• Client-centered therapy, Gestalt therapy, and existential therapy.</li> <li>• The role of the therapist in humanistic therapy.</li> </ul> <p><b>3. Applications and Effectiveness</b></p> <ul style="list-style-type: none"> <li>• Areas of application: personal growth, relationship issues, self-esteem</li> <li>• Research evidence supporting humanistic approaches</li> </ul>	9	0	9
	<p><b>Unit 4: Cognitive-Behavioural Approaches</b></p> <p><b>1. Foundations of Cognitive-Behavioural Therapy (CBT)</b></p> <ul style="list-style-type: none"> <li>• Historical background and development.</li> <li>• Key concepts: cognitive restructuring, behavioural activation, exposure therapy.</li> </ul> <p><b>2. Techniques and Interventions</b></p> <ul style="list-style-type: none"> <li>• Cognitive restructuring, exposure therapy, behavioural experiments.</li> <li>• The role of the therapist in CBT.</li> </ul> <p><b>3. Applications and Effectiveness</b></p> <ul style="list-style-type: none"> <li>• Areas of application: anxiety disorders, depression, PTSD.</li> <li>• Research evidence supporting CBT approaches</li> </ul>	9	0	9

	<p><b>Unit 5: Basic Skills in Counselling</b></p> <p><b>1. Basic Communication Skills:</b></p> <ul style="list-style-type: none"> <li>Integrating micro &amp; macro skills with Theory.</li> </ul> <p><b>2. Empathetic responding skills:</b></p> <ul style="list-style-type: none"> <li>soft skills versus hard skills in counselling and therapy</li> <li>difficulty opening up</li> <li>empathy</li> <li>level one case conceptualization</li> <li>seven basic empathy skills.</li> </ul> <p><b>3. Clinical assessment skills:</b> assessment in counselling and therapy;</p> <ul style="list-style-type: none"> <li><b>First assessment skills:</b> probing questions; principles;</li> <li><b>Second assessment:</b> focusing hone in on a specific area;</li> <li><b>Third assessment skills:</b> clarifying statement.</li> </ul> <p><b>4. Influencing Skills:</b> Heighten client's awareness with influencing skills; second-level case conceptualization</p> <p><b>Practical:</b></p> <ol style="list-style-type: none"> <li>Effect of one intervention (Pre - Post Design)</li> <li>Dysfunctional Attitude- Power, M.J. (1994, Copyright). Dysfunctional Attitude Scale. Reprinted by permission in Cognitive Therapy for Chronic Pain by Beverly E. Thorn. Copyright 2004 by The Guilford Press. Permission to photocopy this appendix is granted to purchasers of this book for personal use only (see copyright page for details)</li> </ol>	9	30	39
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	<p><b>Reference:</b></p> <ul style="list-style-type: none"> <li>● Gladding, S.T. (2017). Counselling: A comprehensive profession. Pearson India Education.</li> <li>● Mei-whei Chen and Nan J. Gibling (2018). Individual counselling skills and therapy skills and techniques, Third Edition, Routledge, Taylor &amp; Francis publication.</li> <li>● Ivey, Allen E. &amp; Ivey, Mary B. (2007). Intentional Interviewing and Counselling. Thomson: Brooks/Cole. Evans,</li> </ul>			
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Paper 6 (4 credits)	<b>(Course Code – BPSY-19) Psychology and Artificial Intelligence</b>	<b>60</b>	<b>0</b>	<b>60</b>
(4 Lec Credit)	<b>Unit 1: Introduction to AI in Psychology</b> <ul style="list-style-type: none"> <li>● Overview of AI: Definitions, history, and key concepts.</li> <li>● Current trends in AI and its relevance to psychology.</li> <li>● AI in mental health diagnosis and treatment.</li> <li>● AI-powered tools for psychological assessment.</li> <li>● Use of chatbots and virtual therapists in counselling.</li> <li>● AI in behavioural and cognitive research.</li> <li>● Ethical considerations of using AI in psychology.</li> <li>● Learning Outcomes:</li> <li>● Understand the basic concepts and historical development of AI in psychology.</li> <li>● Discuss the current applications and future implications of AI in psychological practice.</li> </ul> <b>Materials and Methods:</b> <b>Reading:</b> "Artificial Intelligence: A Guide for Thinking Humans" by Melanie Mitchell. <b>Journal Article:</b> The role of artificial intelligence in psychology. <b>Assignments:</b> Reflective essay on how AI can be both a bane and a boon for psychological practice.	<b>10</b>	<b>0</b>	<b>10</b>
	<b>Unit 2: AI in Psychological Assessment</b> <ul style="list-style-type: none"> <li>● AI tools in psychological testing: Automated scoring and adaptive testing.</li> <li>● Validity and reliability concerns.</li> <li>● Learning Outcomes:</li> <li>● Evaluate AI-driven psychological assessment tools.</li> <li>● Discuss the validity and reliability of AI in psychological testing.</li> </ul> <b>Materials and Methods:</b> <b>Reading:</b> Selected chapters from "Psychometrics: An Introduction" by R.	<b>10</b>	<b>0</b>	<b>10</b>

	<p><b>Michael Furr and Verne R. Bacharach.</b>  <b>Research Articles:</b> On AI-driven psychological assessments.  <b>Assignments:</b> Review and critique an AI-based psychological assessment tool.</p>			
	<p><b>Unit 3: AI in Therapy and Interventions</b></p> <ul style="list-style-type: none"> <li>AI applications in psychotherapy: Chatbots, virtual therapists, and intervention apps.</li> <li>Effectiveness and limitations of AI-driven therapy tools.</li> </ul> <p><b>Learning Outcomes:</b>  Analyse the effectiveness of AI applications in therapy and interventions.  Develop basic AI-driven intervention scripts for psychological well-being.</p> <p><b>Materials and Methods:</b>  <b>Case Study:</b> "Replika: My AI Friend".  <b>Research:</b> On the efficacy of AI in mental health interventions.  <b>Assignments:</b> Design a basic script for an AI-driven intervention for cultivating well-being in college students.</p>	10	0	10
	<p><b>Unit 4: Tele-Psychiatry and Tele-Psychology</b></p> <p>Introduction to tele-psychiatry and tele-psychology: Definitions, history, and development.  Benefits and challenges of remote mental health care.</p> <p><b>Learning Outcomes:</b>  Understand the development and applications of tele-psychiatry and tele-psychology.  Evaluate the benefits and challenges of remote mental health care.</p> <p><b>Materials and Methods:</b>  <b>Journal Article:</b> "Telemedicine in Psychiatry and Mental Health".</p>	10	0	10

	<p><b>Book Chapter:</b> "Tele-Psychology: Research and Practice".</p> <p><b>Assignments:</b> Reflective essay on the role of tele-psychology and tele-psychiatry during the COVID-19 pandemic.</p>			
	<p><b>Unit 5: Ethical Considerations and Bias in AI</b></p> <p>Ethical issues: Privacy, consent, and data security.</p> <p>Bias in AI: Sources of bias, impact on psychological practice, and mitigation strategies.</p> <p><b>Learning Outcomes:</b></p> <p>Discuss ethical considerations in AI applications.</p> <p>Identify and mitigate biases in AI-driven psychological tools.</p> <p><b>Materials and Methods:</b></p> <p><b>Reading:</b> "The Ethics of Artificial Intelligence and Robotics" (Oxford Handbook).</p> <p><b>Assignments:</b> Case study analysis on ethical dilemmas in AI applications.</p>	10	0	10
	<p><b>Unit 6: Integrating AI with Tele-Psychiatry and Tele-Psychology</b></p> <p>AI applications in tele-psychiatry: Virtual assessments, remote monitoring, and AI-driven therapy.</p> <p>Ethical considerations and privacy concerns in tele-psychiatry and tele-psychology.</p> <p><b>Learning Outcomes:</b></p> <p>Integrate AI applications with tele-psychiatry and tele-psychology practices.</p> <p>Discuss the future developments and ethical considerations in this integration.</p> <p><b>Materials and Methods:</b></p> <p><b>Journal Article:</b> "AI in Tele-Psychiatry: Challenges and Opportunities".</p> <p><b>Paper:</b> "The Future of Tele-Psychology and AI Integration".</p>	10	0	10



	<p><b>Assignments:</b> Group discussion on potential future developments in AI and tele-psychology.</p> <p><b>Recommended Textbooks and Resources:</b></p> <p>Mitchell, M. (2019). Artificial Intelligence: A Guide for Thinking Humans. Farrar, Straus and Giroux.</p> <p>Furr, R. M., &amp; Bacharach, V. R. (2013). Psychometrics: An Introduction. Sage Publications.</p> <p>Selected chapters and journal articles on tele-psychology and tele-psychiatry.</p> <p>Oxford Handbook on The Ethics of Artificial Intelligence and Robotics.</p> <p><b><u>Cultural Adaptation Considerations:</u></b></p> <p>Incorporate region-specific examples and case studies.</p>			
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Paper 7 (2 credits)	<b>(Course Code – BPSY-20) Psychology Experiments across the Globe</b>	<b>0</b>	<b>60</b>	<b>60</b>
(2 Project/ Internship Credit)	Recent psychology and AI intervened experiments, interventions and applications. Students can do project based internships with IT professionals, IT departments of the university and government department for assisting in making AI culturally fair and accessible to disadvantageous communities. Or can compile the latest technology intertwined with Psychology and behavioural , review it, as an assignment with the recommendation to make it more inclusive and effective.			



<b>Semester 4: 21 Credits</b> <b>14 Lec Credits (4+3+2+2+3+0) + 5 Prac Credits (0+1+1+2+1+0) + 2 Project Credit (0+0+0+0+0+2)</b> <b>= 420 Hours (210 Lec Hours + 150 Prac Hours + 60 Project Hours )</b>				
Paper 1 (4 credits)	<b>(Course Code – BPSY-21) Psychological Assessment and Testing</b>	<b>60</b>	<b>0</b>	<b>60</b>
(4 Lec Credits)	<b>Unit 1: Nature and Uses of Psychological Tests</b> <ul style="list-style-type: none"> <li>• Definition and Concept of Psychological Tests</li> <li>• Distinction Between Tests, Assessments, and Measurements</li> <li>• Historical Development and Key Milestones</li> <li>• Contributions of Key Figures (e.g., Alfred Binet, Francis Galton)</li> <li>• Types of Tests (Intelligence, Personality, Neuropsychological, Aptitude)</li> <li>• Standard Procedures for Administering Tests</li> <li>• Examiner Characteristics: Role and Training of the Examiner</li> <li>• Examiner Characteristics (e.g., Attitudes, Expectations)</li> <li>• Situational Factors (e.g., Test Environment, Timing)</li> <li>• Tests developed by Indian Psychologists</li> </ul>	<b>12</b>	<b>0</b>	<b>12</b>
	<b>Unit 2: Test Construction and Ethical Issues</b> <ul style="list-style-type: none"> <li>• Test construction-Steps in Test Development: Conceptualization, Construction, and Standardization</li> <li>• Item Writing and Analysis</li> <li>• Pilot Testing and Revision</li> <li>• Ethics -Principles of Ethical Testing (Informed Consent, Confidentiality, Fairness)</li> <li>• Ethical Standards and Guidelines</li> <li>• Norms-Meaning and Importance</li> <li>• Types of Norms: Age, Grade, Percentile, Standard Scores, Normalised Standard Scores</li> </ul>	<b>12</b>	<b>0</b>	<b>12</b>

	<ul style="list-style-type: none"> <li>● Reliability: Types of Reliability (Test-Retest, Inter-Rater, Internal Consistency)</li> <li>● Methods to Improve Reliability</li> <li>● Validity: Types of Validity (Content, Criterion-related, Construct)</li> <li>● Validity in Test Interpretation</li> <li>● Highly reliable and valid tests developed by Indian authors in various areas, Personality, Recruitment, Spirituality Aptitude, Interest, Motivation, Emotional Intelligence, Indian TAT and other Indian assessments</li> </ul>	12	0	12
	<p><b>Unit 3: Intelligence Testing</b></p> <ul style="list-style-type: none"> <li>● Stanford-Binet Intelligence Scales</li> <li>● Wechsler Scales (WAIS, WISC, WPPSI)</li> <li>● Raven's Progressive Matrices</li> <li>● Vineland Social Maturity Scale (VSMS)</li> <li>● Binet-Kamat Intelligence Scale</li> </ul> <p><b>Unit 4: Personality Testing</b></p> <ul style="list-style-type: none"> <li>● Self-Report Inventories-Nature and Purpose</li> <li>● Major Inventories: 16 Personality Factor (16PF) Questionnaire</li> <li>● Eysenck Personality Questionnaire (EPQ)</li> <li>● Projective Techniques: Nature and Rationale</li> <li>● 1921: Hermann Rorschach - Rorschach Inkblot Test</li> <li>● 1935: Henry A. Murray and Christiana D. Morgan - Thematic Apperception Test (TAT)</li> <li>● 1938: Lauretta Bender - Bender Visual-Motor Gestalt Test</li> <li>● 1948: John N. Buck - House-Tree-Person (HTP) Test</li> <li>● 1949: Karen Machover - Draw-A-Person Test</li> <li>● 1950s: Wayne H. Holtzman - Holtzman Inkblot Technique</li> </ul>	12	0	12

	<p><b>Unit 5: Applications and Future Directions</b></p> <p><b><u>Applications in Applied psychology:</u></b></p> <ul style="list-style-type: none"> <li>• Educational Applications: Placement, Identification of Learning Disabilities</li> <li>• Organisational Applications: Employee Selection, Career Counselling</li> <li>• Technological Advances: Computer-Based and Online Testing</li> <li>• Cultural and Diversity Considerations</li> <li>• Emerging Ethical Challenges</li> </ul> <p><b><u>Suggested Readings:</u></b></p> <ul style="list-style-type: none"> <li>• Rorschach, Hermann, 1884-1922. (1942). Psychodiagnostics, a diagnostic test based on perception, including Rorschach's paper, The application of the form interpretation test (published posthumously by Dr. Emil Oberholzer). Berne, Switzerland : New York, N. Y. :H. Huber; Grune &amp; Stratton inc.,</li> <li>• Murray, H. A. (1943). Thematic Apperception Test Manual. Harvard University Press.</li> <li>• Bellak, L., &amp; Bellak, S.</li> <li>• Machover, K. (1949). Personality Projection in the Drawing of the Human Figure: A Method of Personality Investigation. Charles C. Thomas.</li> <li>• Buck, J. N. (1948). The H-T-P Test. Western Psychological Services.</li> <li>• Holtzman, W. H., Thorpe, J. S., Swartz, J. D., &amp; Herron, E. W. (1961). Inkblot Perception and Personality: Holtzman Inkblot Technique. University of Texas Press.</li> <li>• Anastasi, A., &amp; Urbina, S. (1997). Psychological Testing. Prentice Hall.</li> <li>• Groth-Marnat, G. (2009). Handbook of Psychological Assessment. Wiley.</li> <li>• Kaplan, R. M., &amp; Saccuzzo, D. P. (2017). Psychological Testing: Principles, Applications, and Issues. Cengage Learning.</li> <li>• Cohen, R. J., Swerdlik, M. E., &amp; Sturman, E. D. (2013). Psychological Testing and Assessment: An Introduction to Tests and Measurement. McGrawHill.</li> </ul>	12	0	12
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Paper 2 (4 credits)	<b>(Course Code – BPSY-22)</b> <b>Organisational Behaviour</b>	<b>45</b>	<b>30</b>	<b>75</b>
(3 Lec + 1 Prac Credit)	<b>Unit 1: Introduction to Organisational and Industrial Psychology</b> I/O Psychology: Definition, scope & historical, development ,Contemporary challenges for Organisational Psychology	<b>9</b>	<b>0</b>	<b>9</b>
	<b>Unit 2: Leadership, Communication and Work</b> Teams, Leadership: Definition, leadership vs management , Theoretical approaches to leadership, Communication: process, types of organisational communication & barriers to effective communication, Conflict management Differences between groups and teams, types of teams, stages of group development & team building	<b>9</b>	<b>0</b>	<b>9</b>
	<b>Unit 3:</b> Organisational Structure and Culture, Organisational Structure: Definition, common organisational designs, Organisational Culture: Definition & types, brief about organisational climate, Organisational Change: forces of change, resistance to change & overcoming resistance	<b>9</b>	<b>0</b>	<b>9</b>
	<b>Unit 4:</b> Work Motivation and Job Satisfaction, Content theories of motivation, Process theories of motivation 4 hours, Job Satisfaction: antecedents & consequences	<b>9</b>	<b>0</b>	<b>9</b>



	<p><b>Unit 5:</b></p> <p>Human Resource Management, Recruitment &amp; selection: Job analysis, sources, methods of recruitment and selection,</p> <p>Performance Appraisal: process and methods, Human Resource Development, Concept of work life balance &amp; physical working conditions</p> <p><b>Practical:</b></p> <ol style="list-style-type: none"> <li>1. Administration and interpretation of Organizational Role Stress Scale</li> <li>2. Semi Structured Interview to know the work life balance of the employee of an organization</li> <li>3. Administration and interpretation of the Optimism Scale</li> <li>4. Intrinsic Extrinsic Motivation: Agrawal, K.G. (1988). Manual for Work Motivation Questionnaire. Agra : National Psychological Corporation.</li> <li>5. Emotional Intelligence: Hyde, A., Pete, S. &amp; Dear, U. (2002). Manual for Emotional Intelligence Scale (EIS). Vedanta Publication. Lucknow.</li> <li>6. Career Maturity: a.) Crites, J.O. (1973a). Administration and Use Manual: Career Maturity Inventory. Monterey: McGraw- Hill b.) Crites, J.O. (1973b). Theory and Research Handbook: Career Maturity Inventory. Monterey: McGraw-Hill</li> <li>7. Entrepreneurship- Semi-structured Interview and compared with Entrepreneurship Scale a.) Vijaya, V., &amp; Kamalabhan, T.J. (1998). A scale to assess entrepreneurship motivation. The Journal of Entrepreneurship, VII-2</li> </ol>	9	30	39
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Paper 3 (3 credits)	<b>(Course Code – BPSY-23) Cognitive Psychology</b>	<b>30</b>	<b>30</b>	<b>60</b>
(2 Lec + 1 Prac Credit)	<b>Unit 1:</b> Introduction – Definition, History and Branches of Cognitive Psychology – Theories of Intelligence.	<b>6</b>	<b>0</b>	<b>6</b>
	<b>Unit 2:</b> Attention, Perception and Consciousness <ul style="list-style-type: none"> <li>• Nature and Definition of Attention, Perception and Consciousness</li> <li>• Preconscious Processing</li> <li>• Selective and Divided Attention</li> <li>• Theories of attention</li> <li>• Filter Theory, Attenuation Theory, Late Selection Theory, Multimode Theory</li> <li>• Theories of Perception</li> <li>• Top Down Vs. Bottom-Up Process</li> <li>• Gestalt Approach to Perception</li> <li>• Disruptions of Perception</li> <li>• Consciousness of Complex Mental Processes.</li> </ul>	<b>6</b>	<b>0</b>	<b>6</b>
	<b>Unit 3:</b> <b>Memory and Language</b> <ul style="list-style-type: none"> <li>• Short Term Vs. Long Term Memory</li> <li>• Types of Long Term Memory</li> <li>• Encoding, Storage and Retrieval</li> <li>• Working Memory</li> <li>• Process of Forgetting</li> <li>• Memory Distortions</li> <li>• Reconstructive Retrieval</li> <li>• Recovered Memory</li> <li>• Memory Illusion</li> <li>• False Memory</li> <li>• Eyewitness Testimony</li> </ul> <b>Language</b> <ul style="list-style-type: none"> <li>• Defining Language</li> <li>• Origin of Language</li> <li>• Meaning, Structure and Use</li> <li>• Universal Language</li> <li>• Comprehension of Language.</li> </ul>	<b>6</b>	<b>0</b>	<b>6</b>

	<p><b>Unit 4:</b></p> <p><b>Problem Solving and Creativity</b></p> <ul style="list-style-type: none"> <li>• Types of Thinking</li> <li>• Well Defined and Ill-Defined Problems</li> <li>• Productive and Reproductive Problems</li> <li>• Model of Problem Solving</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>• Stages of Creativity</li> <li>• Creativity Blocks</li> <li>• Sources of Creativity</li> <li>• Creative Production.</li> </ul>	6	0	6
	<p><b>Unit 5:</b></p> <p><b>Reasoning and Decision Making</b></p> <ul style="list-style-type: none"> <li>• Categorical Syllogism</li> <li>• Conditional Syllogism</li> <li>• Errors in Deductive Thinking</li> <li>• Theories of Deductive Reasoning</li> <li>• Syllogistic Reasoning, Syllogistic Forms</li> <li>• Common Errors</li> <li>• Conditional Reasoning</li> <li>• Inductive Reasoning</li> <li>• General Inductions</li> <li>• Specific Inductions</li> <li>• Types of Decisions</li> <li>• Types of Heuristics.</li> </ul> <p><b>Practical:</b></p> <ol style="list-style-type: none"> <li>1. Experiment on Signal Detection</li> <li>2. Memory- a) Effect of spaced and unspaced method of learning on memorization capacity of the subject b) Effect of retroactive inhibition on the memorization capacity of the subject</li> <li>3. Perception- To determine the rate of perceptual reversibility of the subject by using Human Profile/Flower Vase Card</li> <li>4. To study the effect of emotionally valent content on paired associate learning.</li> </ol>	6	30	36

Paper 4 (4 credits)	<b>(Course Code – BPSY-24) Introduction to Abnormal Psychology</b>	<b>30</b>	<b>60</b>	<b>90</b>
(2 Lec + 2 Prac Credit)	<b>Unit 1 : Introduction:</b> <ul style="list-style-type: none"> <li>Criteria of Abnormality</li> <li>Causal Factors – biological, psychological, psychosocial</li> <li>Classification systems</li> <li>Clinical Assessment</li> </ul>	<b>8</b>	<b>0</b>	<b>8</b>
	<b>Unit 2: Anxiety and Obsessive-Compulsive Disorders</b> (Clinical Picture and Dynamics): <ul style="list-style-type: none"> <li>Generalised Anxiety Disorder,</li> <li>Social anxiety disorder</li> <li>Specific phobias</li> <li>Agoraphobia</li> <li>Obsessive-Compulsive Disorder</li> </ul>	<b>8</b>	<b>0</b>	<b>8</b>
	<b>Unit 3: Depressive Disorder &amp; Bipolar Disorders</b> (Clinical Picture and Dynamics): <ul style="list-style-type: none"> <li>Major Depressive disorder</li> <li>Persistent Depressive disorder</li> <li>Bipolar I &amp; Bipolar II</li> <li>Cyclothymia</li> </ul>	<b>7</b>	<b>0</b>	<b>7</b>
	<b>Unit 4: Somatic Symptoms and Dissociative Disorders</b> (Clinical Picture only): <ul style="list-style-type: none"> <li>Somatic Symptom disorder</li> <li>Functional Neurological Disorder (Conversion)</li> <li>Dissociative Disorders</li> <li>Dissociative Amnesia &amp; Fugue</li> <li>Dissociative Identity Disorder</li> </ul>	<b>7</b>	<b>60</b>	<b>67</b>
	<b>Suggested Practical</b> <ol style="list-style-type: none"> <li>Visual Media and/or text analysis as an approach to understanding mental disorders</li> <li>Using the case study approach to understanding the clinical picture of mental disorders.</li> <li>Assessment of anxiety using any psychometric test.</li> </ol>			

	<p>4. Using Review of literature to understand anxiety disorders/depression/bipolar disorders.</p> <p>5. Assessment of depression using any psychometric test.</p> <p>6. Administration of Kundu's Neurotic Personality Inventory</p> <p>7. Administration of Beck's Depression Inventory</p> <p>8. Administration of Eysenck Personality Questionnaire</p> <p>9. Administration of General Health Questionnaire (GHQ)– 28</p> <p>10. Psychiatric Morbidity: General Health Questionnaire 28: a.) Goldberg, D.P., Hiller, V.E. (1979). A scaled version of the General Health Questionnaire. Psychological Medicine, 9, 136-146. b.) Goldberg, H., &amp; Williams, P. (1988). The user's guide to the general health questionnaire. Windsor : NFER- Nelson Publishing Co.</p> <p>11. Aggression: State Trait Anger Expression Inventory- a.) Spielberger, C. D. (1996, February ). State-Trait Anger Expression Inventory. Professional Manual. Centre for Research in Behavioural Medicine and Health Psychology. University of South Florida. Tampa, Florida. b. Spielberger, C. D. (1996). State-Trait Anger Expression Inventory. PAR Psychological Assessment Resources, Inc.</p> <p><b>Essential readings</b></p> <ul style="list-style-type: none"> <li>● Barlow H. &amp; Durand V. Mark (2014). Abnormal Psychology: An Integrative Approach. Delhi: Cengage Learning India.</li> <li>● Brewer, K. (2001). Clinical Psychology. Oxford: Heinemann Educational Publishers</li> <li>● Carson, R.C., Butcher, J.N., Mineka, S. &amp; Hooley, J.M. (2017). Abnormal Psychology. (17th Edn) New Delhi: Pearson.</li> <li>● Comer, R.J. and Comer, J.S. (2021). Abnormal Psychology (11th Ed.). New York, Macmillan International.</li> </ul>			
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	<ul style="list-style-type: none"> <li>• Diagnostic &amp; Statistical Manual of Mental Disorders (2022). American Psychiatric Association (5th Ed. Text Revision). American Psychiatric Publishing.</li> <li>• Kring, A.M., Johnson, S.L., Davison, G.C. &amp; Neale, J.M. (2014). Abnormal Psychology (12th Ed). New Jersey: John Wiley &amp; Sons.</li> <li>• Whitbourne, S.K. (2020). Abnormal Psychology: Clinical Perspectives on Psychological Disorders (9th Edition). India: McGraw Hill Education (India) Pvt Ltd.</li> </ul>			
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Paper 5 (4 credits)	<b>(Course Code – BPSY-25) Inclusiveness and diversity in Indian Context</b>	<b>45</b>	<b>30</b>	<b>75</b>
(3 Lec + 1 Prac Credit)	<b>Unit 1: Understanding Inclusion and Diversity</b> <ul style="list-style-type: none"> <li>Definitions and key concepts</li> <li>Importance of inclusion and diversity</li> <li>Theoretical frameworks and models</li> <li>Global perspectives on diversity and inclusion</li> </ul>	<b>9</b>	<b>0</b>	<b>9</b>
	<b>Unit 2: Diversity in the Indian Context</b> <ul style="list-style-type: none"> <li>Historical overview of diversity in India</li> <li>Cultural diversity: Languages, religions, and ethnicities</li> <li>Social stratification: Caste, class, and gender</li> <li>Regional diversity: Urban vs. rural, north vs. south, etc.</li> </ul>	<b>9</b>	<b>0</b>	<b>9</b>
	<b>Unit 3: Legal and Policy Framework</b> <ul style="list-style-type: none"> <li>Indian Constitution and legal provisions for inclusion</li> <li>Article 14, 19 and 21</li> <li>Key policies and legislation promoting diversity and inclusion</li> <li>Government and non-governmental initiatives</li> <li>Case studies of successful implementation</li> </ul>	<b>9</b>	<b>0</b>	<b>9</b>
	<b>Unit 4: Challenges to Inclusion in India</b> <ul style="list-style-type: none"> <li>Social and cultural barriers</li> <li>Economic disparities and access to resources</li> <li>Discrimination and bias in various sectors</li> <li>Addressing intersectionality in inclusion efforts</li> </ul>	<b>9</b>	<b>0</b>	<b>9</b>

	<p><b>Unit 5: Strategies for Promoting Inclusion and Diversity</b></p> <ul style="list-style-type: none"> <li>• Best practices for fostering inclusive environments</li> <li>• Inclusive education: Policies and practices</li> <li>• Workplace diversity and inclusion strategies</li> <li>• Community-based approaches to inclusion</li> <li>• Role of media and technology in promoting diversity</li> </ul> <p><b>Practicum:</b></p> <ol style="list-style-type: none"> <li>1. Case Study Analysis: Analyse real-life examples of diversity and inclusion initiatives in India.</li> <li>2. Identify key factors contributing to the success or failure of these initiatives.</li> <li>3. Choose a case study from government, corporate, or NGO sectors.</li> <li>4. Semi structured interview of people from different ethnic background on gender role attitude.</li> <li>5. Bogardus Social Distance Scale on Ethnic Issues</li> </ol> <p><b>Reference books:</b></p> <p>Gupta, D. (2000). Interrogating Caste: Understanding Hierarchy &amp; Difference in Indian Society. Penguin Books.</p> <p>Nambissan, G. B., &amp; Sedwal, M. (2002). Education for All: The Situation of Dalit Children in India. UNICEF.</p> <p>Pal, M., &amp; Patri, A. (2010). Inclusion in Schools: Policies and Practices. National Council of Educational Research and Training (NCERT).</p> <p>Sukhadeo, T. (2009). Social Exclusion and Discrimination in India: A Sociological Approach. Oxford University Press.</p>	9	30	39
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Paper 6 (2 credits)	<b>(Course Code – BPSY-26) Community Behavioural Health Project:</b>	<b>0</b>	<b>30</b>	<b>30</b>
(2Project Credit)	<p>Students will do projects with the community where the concept of inclusiveness and diversity will be implemented, Psychological tools and questionnaires standardised on the Indian population should be used for assessments. The Indian assessments will be culturally fair to use on the diverse population of India.</p> <p>Develop a vernacular language questionnaire and standardise it, use and see the comparative results with other languages. This will help to understand the significance of using vernacular language in the behavioural health profession.</p>			



**Year 3: 42 (21 + 21) Credits**

**Semester 5: 21 Credits**

**19 Lec Credits (4+4+4+3+4+0) + 2 Project Credit (0+0+0+0+0+2)  
= 345 Hours (285 Lec Hours + 60 Project Hours )**

Paper 1 (4 credits)	<b>(Course Code – BPSY-27) Introduction to Neuropsychology</b>	<b>60</b>	<b>0</b>	<b>60</b>
(4 Lec Credit)	<b>Unit 1: Introduction</b> 1. Definition and Scope <ul style="list-style-type: none"> <li>Understanding neuropsychology and its relationship with psychology and neuroscience.</li> <li>Historical development and key milestones.</li> </ul> 2. Brain Structure and Function <ul style="list-style-type: none"> <li>Overview of the central nervous system.</li> <li>Functional anatomy of the brain: lobes, hemispheres, and key structures.</li> </ul> 3. Neuropsychological Assessment <ul style="list-style-type: none"> <li>Purpose and types of neuropsychological assessments.</li> <li>Commonly used neuropsychological tests.</li> </ul> 4. Ethical and Professional Issues <ul style="list-style-type: none"> <li>Ethical principles in neuropsychological practice.</li> <li>Professional conduct and responsibilities.</li> </ul>	<b>12</b>	<b>0</b>	<b>12</b>

	<p><b>Unit 2: Neuroanatomy and Brain Function</b></p> <ol style="list-style-type: none"> <li>Detailed Brain Anatomy <ul style="list-style-type: none"> <li>Detailed study of brain regions: frontal, parietal, temporal, and occipital lobes.</li> <li>Subcortical structures: basal ganglia, thalamus, hypothalamus.</li> </ul> </li> <li>Neurotransmitters and Neural Pathways <ul style="list-style-type: none"> <li>Key neurotransmitters and their functions.</li> <li>Major neural pathways and their roles.</li> </ul> </li> <li>Brain Imaging Techniques <ul style="list-style-type: none"> <li>Overview of brain imaging techniques: MRI, fMRI, PET, CT.</li> <li>Applications of imaging techniques in neuropsychology.</li> </ul> </li> <li>Functional Neuroanatomy <ul style="list-style-type: none"> <li>Understanding brain-behaviour relationships.</li> <li>Case studies illustrating functional neuroanatomy.</li> </ul> </li> </ol> <p><b>Unit 3: Cognitive Functions and Brain Areas</b></p> <ol style="list-style-type: none"> <li>Memory and the Brain <ul style="list-style-type: none"> <li>Types of memory: short-term, long-term, working memory.</li> <li>Brain regions involved in memory processing.</li> </ul> </li> <li>Language and the Brain <ul style="list-style-type: none"> <li>Neural basis of language: Broca's and Wernicke's areas.</li> <li>Language disorders and their neuropsychological implications.</li> </ul> </li> <li>Attention and Executive Functions <ul style="list-style-type: none"> <li>Brain regions involved in attention and executive functions.</li> <li>Disorders of attention and executive function.</li> </ul> </li> <li>Perception and Sensory Processing <ul style="list-style-type: none"> <li>Neural mechanisms of perception and sensory processing.</li> <li>Visual and auditory processing pathways.</li> </ul> </li> </ol>	12	0	12
		12	0	12

	<p><b>Unit 4: Neuropsychological Disorders</b></p> <ol style="list-style-type: none"> <li>1. Traumatic Brain Injury (TBI) <ul style="list-style-type: none"> <li>• Mechanisms and consequences of TBI.</li> <li>• Neuropsychological assessment and rehabilitation of TBI.</li> </ul> </li> <li>2. Stroke and Cerebrovascular Disorders <ul style="list-style-type: none"> <li>• Types and effects of strokes.</li> <li>• Neuropsychological impact and rehabilitation strategies.</li> </ul> </li> <li>3. Neurodegenerative Disorders <ul style="list-style-type: none"> <li>• Overview of disorders: Alzheimer's, Parkinson's, Huntington's.</li> <li>• Neuropsychological assessment and intervention.</li> </ul> </li> <li>4. Psychiatric Disorders with Neuropsychological Components <ul style="list-style-type: none"> <li>• Schizophrenia, depression, and anxiety.</li> <li>• Neuropsychological aspects and cognitive implications.</li> </ul> </li> </ol>	12	0	12
	<p><b>Unit 5: Neuropsychological Rehabilitation</b></p> <ol style="list-style-type: none"> <li>1. Principles of Neuropsychological Rehabilitation <ul style="list-style-type: none"> <li>• Overview of rehabilitation principles and strategies.</li> <li>• Goals and outcomes of neuropsychological rehabilitation.</li> </ul> </li> <li>2. Cognitive Rehabilitation Techniques <ul style="list-style-type: none"> <li>• Techniques for memory, attention, and executive function rehabilitation.</li> <li>• Evidence-based practices in cognitive rehabilitation.</li> </ul> </li> <li>3. Behavioural and Emotional Rehabilitation <ul style="list-style-type: none"> <li>• Addressing behavioural and emotional changes post-brain injury.</li> <li>• Strategies for emotional regulation and behavioural modification.</li> </ul> </li> </ol>	12	0	12



	<p>4. Case Studies and Practical Applications</p> <ul style="list-style-type: none"> <li>• Analysis of rehabilitation case studies.</li> <li>• Practical exercises in developing rehabilitation plans.</li> </ul> <p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>• Brain at Work: Neuro-experiential Perspectives by CR Mukundan (January, 2014).</li> <li>• Ciccarelli White by Saundra K. Ciccarelli (Gulf Coast State College) J. Noland White (Georgia College)</li> </ul>			
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Paper 2 (4 credits)	<b>(Course Code – BPSY-28) Evolutionary Psychology</b>	<b>60</b>	<b>0</b>	<b>60</b>
(4 Lec Credit)	<b>Unit 1: Foundations of Evolutionary Psychology</b> 1. Conceptual Foundations of Evolutionary Psychology <ul style="list-style-type: none"> <li>• Introduction to evolutionary principles</li> <li>• Natural selection and adaptation</li> <li>• Basics of evolutionary theory and its application to psychology</li> </ul> 2. Life History Theory and Evolutionary Psychology <ul style="list-style-type: none"> <li>• Understanding life history strategies</li> <li>• Trade-offs in survival and reproduction</li> </ul> 3. Domain Specificity and Intuitive Ontology <ul style="list-style-type: none"> <li>• The modular mind concept</li> <li>• Evolutionary adaptations and their domains</li> </ul> <b>Unit 2: Survival and Adaptation</b> 1. Locating Places <ul style="list-style-type: none"> <li>• Cognitive maps and navigation</li> <li>• Evolutionary significance of spatial abilities</li> </ul> 2. Adaptations to Predators and Prey <ul style="list-style-type: none"> <li>• Fight or flight response</li> <li>• Predator avoidance and prey detection mechanisms</li> </ul> 3. Adaptations to Dangers from Humans <ul style="list-style-type: none"> <li>• Intraspecies aggression</li> <li>• Social threats and conflict resolution</li> </ul>	12	0	12
		12	0	12

	<p><b>Unit 3: Mating and Reproduction</b></p> <ol style="list-style-type: none"> <li>1. Fundamentals of Human Mating Strategies <ul style="list-style-type: none"> <li>• Short-term vs. long-term mating strategies</li> <li>• Sexual selection and mate choice</li> </ul> </li> <li>2. Physical Attractiveness in Adaptationist Perspective <ul style="list-style-type: none"> <li>• Evolutionary standards of beauty</li> <li>• Role of physical traits in mate selection</li> </ul> </li> <li>3. Commitment, Love, and Mate Retention <ul style="list-style-type: none"> <li>• Evolutionary perspectives on love and attachment</li> <li>• Strategies for mate retention and relationship maintenance</li> </ul> </li> </ol> <p><b>Unit 4: Parenting, Kinship, and Social Behaviour</b></p> <ol style="list-style-type: none"> <li>1. Cooperation and Conflict among Kin <ul style="list-style-type: none"> <li>• Kin selection and inclusive fitness</li> <li>• Family dynamics and evolutionary conflict</li> </ul> </li> <li>2. Parental Investment and Parent-Offspring Conflict <ul style="list-style-type: none"> <li>• Theories of parental investment</li> <li>• Conflicts arising from differing reproductive interests</li> </ul> </li> <li>3. Managing Ingroup and Outgroup Relationships <ul style="list-style-type: none"> <li>• Evolutionary roots of group behaviour</li> <li>• Mechanisms for ingroup favouritism and outgroup prejudice</li> </ul> </li> </ol> <p><b>Unit 5: Evolution of Traditional Disciplines and Applications</b></p> <ol style="list-style-type: none"> <li>1. Evolutionary Cognitive Psychology <ul style="list-style-type: none"> <li>• Evolutionary explanations for cognitive processes</li> <li>• Memory, perception, and decision-making</li> </ul> </li> </ol>	12	0	12
		12	0	12
		12	0	12

	<p>2. Evolutionary Social Psychology</p> <ul style="list-style-type: none"> <li>• Social behaviours through an evolutionary lens</li> <li>• Group dynamics, cooperation, and competition</li> </ul> <p>3. Evolutionary Psychology and Mental Health</p> <ul style="list-style-type: none"> <li>• Evolutionary perspectives on mental disorders</li> <li>• Adaptive and maladaptive psychological traits</li> </ul> <p>4. Applications of Evolutionary Psychology to Other Disciplines</p> <ul style="list-style-type: none"> <li>• Literature and storytelling</li> <li>• Legal systems and justice</li> </ul> <p><b>Suggestive Readings-</b></p> <p>Pinker, S. (1997). <i>How the mind works</i>. W. W. Norton &amp; Company.</p> <p>Barkow, J. H., Cosmides, L., &amp; Tooby, J. (Eds.). (1992). <i>The adapted mind: Evolutionary psychology and the generation of culture</i>. Oxford University Press.</p> <p>Tooby, J., &amp; Cosmides, L. (1992). The psychological foundations of culture. In J. H. Barkow, L. Cosmides, &amp; J. Tooby (Eds.), <i>The adapted mind: Evolutionary psychology and the generation of culture</i> (pp. 19-136). Oxford University Press.</p> <p>Symons, D. (1979). <i>The evolution of human sexuality</i>. Oxford University Press.</p> <p>Dawkins, R. (1976). <i>The selfish gene</i>. Oxford University Press.</p> <p>Williams, G. C. (1966). <i>Adaptation and natural selection: A critique of some current evolutionary thought</i>. Princeton University Press.</p>			
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Paper 3 (4 credits)	<b>(Course Code – BPSY-29) Counselling Psychology and Psychotherapy II</b>	<b>60</b>	<b>0</b>	<b>60</b>
(4 Lec Credits)	<b>Unit 1: Introduction to Counselling Psychology and Psychotherapy</b> <b>1. Definition and Scope</b> <ul style="list-style-type: none"> <li>Understanding counselling psychology and psychotherapy.</li> <li>Historical development and key concepts.</li> </ul> <b>2. Major Theoretical Approaches</b> <ul style="list-style-type: none"> <li>Overview of psychodynamic, humanistic, and cognitive-behavioural approaches.</li> <li>Key figures and their contributions.</li> </ul> <b>3. Ethical and Professional Issues</b> <ul style="list-style-type: none"> <li>Ethical principles and guidelines in counselling and psychotherapy.</li> <li>Professional conduct and boundaries.</li> </ul> <b>4. The Therapeutic Relationship</b> <ul style="list-style-type: none"> <li>Importance of the therapeutic alliance.</li> <li>Factors influencing the therapeutic relationship.</li> </ul>	<b>12</b>	<b>0</b>	<b>12</b>
	<b>Unit 2: Psychodynamic Approaches</b> <b>1. Foundations of Psychodynamic Therapy</b> <ul style="list-style-type: none"> <li>Historical background and development.</li> <li>Key concepts: unconscious, transference, countertransference, defense mechanisms.</li> </ul> <b>2. Techniques and Interventions</b> <ul style="list-style-type: none"> <li>Free association, dream analysis, and interpretation.</li> <li>The role of the therapist in psychodynamic therapy.</li> </ul> <b>3. Applications and Effectiveness</b> <ul style="list-style-type: none"> <li>Areas of application: anxiety, depression, personality disorders.</li> <li>Research evidence supporting psychodynamic approaches.</li> </ul>	<b>12</b>	<b>0</b>	<b>12</b>

	<p><b>Unit 3: Humanistic Approaches</b></p> <p>1. Foundations of Humanistic Therapy</p> <ul style="list-style-type: none"> <li>• Historical background and development.</li> <li>• Key concepts: self-actualization, unconditional positive regard, empathy, congruence.</li> </ul> <p>2. Techniques and Interventions</p> <ul style="list-style-type: none"> <li>• Client-centered therapy, Gestalt therapy, and existential therapy.</li> <li>• The role of the therapist in humanistic therapy.</li> </ul> <p>3. Applications and Effectiveness</p> <ul style="list-style-type: none"> <li>• Areas of application: personal growth, relationship issues, self-esteem.</li> <li>• Research evidence supporting humanistic approaches.</li> </ul>	12	0	12
	<p><b>Unit 4: Cognitive-Behavioural Approaches</b></p> <p>1. Foundations of Cognitive-Behavioural Therapy (CBT)</p> <ul style="list-style-type: none"> <li>• Historical background and development.</li> <li>• Key concepts: cognitive restructuring, behavioural activation, exposure therapy.</li> </ul> <p>2. Techniques and Interventions</p> <ul style="list-style-type: none"> <li>• Cognitive restructuring, exposure therapy, behavioural experiments.</li> <li>• The role of the therapist in CBT.</li> </ul> <p>3. Applications and Effectiveness</p> <ul style="list-style-type: none"> <li>• Areas of application: anxiety disorders, depression, PTSD.</li> <li>• Research evidence supporting CBT approaches.</li> </ul>	12	0	12



	<p><b>Unit 5: Basic Skills in Counselling</b></p> <p><b>1. Basic Communication Skills:</b></p> <ul style="list-style-type: none"> <li>● Integrating micro &amp; macro skills with Theory.</li> </ul> <p><b>2. Empathetic responding skills:</b></p> <ul style="list-style-type: none"> <li>● soft skills versus hard skills in counselling and therapy</li> <li>● difficulty opening up</li> <li>● empathy</li> <li>● level one case conceptualization</li> <li>● seven basic empathy skills.</li> </ul> <p><b>3. Clinical assessment skills: assessment in counselling and therapy;</b></p> <ul style="list-style-type: none"> <li>● First assessment skills: probing questions; principles;</li> <li>● Second assessment: focusing hone in on a specific area;</li> <li>● Third assessment skills: clarifying statement.</li> </ul> <p><b>5. Influencing Skills: Heighten client's awareness with influencing skills; second-level case conceptualization</b></p> <p><b><u>Suggested Readings:</u></b>  Mei-whei Chen and Nan J. Gibling (2018). Individual counselling skills and therapy skills and techniques, Third Edition, Routledge, Taylor &amp; Francis publication.  Ivey, Allen E. &amp; Ivey, Mary B. (2007). Intentional Interviewing and Counselling. Thomson: Brooks/Cole. Evans,</p>	12	0	12
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Paper 4 (3 credits)	<b>(Course Code – BPSY-30) Human and professional Values and Ethics</b>	<b>45</b>	<b>0</b>	<b>45</b>
(3 Lec Credits)	<p>Ethics and Skills of Behavioural Health Professional (options: Forensic and police psychology)</p> <p><b>Unit 1: Culture and Behaviour</b>            Culture and development of self. Diverse identities. Cultural and cross-cultural psychology: Diversity in socialisation: Individualistic vs. collectivistic culture, Indigenous psychologies, Integrating culture in psychology. Indian psyche, identity and culture- Classic works by Sudhir Kakar, Ashis Nandy, Girindra Sekhar Bose, U Vindhya and Bhargavi Davar. Contributions of Durganand Sinha, Girishwar Misra, T S Saraswathy, Ajit K Dalal Culture, personality and psychopathology, Traditional healing methods, Cross- cultural aspects of coping, Acculturation and mental health, Childhood disability in the sociocultural context, Cultural bias, discrimination, marginalisation.</p> <p><b>Unit 2: Psychology and Social Issues</b>            Mental health- early considerations, conflicts between medical and psychological models, criticism against DSM classification (Rosenhan &amp; Rachel Cooper), Status of mental health in India. Forms of violence- Communal riots, genocide, terrorism. Psychological treatment for victims, Issues of gender (including LGBTQI+) – Gender discrimination and gender based violence. Globalisation and diverse population (gender, religion, caste, class, language), Migration and mental health, Poverty and deprivation Psychology and societal development Social justice and human rights, Oppression and empowerment.</p>	<b>9</b>	<b>0</b>	<b>9</b>

	<p><b>Unit 3: Emerging Areas in Psychology</b></p> <p>Indian school of psychology, decolonising Behavioural Health, Basic Psychology, Applied psychology: The legacy of functionalism. Towards a practical psychology: Applying psychology in everyday life Scope and popularity of Psychology in today's society- Technology, Research, Health care, Advocacy, Social justice. scientific method to applied technology and monocultural to cross-cultural psychology.</p> <p>Changing gender composition in Psychology. Social factors undermining health – environmental stressors and psychological interventions, integrated health training; Psychological interventions applied to environmental issues - global climate change; Peace psychology - Violence, conflict resolution at macro level, role of media in conflict resolution;</p> <p>Interdisciplinary areas- Psychology and law, Behavioural economics.</p> <p>Creating healthy work environments- role of Behavioural health professional s; Human factors and ergonomics, Psychology and technology interface: Digital learning, Digital etiquette, Cyber bullying, Cyber pornography. Parental mediation of Digital Usage.</p>	9	0	9
	<p><b>Unit 4: Becoming A Skilful Behavioural health professional</b></p> <p>Scientist-practitioner model in psychology. Boulder model of learning psychology. Roles and skills - Behavioural health professional as counsellor, manager, researcher, theoretician and agent for change.</p>	9	0	9

	<p>Employer valued skills - APA guidelines for the skilful psychology student (2018), Factors that influence the promoting or firing of new college hires Developing skill-based careers in psychology.</p> <p><b>Unit 5: Ethical code of conduct of Behavioural health professional</b></p> <p>Ethical and social responsibility in a diverse world- Truth, politics and an ethical-political psychology. Ethics in psychology- threat of Eugenics, violations in experimental research (Solomon Ash &amp; Stanley Milgram), Rules and regulations. General principles of code of conduct- Beneficence and Nonmaleficence, Fidelity and Responsibility, Integrity, Justice, Respect for People's Rights and Dignity.</p>	9	0	9
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Paper 5 (4 credits)	<b>(Course Code – BPSY-31) Critical Thinking and Problem Solving</b>	<b>60</b>	<b>0</b>	<b>60</b>
(4 Lec Credits)	<b>Unit 1: Introduction to Critical Thinking</b> <b>1. Definition and Importance of Critical Thinking</b> <ul style="list-style-type: none"> <li>Understanding what critical thinking entails.</li> <li>Historical development and significance in psychology and other fields.</li> </ul> <b>2. Cognitive Processes Involved in Critical Thinking</b> <ul style="list-style-type: none"> <li>Key cognitive functions: analysis, evaluation, inference, and reasoning.</li> <li>How these processes interact to enhance critical thinking.</li> </ul> <b>3. Barriers to Critical Thinking</b> <ul style="list-style-type: none"> <li>Identifying common obstacles such as emotional reasoning, overgeneralization, and confirmation bias.</li> <li>Strategies to overcome these barriers.</li> </ul> <b>4. The Role of Psychology in Critical Thinking</b> <ul style="list-style-type: none"> <li>Psychological theories and research supporting critical thinking.</li> <li>Application in various psychological subfields.</li> </ul>	<b>12</b>	<b>0</b>	<b>12</b>
	<b>Unit 2: Cognitive Biases and Logical Fallacies</b> <b>1. Common Cognitive Biases (Confirmation Bias, Anchoring, etc.)</b> <ul style="list-style-type: none"> <li>Detailed examination of various biases: confirmation bias, anchoring, availability heuristic, etc.</li> <li>Psychological mechanisms behind these biases.</li> </ul>	<b>12</b>	<b>0</b>	<b>12</b>

	<p>2. Types of Logical Fallacies (Ad Hominem, Straw Man, etc.)</p> <ul style="list-style-type: none"> <li>• Definitions and examples of common logical fallacies.</li> <li>• The impact of these fallacies in argumentation and reasoning.</li> </ul> <p>3. The Impact of Biases and Fallacies on Decision Making</p> <ul style="list-style-type: none"> <li>• Case studies illustrating the effects of biases and fallacies on everyday decisions.</li> <li>• The role of cognitive psychology in understanding these effects.</li> </ul> <p>4. Techniques to Mitigate Cognitive Biases</p> <ul style="list-style-type: none"> <li>• Cognitive debiasing strategies.</li> <li>• Practical exercises to recognize and counteract biases.</li> </ul>			
	<p><b>Unit 3: Problem-Solving Techniques</b></p> <p>1. Problem-Solving Models (e.g., IDEAL, PDCA)</p> <ul style="list-style-type: none"> <li>• Introduction to structured problem-solving frameworks.</li> <li>• Case studies on the application of these models.</li> </ul> <p>2. Creative Thinking vs. Critical Thinking in Problem Solving</p> <ul style="list-style-type: none"> <li>• Differences and interplay between creative and critical thinking.</li> <li>• Techniques to foster both types of thinking in problem-solving contexts.</li> </ul> <p>3. Heuristics and Algorithms</p> <ul style="list-style-type: none"> <li>• Definitions and examples of heuristics and algorithms.</li> <li>• Advantages and limitations in problem-solving situations.</li> </ul> <p>4. The Role of Emotion and Intuition in Problem Solving</p> <ul style="list-style-type: none"> <li>• How emotions and intuition influence problem-solving.</li> <li>• Balancing emotional and rational approaches.</li> </ul>	12	0	12



	<p><b>Unit 4: Decision Making and Judgment</b></p> <p><b>1. Decision-Making Models (Rational, Bounded Rationality, etc.)</b></p> <ul style="list-style-type: none"> <li>• Comparison of different decision-making models.</li> <li>• Application in various psychological contexts.</li> </ul> <p><b>2. The Psychology of Judgment and Decision Making</b></p> <ul style="list-style-type: none"> <li>• Psychological theories of judgement.</li> <li>• How people make judgments under uncertainty.</li> </ul> <p><b>3. Group Decision Making and Dynamics</b></p> <ul style="list-style-type: none"> <li>• The influence of group dynamics on decision-making processes.</li> <li>• Techniques to improve group decision making.</li> </ul> <p><b>4. Ethical Considerations in Decision Making</b></p> <ul style="list-style-type: none"> <li>• Ethical dilemmas and their impact on decision making.</li> <li>• Frameworks for ethical decision making in psychology.</li> </ul>	12	0	12
	<p><b>Unit 5: Applying Critical Thinking and Problem Solving in Psychology</b></p> <p><b>1. Critical Thinking in Psychological Research</b></p> <ul style="list-style-type: none"> <li>• Role of critical thinking in designing and interpreting research.</li> <li>• Evaluating the validity and reliability of research findings.</li> </ul> <p><b>2. Role in Organisational Psychology</b></p> <ul style="list-style-type: none"> <li>• Importance of critical thinking in organisational decision making.</li> <li>• Examples from human resources, management, and organisational behaviour.</li> </ul>	12	0	12

	<p>3. Critical Thinking in Everyday Life</p> <ul style="list-style-type: none"> <li>• Applying critical thinking skills to personal and professional life.</li> <li>• Strategies to cultivate a habit of critical thinking.</li> </ul> <p><b>Suggested Readings:</b></p> <p>Ciccarelli White by Saundra K. Ciccarelli (Gulf Coast State College) &amp; J. Noland White (Georgia College)</p> <p>Psychology The Science of Mind and Behavior by Michael W. (Passer University of Washington) &amp; Ronald E. Smith (University of Washington)</p> <p>Psychology Indian Subcontinent Edition 7<sup>th</sup> edition by Robert A. Baron (Rensselaer Polytechnic Institute) &amp; Girishwar Mishra (University of Delhi)</p>			
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<p>Paper 6 (2 credits)</p> <p>(2 Project Credit)</p>	<p align="center"><b>(Course Code – BPSY-32)</b> <b>Practicum/Observership (Developing Observation Skills )</b></p> <p><b>Practicum Project 1: Behavioral Observation in Educational Settings</b> <b>Project Description:</b> This practicum project focuses on developing observational skills by placing students in educational settings such as schools or after-school programs. Students will observe and record the behaviors, interactions, and environmental factors that influence student behavior and learning.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To develop skills in systematic observation and recording of behavior</li> <li>2. To understand the influence of the educational environment on student behavior</li> <li>3. To analyze interactions between students and teachers, and among students</li> <li>4. To identify behavioral patterns and possible interventions</li> </ol> <p><b>Components:</b> <b>Orientation and Training:</b></p> <ol style="list-style-type: none"> <li>1. Introduction to observational techniques and tools</li> <li>2. Ethics of observation in educational settings</li> <li>3. Training on using observation checklists and recording methods</li> </ol> <p><b>Observation Sessions:</b></p> <ol style="list-style-type: none"> <li>1. Conduct a minimum of 10 observation sessions (1 hour each) in different classroom settings</li> <li>2. Focus on different aspects such as student behavior, teacher-student interactions, and peer interactions</li> </ol>	<p align="center"><b>0</b></p>	<p align="center"><b>60</b></p>	<p align="center"><b>60</b></p>
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	<p><b>Documentation:</b></p> <ol style="list-style-type: none"> <li>1. Maintain a detailed observation journal for each session, including descriptive notes and reflections</li> <li>2. Use structured observation tools (e.g., checklists, rating scales) to quantify specific behaviors</li> </ol> <p><b>Analysis and Reporting:</b></p> <ol style="list-style-type: none"> <li>1. Analyze the collected data to identify patterns and themes</li> <li>2. Prepare a comprehensive report summarizing observations, findings, and possible implications for counselling interventions</li> </ol> <p><b>Supervision and Feedback:</b></p> <ol style="list-style-type: none"> <li>1. Regular meetings with a supervising faculty member to discuss observations and receive feedback</li> <li>2. Reflective sessions to discuss challenges and learning experiences</li> </ol> <p><b>Presentation:</b></p> <ol style="list-style-type: none"> <li>1. Present the findings and insights to peers and faculty in a seminar format</li> <li>2. Engage in discussions and receive constructive feedback</li> <li>3. Practicum Project 2: Observing Family Dynamics in Community Settings</li> </ol> <p><b>Project Description:</b> This practicum project aims to enhance students' observation skills by having them observe family interactions in community settings such as family counselling centers, community centers, or family events. Students will focus on understanding family dynamics and communication patterns.</p>			
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	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To develop skills in observing and understanding family interactions</li> <li>2. To recognize different family dynamics and communication styles</li> <li>3. To identify factors that influence family relationships and functioning</li> <li>4. To reflect on the implications of observations for counselling practice</li> </ol> <p><b>Components:</b></p> <p><b>Orientation and Training:</b></p> <ol style="list-style-type: none"> <li>1. Introduction to family systems theory and observational techniques</li> <li>2. Ethics of observing family interactions</li> <li>3. Training on using observation protocols and recording methods</li> </ol> <p><b>Observation Sessions:</b></p> <ol style="list-style-type: none"> <li>1. Conduct a minimum of 10 observation sessions (1 hour each) in different community settings</li> <li>2. Focus on various family interactions, including parent-child, sibling, and couple interactions</li> </ol> <p><b>Documentation:</b></p> <ol style="list-style-type: none"> <li>1. Maintain a detailed observation journal for each session, including descriptive notes and reflections</li> <li>2. Use structured observation tools (e.g., interaction analysis forms, communication checklists) to quantify specific behaviors</li> </ol> <p><b>Analysis and Reporting:</b></p> <ol style="list-style-type: none"> <li>1. Analyze the collected data to identify patterns and themes in family dynamics</li> <li>2. Prepare a comprehensive report summarizing observations, findings, and possible implications for counselling interventions</li> </ol>			
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	<p><b>Supervision and Feedback:</b></p> <ol style="list-style-type: none"> <li>1. Regular meetings with a supervising faculty member to discuss observations and receive feedback</li> <li>2. Reflective sessions to discuss challenges and learning experiences</li> </ol> <p><b>Presentation:</b></p> <p>Present the findings and insights to peers and faculty in a seminar format</p>			
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<p align="center"><b>Semester 6: 21 Credits</b></p> <p align="center"><b>15 Lec Credits (4+2+4+2+3+0) + 4 Prac Credit (0+2+0+2+0+0) + 2 Internship Credits (0+0+0+0+0+2)</b></p> <p align="center"><b>= 405 Hours (225 Lec Hours + 120 Prac Hours + 60 Internship Hours )</b></p>				
Paper 1 (4 credits)	<b>(Course Code – BPSY-33) Rehabilitation Psychology</b>	<b>60</b>	<b>0</b>	<b>60</b>
(4 Lec Credit)	<p><b>Unit 1: Introduction:</b>  Overview, Concept, Definition, Impairment, Disability, Handicap, Historical Development in Understanding Disability, Types of Causes of Impairment, Realms of Impairment, Theoretical Models of Disability – Charity, Welfare, Medical. Social, Cultural and Empowerment Models, Concept of Functional Capacity, Coping and Well-Being, Quality of Life and Functional Domains, Specific and Global Indicators of QoL, Cost and Incidence of Disability, Major National Reports and Surveys, Models of Disability, Emerging Trends and Challenges</p> <p><b>Unit 2: Disability Through Life Cycle:</b>  Specific Problems Pertaining to Each Stage of Life – Childhood, Adolescence, Young Adulthood, Middle Age, and Older Adulthood, and Adapting Strategies, Definition and Types of Hearing Impairment, Visual Impairment, Intellectual Disability, Neuro-muscular and Autism Spectrum Disorder, Specific Learning Disabilities/Difficulties, Deaf-Blindness, Locomotor Disabilities, Multiple Disabilities, Disability, Gender and Sexuality, Social Exclusion, Disability and Poverty, Empowerment of Individuals with Disability, Impact of Globalization</p>	12	0	12
		12	0	12

	<p><b>Unit 3: Disability and Rehabilitation:</b> Early Identification and Intervention, Concept and Need of Early Identification, Screening and Referral, Involvement of Parents and the Community, Role of Special Teacher/Educator in Early Intervention and Related Matters, Models of Early Intervention, Home Based and Centre Based, Inclusive Classrooms, Addressing Categorization and Labelling</p>	12	0	12
	<p><b>Unit 4: Identity and Ethics:</b> Documenting Disability – Problems of Certification, Issues of Access, Built and Psychological, Issues of Education and Employment, Family, Care, and Support Structures, Intimacy and Sexuality, Marriage, Companion Relationships, Legislative Approaches to Disability, Appreciating Heterogeneity of Different Disabilities, Contemporary Debates on Euthanasia and Prenatal Selection, Persons with Disabilities Act, Assistance, Concessions, Social Benefits and Support from Government, and Voluntary Organizations, Contemporary Challenges, Civil Rights and Legislation, Empowerment Issues</p>	12	0	12
	<p><b>Unit 5: Role of a Rehabilitation Psychologist</b> Role of psychologist in disability rehabilitation. Work settings of rehabilitation psychologists, Designing training programmes for rehabilitation psychologists. Understanding psychological needs of caregivers and working with families of persons with disabilities. Screening and early identification of persons with disabilities, Developmental Assessment. Psychological Assessment – Intellectual assessment, Assessment of Adaptive Behaviour.</p>	12	0	12

	<p><b>Suggested Readings:</b></p> <p>Text Book:</p> <ol style="list-style-type: none"> <li>1. Robert G. Frank, Mitchell Rosenthal, Bruce Caplan, (2009), Handbook of Rehabilitation Psychology, American Psychological Association, Washington, D.C., United States.</li> </ol> <p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Encyclopaedia of Disability and Rehabilitation, Arthur E. Dell Orto and Robert P. Marinelli (Eds.), MacMillan Reference Books, 1995</li> <li>2. Perspectives on Disability and Rehabilitation: Contesting Assumptions, Challenging Practice, Karen Whalley Hammell, Churchill Livingstone, 2006</li> <li>3. Status of Disability in India – 2012, Rehabilitation Council of India, New Delhi.</li> <li>3. The Persons of Persons with Disabilities Act, Ministry of Social Justice &amp; Empowerment Government of India, New Delhi, 2016</li> <li>4. Dell Orto, A. E., &amp; Marinelli, R. P. (Eds.) (1995). Encyclopaedia of disability and rehabilitation. NY: Simon &amp; Schuster Macmillan. Eisenberg, M. G., Glueckauf, R. L., &amp; Zaretsky, H. H. (Eds.) (1999). Medical aspects of disability: A handbook for the rehabilitation professional (2nd ed.). NY: Springer.</li> <li>5. Smart, J. (2012). Disability across the Developmental Life Span: For the rehabilitation counsellor. New York: Springer Publishing Company.</li> <li>6. Gawali, G. (2012). Vocational Rehabilitation of Persons with Disability: Psychosocial and Legal Perspectives (Ed.). Mumbai: Himalaya Publications.</li> </ol>			
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Paper 2 (4 credits)	<b>(Course Code – BPSY-34) Cognition and Experimental Psychology</b>	<b>30</b>	<b>60</b>	<b>90</b>
(2 Lec + 2 Prac Credit)	<b>Unit 1</b> Experimental Psychology: Meaning, Nature and History. Webers and Fechner's' Law. Experimental Method: Meaning and steps.	<b>8</b>	<b>0</b>	<b>8</b>
	<b>Unit 2</b> Sensation: Nature and Types. Psychophysics: Meaning, Problem and Methods.	<b>8</b>	<b>0</b>	<b>8</b>
	<b>Unit 3</b> Perception: Meaning, Nature, Organization of stimulus and Factors Affecting.Perception of Figure-ground, Form and Time.	<b>7</b>	<b>0</b>	<b>7</b>
	<b>Unit 4</b> Classical Conditioning: Meaning, Nature and Steps. Transfer of Learning: Meaning and Types. Reaction Time: Meaning and Types.	<b>7</b>	<b>0</b>	<b>7</b>
	<b>Unit 5</b> <b>Practicals</b> <ol style="list-style-type: none"> <li>1. Simple Reaction Time</li> <li>2. Transfer of Training</li> <li>3. Span of Attention</li> <li>4. Muller-Lyer Illusion</li> <li>5. Weber Law</li> <li>6. Intelligence Testing</li> <li>7. Perception of Time</li> <li>8. Figural After Effect</li> <li>9. Maze Learning</li> <li>10. Depth Perception</li> <li>11. Mapping of Colour Zones</li> <li>12. Determination of AL</li> <li>13. Determination of DL</li> </ol>	<b>0</b>	<b>60</b>	<b>60</b>

	<p>14. Study of Emotions (Facial Expression)</p> <p>15. Sound Localization</p> <p>16. Colour Mixture</p> <p>17. Colour Contrast</p> <p>18. Retinal Afterimage</p> <p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>● Anderson, D. C., &amp; Borkowski, J. G. (1978). <i>Experimental Psychology: Research Tactics and their applications</i>. Illinois: Scott foreman.</li> <li>● Chance. (1988). <i>Learning and Behaviour</i>. California: Wadsworth.</li> <li>● D'Amato, M. R. (1970). <i>Experimental Psychology: Methodology, Psychophysics, and Learning</i>. New Delhi, Tata Mc-Graw Hill Publishing Company.</li> <li>● Domjan, M. (2003). <i>The Principles of Learning and Behaviour</i>. California: Wadsworth.</li> <li>● Thomson. Flaherty, C. F., Hamilton, L. W., Gendelman, R. J., &amp; Spear, N. E. (1977). <i>Learning and Memory</i>. Chicago: Rand McNally.</li> <li>● Goldstein, E. R. (2007). <i>Psychology of Sensation and Perception</i>. New Delhi: Cengage Learning.</li> <li>● Kantowitz, B. H., Roediger, H. L., &amp; Elmes, D. G. (2014). <i>Experimental Psychology</i>. Cengage Learning.</li> <li>● Liberman, D. A. (1990). <i>Learning: Behaviour and Cognition</i>. California: Wadsworth</li> <li>● Riggs, L. A., Woodworth, R. S., Schlosberg, H., &amp; Kling, J. W. (1972). <i>Woodworth &amp; Schlosberg's Experimental Psychology</i>. London: Methuen.</li> <li>● Woodworth, R. S., &amp; Schlosberg, H. (1971). <i>Experimental Psychology</i>. New Delhi, Oxford and IBH.</li> </ul>			
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Paper 3 (4 credits)	<b>(Course Code – BPSY-35) Advance Research Methodology</b>	<b>60</b>	<b>0</b>	<b>60</b>
(4 Lec Credits)	<b>Unit 1: Advanced Research Designs</b> <ul style="list-style-type: none"> <li>Quasi-Experimental Designs</li> <li>Mixed-Methods Research</li> <li>Cross-Sectional and Longitudinal Designs</li> <li>Case Study Method</li> </ul>	<b>12</b>	<b>0</b>	<b>12</b>
	<b>Unit 2: Advanced Data Collection</b> <ul style="list-style-type: none"> <li>Advanced Survey Techniques: Online Surveys, Mobile Surveys</li> <li>Experimental Data Collection: Laboratory Experiments, Field Experiments</li> <li>Qualitative Data Collection: Focus Groups, In-Depth Interviews, Ethnography</li> <li>Content Analysis</li> </ul>	<b>12</b>	<b>0</b>	<b>12</b>
	<b>Unit 3: Advanced Statistical Analysis</b> <ul style="list-style-type: none"> <li>Inferential Statistics: Correlation and Regression Analysis</li> <li>ANOVA (Analysis of Variance) and MANOVA</li> <li>Chi-Square Tests</li> <li>Factor Analysis and Principal Component Analysis</li> <li>Introduction to Structural Equation Modelling (SEM)</li> </ul>	<b>12</b>	<b>0</b>	<b>12</b>
	<b>Unit 4: Data Analysis Tools and Software</b> <ul style="list-style-type: none"> <li>Advanced Use of SPSS: Data Entry, Data Cleaning, and Descriptive Statistics</li> <li>Introduction to R: Basics of R, Data Manipulation, and Visualization</li> <li>Using Excel for Data Analysis: Pivot Tables, Data Analysis Toolpak</li> <li>Introduction to Python for Data Analysis: Pandas, NumPy, Matplotlib</li> </ul>	<b>12</b>	<b>0</b>	<b>12</b>



	<p><b>Unit 5: Research Writing and Presentation</b></p> <ul style="list-style-type: none"> <li>• Writing Research Reports: Structure and Style</li> <li>• Understanding Plagiarism: Definition, Types (e.g., direct, mosaic, self-plagiarism), and Avoidance</li> <li>• Referencing and Citation Styles: APA, MLA, Chicago</li> <li>• Preparing Research Presentations: PowerPoint and Poster Presentations</li> <li>• Ethical Considerations in Reporting Research</li> <li>• Basics of Research Writing: Structure of a Research Paper, Writing Abstracts and Introductions</li> <li>• Research Writing: Literature Review, Methodology, Results, Discussion, and Conclusion</li> <li>• Literature Review: Purpose, Process, Writing Strategies, Tools like Zotero and Mendeley</li> </ul> <p><b>Suggested Reading:</b></p> <ul style="list-style-type: none"> <li>• Ranjit Kumar, (2014) Research Methodology - A step by step guide for Beginners, Fourth edition. Sage Texts, Sage publications India Pvt Ltd, New Delhi.</li> <li>• Sherri Jackson (2015) Research methods and Statistics, Krishnaswami,</li> <li>• O.R and Ranganathan (2008). Methodology of research in social sciences 2nd revised edition, Himalaya Books Pvt Ltd, Mumbai.</li> <li>• C R Kothari, Gaurav Garg (2014), Research Methodology - Methods and Techniques, Third edition, New Age International Private Ltd Publishers, New Delhi.</li> </ul>	12	0	12
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Paper 4 (4 credits)	<b>(Course Code – BPSY-36) Applied Behavioural Analysis</b>	<b>30</b>	<b>60</b>	<b>90</b>
(2 Lec + 2 Prac Credit)	<b>Unit 1:</b> Introduction to Applied Behavior Analysis <ul style="list-style-type: none"> <li>History and evolution of ABA</li> <li>Core principles and concepts</li> <li>Ethical considerations and professional conduct</li> </ul>	<b>6</b>	<b>0</b>	<b>6</b>
	<b>Unit 2:</b> Behavioural Assessment <ul style="list-style-type: none"> <li>Types of behavioural assessments</li> <li>Functional behaviour assessment (FBA)</li> <li>Data collection methods and tools</li> </ul>	<b>6</b>	<b>0</b>	<b>6</b>
	<b>Unit 3:</b> Behavior Measurement and Data Analysis <ul style="list-style-type: none"> <li>Defining and measuring behaviour</li> <li>Recording and graphing data</li> <li>Interpreting data for decision making</li> </ul>	<b>6</b>	<b>0</b>	<b>6</b>
	<b>Unit 4:</b> Behavioral Interventions and Strategies <ul style="list-style-type: none"> <li>Positive reinforcement and punishment</li> <li>Shaping, chaining, and task analysis</li> <li>Differential reinforcement</li> </ul>	<b>6</b>	<b>0</b>	<b>6</b>
	<b>Unit 5:</b> Designing and Implementing Behavior Intervention Plans (BIPs) <ul style="list-style-type: none"> <li>Components of effective BIPs</li> <li>Implementing and monitoring interventions</li> <li>Adjusting interventions based on data</li> <li>Cultural considerations in ABA</li> <li>Ethical issues and cultural sensitivity</li> </ul>	<b>6</b>	<b>0</b>	<b>6</b>

	<p><b>Practicum:</b></p> <p><b>Practicum 1: School-Based Intervention</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Conduct functional behaviour assessments (FBAs) in a school setting.</li> <li>• Develop and implement behaviour intervention plans (BIPs) for students with behavioural challenges.</li> <li>• Monitor and analyse the effectiveness of interventions.</li> </ul>	0	30	30
	<p><b>Practicum 2: Visual media Intervention</b></p> <ul style="list-style-type: none"> <li>• Analyse and interpret the behaviour of characters in visual media, movies, documentary or books using ABA principles.</li> <li>• Develop hypothetical behaviour intervention plans (BIPs) based on character behaviour.</li> <li>• Understand the portrayal of behavioural principles and interventions in media.</li> </ul> <p><b>Recommended Textbooks and Resources:</b></p> <ul style="list-style-type: none"> <li>• Cooper, J. O., Heron, T. E., &amp; Heward, W. L. (2020). Applied Behavior Analysis (3rd ed.). Pearson.</li> <li>• Miltenberger, R. G. (2015). Behaviour Modification: Principles and Procedures (6th ed.). Cengage Learning.</li> <li>• Sundberg, M. L., &amp; Partington, J. W. (1998). Teaching Language to Children with Autism or Other Developmental Disabilities. Behaviour Analysts, Inc.</li> </ul>	0	30	30

Paper 5 (3 credits)	<b>(Course Code – BPSY-37) Sports Psychology</b>	<b>45</b>	<b>0</b>	<b>45</b>
(3 Lec Credit)	<b>Unit 1 – Nature and definition of sport psychology</b> A brief history and development of sport psychology – Role of sports psychologists – Need and importance of sports psychology.	<b>9</b>	<b>0</b>	<b>9</b>
	<b>Unit 2 - Physical Activity and Mental Health</b> Exercise and cognitive functioning – exercise and reduction in anxiety and depression and increases in positive mood. – Exercise and stress reactivity.	<b>9</b>	<b>0</b>	<b>9</b>
	<b>Unit 3 - Attitudes to Sport</b> The nature of attitudes -Measuring attitudes - The formation of attitudes to sport - Attitudes to competition - Attitudes to sport and sporting behavior	<b>9</b>	<b>0</b>	<b>9</b>
	<b>Unit 4 - Skill acquisition and expertise</b> Definitions - Classifying abilities and skills - Two linked issues: the existence of super ability- and the nature–nurture debate in sport- Stages of skill acquisition -The information-processing approach to skills	<b>9</b>	<b>0</b>	<b>9</b>
	<b>Unit 5 – Effect of Drugs in sports</b> Prevalence, Etiology, and Interventions - Prevalence of Alcohol among athletes – Recreational drugs – Ergogenic drugs – Painkillers' drugs – Stimulants – Prevention and treatment.	<b>9</b>	<b>0</b>	<b>9</b>

	<p><b>Suggested Readings-</b></p> <ul style="list-style-type: none"> <li>• Matt Jarvis (2006). Sports Psychology –A student's Handbook, Routledge Publication.</li> <li>• D.F.Shaw, T.Gorely &amp; R.M. Corban (2005). Sports and Exercise Psychology, BIOS Publisher.</li> <li>• Gershon Tenenbaum and Robert C. Eklund. (2007). Handbook of Sports Psychology, John Wiley &amp; Sons, Inc.</li> <li>• Arnold LeUnes (2011). Introducing Sports Psychology – A practical Guide, Icon book Publication.</li> <li>• Gangopadhyaya, S.R. (2008). Sports Psychology, Publications - New Delhi.</li> <li>• Gurbakhsh S. Sandhu (2002). Psychology in Sports - A Contemporary Approach, Friends Publishers, New Delhi.</li> </ul>			
<p>Paper 6 (2 credits)</p> <p>(2 Internship Credit)</p>	<p><b>(Course Code – BPSY-38)</b>  <b>Internship/Report Writing/Data Management and Analysis</b></p> <p>Interning with any allied healthcare professional related field work or report writing or learning data management and analysing skills</p>	0	60	60

Year 4: 40 Credits				
7 <sup>th</sup> & 8 <sup>th</sup> Semester (20 + 20 Credits)				
<b>Semester 7- Paper 1 (4 credits)</b>	<b>(Course Code – BPSY-39) Crisis Intervention &amp; Psychological Resilience (Psychological first aid)</b>	<b>45</b>	<b>30</b>	<b>75</b>
(3 Lec + 1 Prac Credit)	<b>Unit 1</b> <ul style="list-style-type: none"> <li>● Introduction to Psychological First Aid - Overview of PFA, its importance, and its role in crisis intervention.</li> <li>● Principles and Actions of PFA- The core principles of PFA – Look, Listen, Link.</li> <li>● Reading: Introduction to the World Health Organization's (WHO) guidelines on PFA.</li> </ul> <b>Activity:</b> Role-playing exercises to practice 'Look' & 'Listen' components.	<b>8</b>	<b>5</b>	<b>13</b>
	<b>Unit 2</b> <ul style="list-style-type: none"> <li>● Psychological Reactions to Crisis- Common psychological reactions to trauma and crisis.</li> <li>● Research articles on psychological impacts of disasters in India.</li> </ul> <b>Activity:</b> Small group discussions on personal experiences and observations of crisis reactions.	<b>8</b>	<b>5</b>	<b>13</b>
	<b>Unit 3</b> <ul style="list-style-type: none"> <li>● Providing PFA – Listening Skills- Active listening skills and techniques.</li> <li>● Reading: Chapter on effective communication in crisis situations.</li> <li>● Activity: Pair exercises to practice active listening.</li> </ul>	<b>8</b>	<b>5</b>	<b>13</b>



	<p><b>Unit 4</b></p> <ul style="list-style-type: none"> <li>● Providing PFA – How to offer practical support and ensure safety.</li> <li>● Reading: Manual on basic needs assessment in emergencies.</li> </ul> <p><b>Activity:</b> Simulated scenarios to practice offering practical support.</p>	7	5	12
	<p><b>Unit 5</b></p> <ul style="list-style-type: none"> <li>● PFA for Different Populations- Tailoring PFA for children, elderly, and other vulnerable groups.</li> <li>● Reading: Articles on PFA adaptations for diverse populations.</li> </ul> <p><b>Activity:</b> Group presentations on PFA strategies for specific populations.</p>	7	5	12
	<p><b>Unit 6</b></p> <ul style="list-style-type: none"> <li>● Self-Care for PFA Providers- Importance of self-care and strategies for PFA providers.</li> <li>● Reading: Articles on vicarious trauma and burnout prevention.</li> </ul> <p><b>Activity:</b> Self-care planning and peer support groups.</p> <p><b>Case Study Analysis-</b> Analysis of real-life PFA interventions.</p> <ul style="list-style-type: none"> <li>● Reading: Detailed case studies of PFA application in India and globally.</li> <li>● Activity: Group analysis and presentation of case studies.</li> </ul>	7	5	12

	<p><b>Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>● Participation and Attendance: Active participation in discussions and activities.</li> <li>● Practicum: Role-Playing Exercises: Assessment of skills in simulated scenarios, Group</li> <li>● Presentations- Evaluation of group work on tailored PFA strategies.</li> <li>● Written Exam: Testing knowledge on PFA principles, reactions, and ethical considerations.</li> </ul> <p><b>Required Readings and Resources:</b></p> <ul style="list-style-type: none"> <li>● WHO Guidelines on Psychological First Aid.</li> <li>● Selected research articles and case studies on PFA.</li> <li>● Manuals and guides on crisis communication and support.</li> <li>● Online modules and videos on PFA practices and techniques.</li> </ul>			
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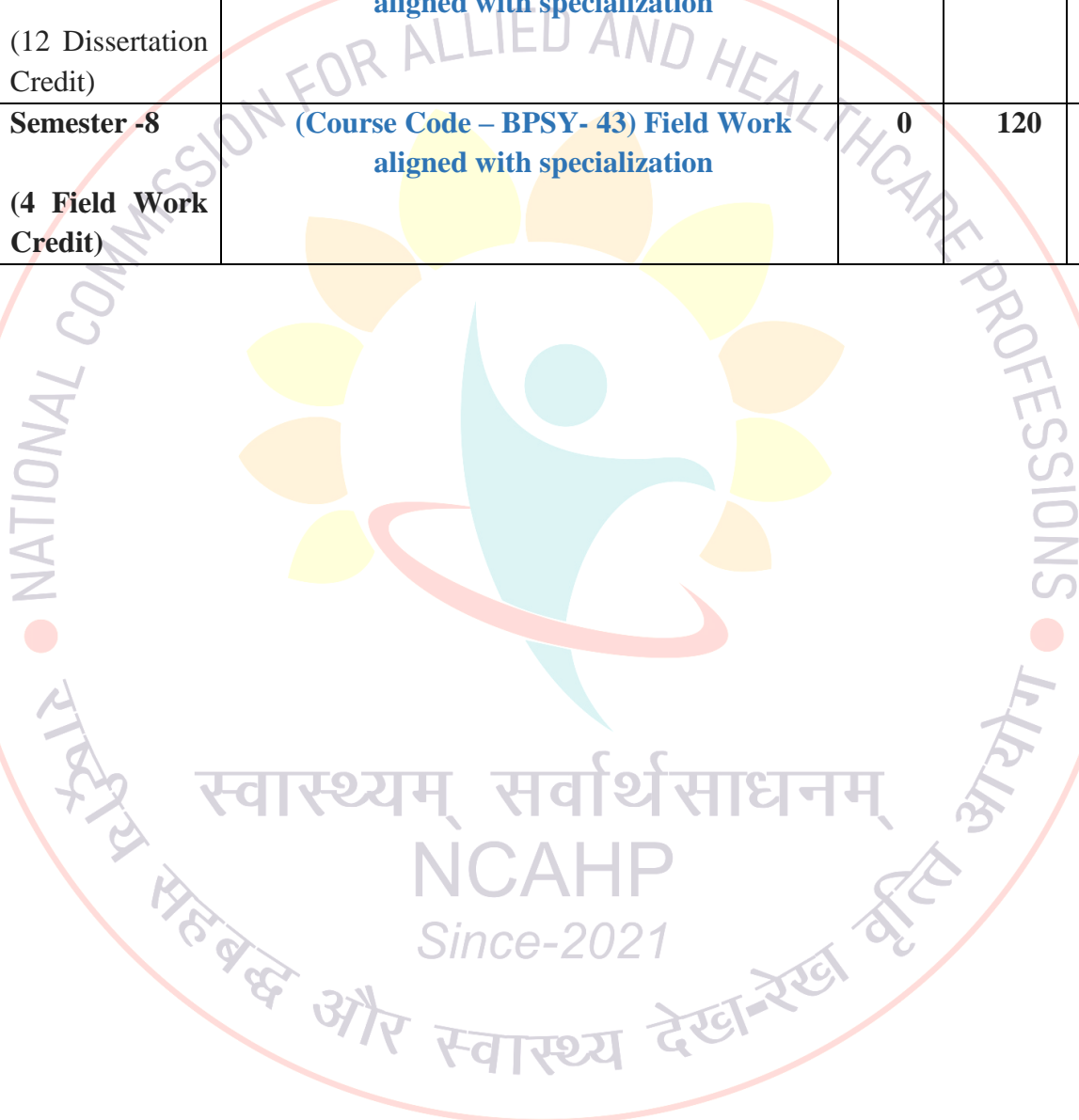


<b>Semester -7</b> Paper 2 credits (4 credits)	<b>(Course Code – BPSY-40) Policy Frameworks in Behavioural and Mental Health</b>	<b>60</b>	<b>0</b>	<b>60</b>
(4 Lec Credit)	<b>Unit One:</b> 1. introduction to Behavioural and Mental Health Policies 2. Overview of Mental Health in India: Historical context, current status, and challenges. 3. Importance of Policies and Legislation: Role in improving mental health services and protecting rights. 4. Key Organizations and Stakeholders: Government bodies, NGOs, international organizations.	<b>12</b>	<b>0</b>	<b>12</b>
	<b>Unit Two:</b> 1. Mental Health Act, 1987: Background and limitations. 2. Mental Health Care Act, 2017: Key provisions, rights of persons with mental illness, and implementation mechanisms. 3. Impact of the Act: Analysis of changes brought by the 2017 Act.	<b>12</b>	<b>0</b>	<b>12</b>
	<b>Unit Three:</b> 1. National Mental Health Policy, 2014 2. Development and Objectives: Goals of the policy and the process of its formulation. 3. Key Components: Access to mental health services, integration of mental health into primary healthcare, human resources, and research. 4. Implementation and Challenges: Analysis of the policy's impact and barriers to effective implementation.	<b>12</b>	<b>0</b>	<b>12</b>

	<b>Unit Four:</b> <ol style="list-style-type: none"> <li>1. National Allied and Healthcare Professions Act, 2021: Overview and significance.</li> <li>2. Regulation and Standardization: Key provisions, including the establishment of councils and professional registers.</li> <li>3. Role of Allied Health Professionals: Impact on mental health services and multidisciplinary care.</li> <li>4. Implementation and Impact: Challenges and benefits of regulating allied health professionals.</li> </ol>	12	0	12
	<b>Unit Five:</b> <ol style="list-style-type: none"> <li>1. Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995: Provisions related to mental disabilities.</li> <li>2. Rights of Persons with Disabilities Act, 2016: Enhancements and specific rights related to mental health.</li> <li>3. Protection of Children from Sexual Offences (POCSO) Act, 2012: Provisions related to mental health and trauma.</li> </ol>	12	0	12



<b>Semester -7</b> Paper 3 (4 Credits)  (4 Internship Credit)	<b>(Course Code – BPSY-41) Internship aligned with specialization</b>	<b>0</b>	<b>120</b>	<b>12 0</b>
<b>Semester -8</b>  (12 Dissertation Credit)	<b>(Course Code – BPSY-42) Dissertation aligned with specialization</b>	<b>0</b>	<b>360</b>	<b>36 0</b>
<b>Semester -8</b>  (4 Field Work Credit)	<b>(Course Code – BPSY- 43) Field Work aligned with specialization</b>	<b>0</b>	<b>120</b>	<b>12 0</b>



## Specialization Courses

### School Psychology: 12 (4+4+4) Credits

<b>Paper 1</b> <b>(4 Credits)</b>	<b>(Course Code – SCPSY-01) Foundation of School Psychology</b>	<b>60</b>	<b>0</b>	<b>60</b>
<b>(4 Lec Credits)</b>	<b>Unit 1</b> <ul style="list-style-type: none"> <li>• School psychology definition, historical context –Greek, modern European influences</li> <li>• Who is a school psychologist? –their qualification</li> <li>• Research designs in school psychology – randomised control trials., quasi-experimental designs, correlational, causal comparative, survey, single-case research designs</li> </ul>	<b>12</b>	<b>0</b>	<b>12</b>
	<b>Unit 2</b> <ul style="list-style-type: none"> <li>• School Psychologist roles and responsibilities - assessment, intervention, consultation, Prevention</li> <li>• School psychologist as a counsellor, parents- teacher conjoint consultation</li> <li>• Role of School Psychologist in inclusive education -(IEP)</li> <li>• School counsellor Vs School Psychologist</li> <li>• School Psychology Working Model in India</li> <li>• School Counselling Model for Indian Schools</li> </ul>	<b>12</b>	<b>0</b>	<b>12</b>
	<b>Unit 3</b> <b>Assessment</b> – observation, interview, academic skills, norm referenced achievement tests, psychological tests – behaviour rating scale, Direct behaviour rating functional behavioural assessment, self-report measures. projective tests,	<b>12</b>	<b>0</b>	<b>12</b>



	<p>School psychologist in early childhood settings, internalised problems in childhood, identifying and helping gifted and talented students</p> <p>Adolescent suicide behaviour in schools.</p>			
	<p><b>Unit 4</b></p> <p><b>Prevention</b> – problem solving approach to supporting youth mental health in schools</p> <p><b>Intervention-</b> academic skill development strategies – academic engagement, motivation, self-regulation, problem solving; specific academic skills – reading interventions, maths interventions, written language interventions</p>	12	0	12
	<p><b>Unit 5</b></p> <p>Ethical and legal foundations- Individuals with Disabilities Education Improvement Act 2004, Special Education Law IDEA Part B, Part C; Ethical issues and principles – competence, professional relationships, privacy and confidentiality, ethical decision making;</p> <p>Indian School Psychology Association (InSPA) -: Principle I : Respect for the Dignity of Persons and Peoples, Principle II: Competent and Responsible Caring for the Well-being of Persons and Peoples, Principle III: Integrity in Professional Relationships, Principle IV: Professional And Scientific Responsibilities To Society, 10-Step Process for Ethical Decision Making (Canadian Psychological Association Code of Ethics)</p> <p>School Psychology Practitioner Checklist by School Psychology India</p>	12	0	12

	<p><b>Suggested Reading:</b></p> <ul style="list-style-type: none"> <li>● Ramalingam, Panch. (2011). Prospects of school psychology in India. Journal of the Indian Academy of Applied Psychology. 37(2): 201-211. Retrieved from <a href="https://www.researchgate.net/publication/285966331_Prospects_of_school_psychology_in_India">https://www.researchgate.net/publication/285966331_Prospects_of_school_psychology_in_India</a></li> <li>● Handbook and Internship Manual for School Psychology Department of Counselling and Psychology, Tennessee Tech University (2017). Retrieved from <a href="https://www.tntech.edu/education/pdf/cp/TTU_School_Psychology_Handbook_2017.pdf">https://www.tntech.edu/education/pdf/cp/TTU_School_Psychology_Handbook_2017.pdf</a></li> <li>● Crespi, Tony &amp; Alicandro, Mikayla. (2020). School psychologists consulting in the schools: Comment on Gullette et al. (2019). American Psychologist. 75(1): 117-118. DOI:10.1037/amp0000590.</li> <li>● <a href="https://www.schoolpsychology.in/downloads/School_Psychology_Practitioner_Check%20List_School_Psychology_India.pdf">https://www.schoolpsychology.in/downloads/School_Psychology_Practitioner_Check%20List_School_Psychology_India.pdf</a></li> </ul>			
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<b>Paper 2</b> <b>(4 Credits)</b>	<b>(Course Code – SCPSY-02) Introduction to Specific Learning Disabilities</b>	<b>45</b>	<b>30</b>	<b>75</b>
<b>(3 Lec + 1 Prac Credit)</b>	<p><b>Unit 1: Concepts and characteristics of Learning Disabilities</b> Historical Development, Concept and Definition, Learning Problems and Disability, Characteristics of Learning Disabilities, diagnostic criteria</p> <p><b>Unit 2: Learning Disabilities: Types</b> Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia, Non-verbal learning disabilities, Language Disorders, Associated Conditions: ADHD &amp; ADD, Emotional &amp; Behavioral problems.</p> <p><b>Unit 3: Assessment of Basic Curricular Skills</b> Assessment of Readiness Skills, Assessment of Reading, Writing and Math skills, Standardised Tests: Need, Types &amp; Purpose</p> <p><b>Unit 4: Intervention Strategies in Basic Skills of Learning</b> Language skills, Reading, writing, Maths skills, Study skills</p> <p><b>Unit 5: Developments in the Fields of Learning Disabilities</b> Legislation, Institution, Inclusive Education, Human Resources, recent research. <b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Design educational activities to make academics curriculum interesting for school students</li> <li>● Design memory enhancement activities for students</li> <li>● submit a report on creative methods of teaching special children</li> </ul>	9	0	9
		9	0	9
		9	0	9
		9	0	9
		9	30	39

	<p><b>References</b></p> <ul style="list-style-type: none"> <li>● Bauer, A. M., &amp; Shea, T. M. (2003). Parents and schools: creating a successful partnership for students with special needs. Merrill Prentice Hall, New Jersey</li> <li>● Myklebust, H. (1983). Progress in Learning Disabilities, Guene and Stratton – New York.</li> <li>● Reid, K. (1988). Teaching the Learning Disabled, Allyn and Bacon, Boston.</li> <li>● Wilcox, g., MacMaster, F.P., &amp; Makarenko, E (2023) Cognitive neuroscience Foundations for school Psychologists (brain behaviour relationships in the classroom). Routledge, New York.</li> <li>● Baca, L. M., &amp; Cervantes, H.T. (2004). The Bilingual special education interface. (4th ed). Pearson. New Jersey</li> <li>● Browder, D. M. (2001). Curriculum and assessment for students with moderate and severe disabilities. The Guilford Press. New York</li> <li>● Brunswick, N. (2012). Supporting dyslexic adults in higher education and the workplace. Wiley-Blackwell. Malden.</li> <li>● Fitzgibbon, G., &amp; O'Connor, B. (2002). Adult Dyslexia: a guide for the workplace. John Wiley &amp; Sons, Ltd. London.</li> <li>● Gribben, M. (2012). The study skills toolkit for students with dyslexia. Sage Pub. London</li> <li>● Karanth, P., &amp; Rozario, J. (2003). Learning disabilities in India: willing the mind to learn. Sage Publication, New Delhi</li> <li>● Martin, L, C. (2009). Strategies for teaching students with learning disabilities. . Corwin Press, California</li> <li>● McCardle, P., Miller, B., Lee, J, R., &amp; Tzeng, O, J.L. (2011). Dyslexia across languages. (orthography and the brain-gene-behaviour link) Baltimore. Paul H. Brookes.</li> </ul>			
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	<ul style="list-style-type: none"> <li>● Shula, C. (2000). Understanding children with language problems. Cambridge, New York.</li> <li>● Prakash, P. (2008). Education of exceptional children: challenges and strategies.. Kanishka publishers, New Delhi.</li> <li>● Reddy, G.L., &amp; Ramar, R. (2000). Education of children with special needs, New Delhi – Discovery Pub.</li> <li>● Thapa, K. (2008). Perspectives on learning disabilities in India. (current practices and prospects). Sage Publication, Los Angeles.</li> <li>● Trusdell M. L., &amp; Horowitz, I. W. (2002). Understanding learning disabilities: a parent guide and workbook: for parents, teachers, professionals, advocates and others who work with, or come in contact with, individuals with learning disabilities. (3rd rev ed) Maryland. York Press.</li> <li>● Wong, B., &amp; Butler, D. L. (2012). Learning about learning disabilities. (4th ed.) Amsterdam. Elsevier Academic Press.</li> </ul>			
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Paper 3 (4 Credits)	(Course Code – SCPSY-03) Career Counselling in Indian Context	45	30	75
(3 Lec + 1 Prac Credit)	<p><b>Unit 1: Introduction to Career Counselling</b></p> <ul style="list-style-type: none"> <li>• Definition and scope of career counselling</li> <li>• Historical background and evolution.</li> <li>• Roles and responsibilities of career counsellors.</li> <li>• Ethical and legal considerations in career counselling.</li> <li>• Career counselling in the Indian context.</li> </ul> <p><b>Unit 2: Theoretical Foundations of Career Counselling</b></p> <ul style="list-style-type: none"> <li>• Trait and Factor Theory.</li> <li>• Holland's Theory of Vocational Personalities in the Work Environment.</li> <li>• Super's Developmental Self-Concept Theory.</li> <li>• Application of theories in the Indian context.</li> </ul> <p><b>Unit 3: Career Assessment and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Significance of implementing Indian standardised Assessments &amp; scales only, why it is important</li> <li>• Types of career assessments Interest, aptitude, personality, values (Indian standardised only)</li> <li>• Report writings</li> <li>• Designing career assessment and awareness programs.</li> <li>• Challenges and ethical issues in career assessment</li> </ul>	9	0	9
		9	0	9
		9	0	9



	<p><b>Unit 4: Career Counselling Strategies and Interventions</b></p> <ul style="list-style-type: none"> <li>● Step by step session planning of Career counselling</li> <li>● Individual and group counselling techniques.</li> <li>● Parents and others significant people's role in decision making</li> <li>● Role of Psychology of Self in Career Choices (Self esteem, prejudice, Self image)</li> <li>● Role of available resources in career choices</li> <li>● Designing effective career intervention programs.</li> </ul> <p><b>Unit 5: Emerging Trends and Challenges in Career Counselling</b></p> <ul style="list-style-type: none"> <li>● Emerging trends in career development and counselling.</li> <li>● Impact of technology and digital tools.</li> <li>● Globalisation and its effects on career counselling.</li> <li>● Future directions and innovations in career counselling.</li> <li>● Addressing challenges in the Indian context.</li> </ul> <p><b>Practicum:</b> Students will conduct Career interest tests and career maturity inventories on vernacular medium students, preferably from Economically weak sections, and share their reports with action plan.</p> <p>Students will conduct surveys related to career choices and create a list of updated careers in the last 3 years. Make flash cards of skills required for those careers.</p>	9	0	9
		9	30	39

	<p><b>References:</b></p> <p>Arulmani, G., Nag-Arulmani, S. (2004). Career Counselling: A Handbook.</p> <p>Kumar, S. (2016). Career Counselling: A Comprehensive Guide.</p> <p>Savickas, M. L. (2011). Career Counselling. Handbook of Career Development: International Perspectives (International and Cultural Psychology) Gideon Arulmani (Editor), Anuradha J. Bakshi (Editor), Frederick T. L. Leong (Editor), A. G. Watts</p>			
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<b>MILITARY PSYCHOLOGY: 12 (3+3+3+3) Credits</b>				
<b>Paper 1 (3 Credits)</b>	<b>(Course Code – MTPSY-01) Introduction to Military Psychology</b>	<b>45</b>	<b>0</b>	<b>45</b>
<b>(3 Lec Credits)</b>	<b>Unit 1: NATURE AND SCOPE</b> Nature, Scope of Military Psychology-Issues & implication of psychology in Military Settings-Historical perspectives of psychology in Military Applications-Changing Scenario: Emerging trends of military Psychology for the future world.	<b>9</b>	<b>0</b>	<b>9</b>
	<b>Unit 2: PERSONNEL SELECTION IN MILITARY</b> Ability tests: Individual Tests- Tests for Special Populations- Group Testing- Nature of Intelligence- Psychological Issues in Ability Testing. Personality tests: Self Report Personality Inventories- Measuring Interest and Attitudes- Projective Techniques- Other Assessment techniques. Psychological Assessment and Military Personnel Management- Assessment of Complex Skills and Personality Characteristics in Military Services- Military officers Selection- Pilot selection- spatial ability and orientation of pilots- Selection of Air Traffic Control Cadets.	<b>9</b>	<b>0</b>	<b>9</b>
	<b>Unit 3: TRAINING</b> Definition- The need- Analysing training Needs- Methods of Training- Types- Responsibility for delivery of Training- Evaluation and Monitoring- International training Trends- Current Perspective.	<b>9</b>	<b>0</b>	<b>9</b>

	<p><b>Unit 4: STATE OF PSYCHOLOGY IN THE INDIAN ARMED FORCES</b></p> <p>History- Scope of Military Psychology Endeavours in India. From Paper-Pencil to Computer Adaptive Selection Procedures. From Conventional to Non-conventional Warfare. From Natural to Man-Made Disaster Victims' Rehabilitation. From Physical to Psychological Warfare.</p> <p><b>Unit 5: INTERNATIONAL MILITARY PSYCHOLOGY</b></p> <p>State of Military Psychology in US-China-Germany-Australia-Singapore-Pakistan-Sweden-Italy-Swiss Military.</p> <p><b>REFERENCES</b></p> <ol style="list-style-type: none"> <li>1. Bowles, S. V., &amp; Bartone, P. T. (Eds.). (2017). Handbook of military psychology: Clinical and organisational practice. Springer.</li> <li>2. Maheshwari, N., Kumar, V. V., &amp; Singh, N. P. (2017). Operational and Organisational Practice of Psychology in Indian Armed Forces. Handbook of Military Psychology: Clinical and Organisational Practice, 509-517.</li> <li>3. Maheshwari, N., &amp; Kumar, V. (Eds.) (2016). Military psychology. SAGE Publications Pvt. Ltd, <a href="https://doi.org/10.4135/9789353885854">https://doi.org/10.4135/9789353885854</a></li> <li>4. REFUVEN HALL &amp; DAVID MANGELSDROFF.A. (1991). Handbook of Military Psychology, USA, John Wiley sons.</li> </ol>	9	0	9
	<p><b>Unit 5: INTERNATIONAL MILITARY PSYCHOLOGY</b></p> <p>State of Military Psychology in US-China-Germany-Australia-Singapore-Pakistan-Sweden-Italy-Swiss Military.</p> <p><b>REFERENCES</b></p> <ol style="list-style-type: none"> <li>1. Bowles, S. V., &amp; Bartone, P. T. (Eds.). (2017). Handbook of military psychology: Clinical and organisational practice. Springer.</li> <li>2. Maheshwari, N., Kumar, V. V., &amp; Singh, N. P. (2017). Operational and Organisational Practice of Psychology in Indian Armed Forces. Handbook of Military Psychology: Clinical and Organisational Practice, 509-517.</li> <li>3. Maheshwari, N., &amp; Kumar, V. (Eds.) (2016). Military psychology. SAGE Publications Pvt. Ltd, <a href="https://doi.org/10.4135/9789353885854">https://doi.org/10.4135/9789353885854</a></li> <li>4. REFUVEN HALL &amp; DAVID MANGELSDROFF.A. (1991). Handbook of Military Psychology, USA, John Wiley sons.</li> </ol>	9	0	9

Paper 2 (3 Credits)	(Course Code – MTPSY-02) <b>ADVANCED MILITARY PSYCHOLOGY: 12</b> (3+3+3+3) Credits	45	0	45
(3 Lec Credits)	<p><b>UNIT 1: PREJUDICE AND DISCRIMINATION</b></p> <p>What they are and how they Differ- The origins of Prejudices: Direct Inter group conflict- Social Categorization- Ultimate Attribution Error- Early Socialization- Cognitive Sources of Prejudice- Homogeneity- Challenging- Prejudice Based on Gender. SOCIAL INFLUENCE: Changing Others Behavior- Conformity: Group influence in Action- Compliance: To ask something is to Receive Obedience: Social Influence by Demand- Persuasion: The process of Changing Attitudes- When Attitude change fails: Resistance to Persuasion cognitive Dissonance- Propaganda- Interpersonal Communication.</p> <p><b>UNIT 2: INDIVIDUAL AND GROUP BEHAVIOUR</b></p> <p>Morale, Cohesion and Esprit de corps- Cultural and Societal Factors in Military Organizations-Combat Stress Reactions-Non-combatant stress in Soldiers: Manifestations, Measurement, and Coping Strategies Personality factors in Military Psychology-Interpersonal Relations for Group Effectiveness- Women's Role in the Military.</p> <p><b>UNIT 3: LEADERSHIP</b></p> <p>Its nature and Impact in Groups- Communication Structures- Models of Leadership- Gender Factors- Theories of Leadership- Leadership styles- Types of Power- Group Structures- Leadership in Military Performance: Optional Leadership in Small army Units- Leadership in battle and Garrison- A frame work for understanding the differences and preparing for both- Executive Leadership.</p>	9	0	9
		9	0	9
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	<p><b>UNIT 4: COMBAT MOTIVATION</b></p> <p>The Will to fight-why does soldiers fight- (Submission pride, Loyalty, fear, unit as one environment, motivation of the terrorist – Military Staying power – Competence of enlisted personnel personality characteristics, motivation, group cohesion and effectiveness leadership, Organisational and environment characteristics Military disintegration – Causes – Solutions – Fighting Spirit in Nuclear Age.</p> <p><b>UNIT 5: MORALE, COHESION AND ESPIRIT DE CORPS</b></p> <p>Cultural and Societal Factors in Military organizations- Individual and Group behavior in extreme situations and environments- Combat stress reactions- Non-Combat Stress in Soldiers- How it is Manifested- how to measure it- Personality in Military Psychology.</p> <p><b>REFERENCES:</b></p> <ol style="list-style-type: none"> <li>1. BARON.R.S &amp; BRYNE.D. (2000). Social Psychology: Understanding Human Interaction, Boston, Allyn and Bacon.</li> <li>2. DONALD, et.,al.(1999). Social Psychology, UK, Oxford University Press.</li> <li>3. NEW STRESS. J.W. &amp; DAVIS.K. (1993), Organizational Behavior: Human Behavior at Work, New York, McGraw-Hill.</li> <li>4. REUVEN GAL and ADAVID MANGEL SDORFF.A. (1991), Handbook of Military Psychology, USA, John Wiley Sons.</li> </ol>	9	0	9
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<b>Paper 3</b> <b>(3 Credits)</b>	<b>(Course Code – MTPSY-03) HUMAN FACTORS AND TRENDS IN MILITARY PSYCHOLOGY</b>	<b>45</b>	<b>0</b>	<b>45</b>
<b>(3 Lec Credits)</b>	<p><b>UNIT 1: HUMAN FACTOR ENGINEERING</b></p> <p>What are Human Factors? Human Factors &amp; Safety. Human Error- The Ergonomics and System Design Perspective. Helicopters and Human Factors- Human Factors and Aviation Accidents- Training and Selection- International Practices. Cultural Ergonomics- AI in US and UK Military – H.M System Research And Application.</p> <p><b>UNIT 2: AVIATION PSYCHOLOGY</b></p> <p>Human Behaviour in aviation context- Attention Span-Cognitive bias-workload- Decision making-human factors in aviation emergency-Mood- Pilot workload-Situational Awareness-Mental Health</p> <p>Engineering Psychology-Human performance modelling-Human Factors Analysis and Classification System (HFACS)-Organisation and Human Performance in aviation-Human Factors Training- Aeromedical</p> <p><b>UNIT 3: PSYCHOLOGICAL OPERATIONS IN WARFARE</b></p> <p>Psychological warfare: history, functions of psychological warfare, definition of psychological warfare, Propaganda and Active Measures-Hostage negotiation: Issues and Applications- Psychology during emergency (Hijacking, Cyclone, Flood &amp; Earthquake etc.) – Cyber Warfare-Insurgency-Terrorism. – Religious Terrorism – Ideological Terrorism – Nuclear Terrorism.</p>	<b>9</b>	<b>0</b>	<b>9</b>
		<b>9</b>	<b>0</b>	<b>9</b>
		<b>9</b>	<b>0</b>	<b>9</b>

	<b>UNIT 4: FUTURE WARFARE</b>  Information Age Opportunities- Fast Computing and Knowledge Processing- Networking- Advanced Mass Media- Information Warfare- Weapons of Information Warfare- Future Warfare Technology- Mind-enabled Tools- Limitations of Psychological Warfare  <b>UNIT 5: RESEARCH METHODOLOGY</b>  Meaning Of Research: Objectives, Types, Approaches, Significance of Research – Research Process - Criteria of Good Research – Problems encountered by Researchers in India.  Measurement Scales: Nominal Scales, Ordinal Scales, Interval Scale, Ratio Scale – Source of Errors in Measurement – Test of Validity – Test of Reliability – Test of Practicality.  <b>REFERENCES</b>  1. SKYbrary Aviation Safety. (2024, June 30). <a href="https://skybrary.aero/">https://skybrary.aero/</a> 2. FRANCIS.M.A. (2002). The Application of Human Factors to Personnel Licensing – Internet. 3. Maheshwari, N., & Kumar, V. (Eds.) (2016). Military psychology. SAGE Publications Pvt. Ltd, <a href="https://doi.org/10.4135/9789353885854">https://doi.org/10.4135/9789353885854</a> 4. Kothari C.R. Research Methodology – Methods and Techniques, Second Edition, New Delhi, New Age International (P) Ltd 2004.	9	0	9
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<b>Paper 4</b> <b>(3 Credits)</b>	<b>(Course Code – MTPSY-04) MILITARY HEALTH PSYCHOLOGY</b>	<b>45</b>	<b>0</b>	<b>45</b>
<b>(3 Lec Credit)</b>	<b>UNIT 1: NATURE AND SCOPE OF HEALTH AND CLINICAL PSYCHOLOGY</b>  Clinical Psychological Assessment – DSM-IV - ICD-10&11- Psycho diagnostics- Psychological well Being.	<b>9</b>	<b>0</b>	<b>9</b>
	<b>UNIT 2: PSYCHOLOGICAL DISORDERS AND THERAPIES</b>  Neurosis-Psychosis- Behavior Disorders- Mood Disorders- Psychological- Well- being- Types of Therapies- Psychotherapy- Behavior Therapy- Gestalt Therapy- Eclectic Therapy- Promotion of Psychological Wellbeing- Consultation in Military Setting.	<b>9</b>	<b>0</b>	<b>9</b>
	<b>UNIT 3: STRESS</b>  Nature – Environmental Stressors- Types of Stress- Responding to Stress- Potential Effects of Stress- Psychological Problems and Disorders- Psychosomatic Illnesses – Stress Coping Strategies. Non Combat Stress among Soldiers- Manifestations- Measurement- Coping up. Combat Stress Reactions.	<b>9</b>	<b>0</b>	<b>9</b>
	<b>UNIT 4: PSYCHOTHERAPY AND BEHAVIOURAL CHANGE</b>  Neuropsychological Applications in Military Settings – Substance Abuse Programme in Military Settings- The promotion of Wellness- Consultation in a Military Setting.	<b>9</b>	<b>0</b>	<b>9</b>

	<p><b>UNIT 5: CLINICAL AND CONSULTATIVE PSYCHOLOGY</b></p> <p>Prisoners of war: Readjustment and Rehabilitation-Clinical psychological assessment-Education and Training: Professional and paraprofessional-Psychotherapy and Behaviour change-Neuropsychological applications in Military Settings-Substance Abuse program in Military Settings-The promotion of wellness-Consultation in a military setting-family welfare measures.</p> <p><b><u>REFERENCES:</u></b></p> <ol style="list-style-type: none"> <li>1. REUVEN GAL and ADAVID MANGEL SDORFF.A. (1991), Handbook of Military Psychology, USA, John Wiley Sons.</li> <li>2. SARASON.I.G and SARASON.B.R (2002) Abnormal Psychology: The problem of Maladaptive Behavior (10th Edition) India Pearson Education Pvt. Ltd.</li> </ol>	9	0	9
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<b>Forensic Psychology (specialization)</b> <b>12 (4+4+4) Credits</b>				
<b>Paper 1</b> <b>(4 Credits)</b>  <b>(4 Lec Credit)</b>	<b>(Course Code – FRPSY-01) Foundations of Forensic Psychology</b>  <b>Unit 1: Introduction to Forensic Psychology</b> <ul style="list-style-type: none"> <li>• Definition and scope of Forensic Psychology</li> <li>• Historical perspective</li> <li>• Developmental Theories</li> <li>• Role and responsibility of Forensic Psychologist</li> <li>• Forensic Psychology in India</li> </ul> <b>Unit 2: Legal Concepts and Evidence-related Issues</b> <ul style="list-style-type: none"> <li>• Understanding legal concepts</li> <li>• Evidence and its types</li> <li>• Admissibility of evidence</li> <li>• Role of forensic psychologists in handling evidence</li> <li>• Interrogative techniques</li> </ul> <b>Unit 3: Psychological Theories of Crime</b> <ul style="list-style-type: none"> <li>• Psychological theories of crime</li> <li>• Criminal behaviour analysis</li> <li>• Case studies illustrating psychological theories</li> <li>• Influence of psychological theories on criminal profiling</li> <li>• Treatment and rehabilitation of criminals</li> </ul> <b>Unit 4: Psychopathy and Personality Disorders</b> <ul style="list-style-type: none"> <li>• Psychopathy: Definition and characteristics</li> <li>• Antisocial Personality Disorder</li> <li>• Diagnostic criteria and assessment tools</li> <li>• Case studies on psychopathy and antisocial personality disorder</li> <li>• Role of forensic psychologists in management</li> </ul>	<b>60</b>  <b>12</b>  <b>12</b>  <b>12</b>  <b>12</b>	<b>0</b>  <b>0</b>  <b>0</b>  <b>0</b>	<b>60</b>  <b>12</b>  <b>12</b>  <b>12</b>

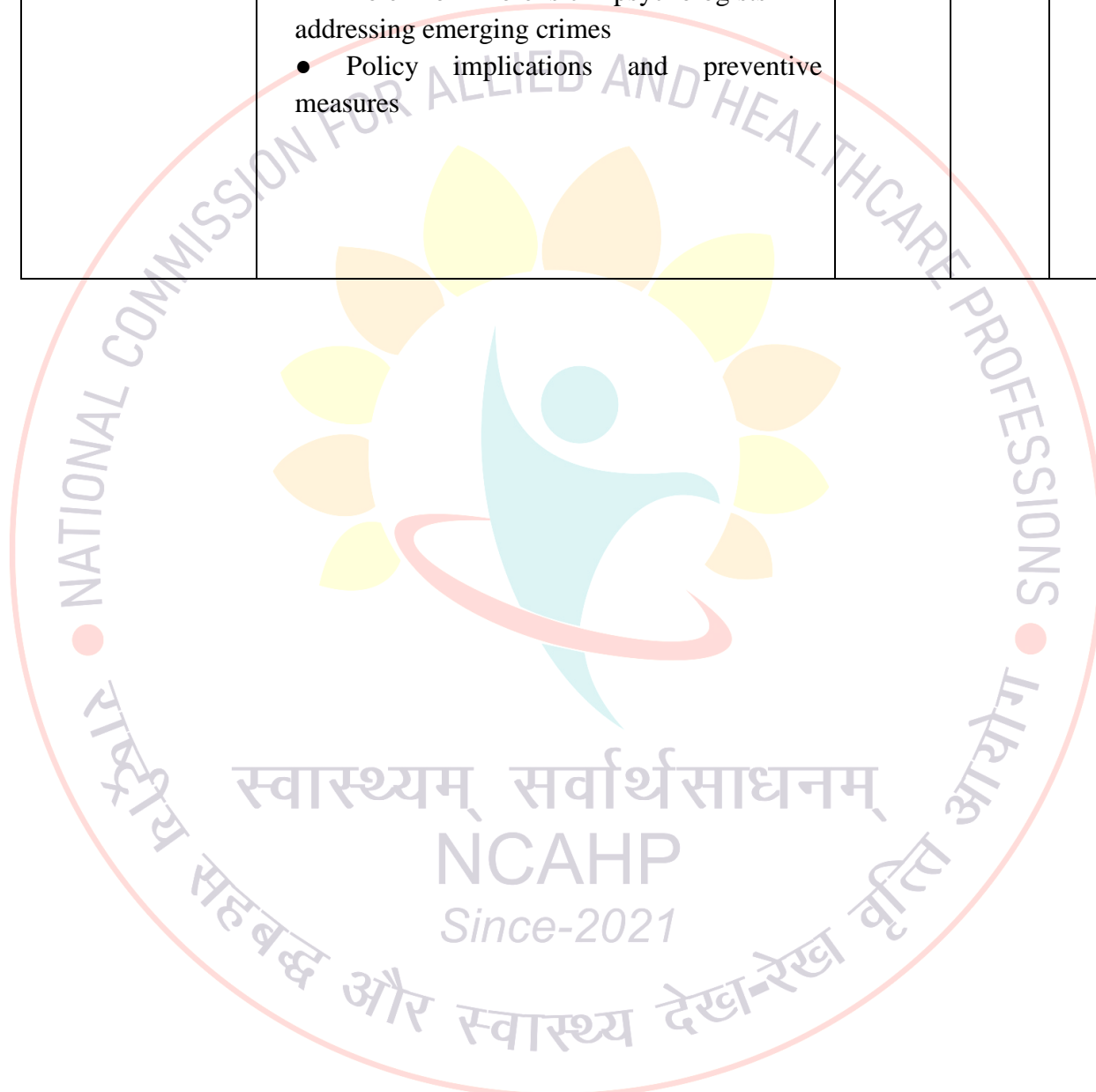
	<b>Unit 5: Behavioural Profiling and Criminal Investigation</b> <ul style="list-style-type: none"> <li>• Principles of behavioural profiling</li> <li>• Techniques and tools used in profiling</li> <li>• Application of profiling in criminal investigations</li> <li>• Case studies and practical examples</li> <li>• Ethical considerations in profiling</li> </ul>	12	0	12
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	<b>Unit 5: Emerging Crime Trends in India</b> <ul style="list-style-type: none"> <li>● Overview of crime trends in India</li> <li>● Factors contributing to emerging crimes</li> <li>● Case studies on new types of crimes</li> <li>● Role of forensic psychologists in addressing emerging crimes</li> <li>● Policy implications and preventive measures</li> </ul>	12	0	12
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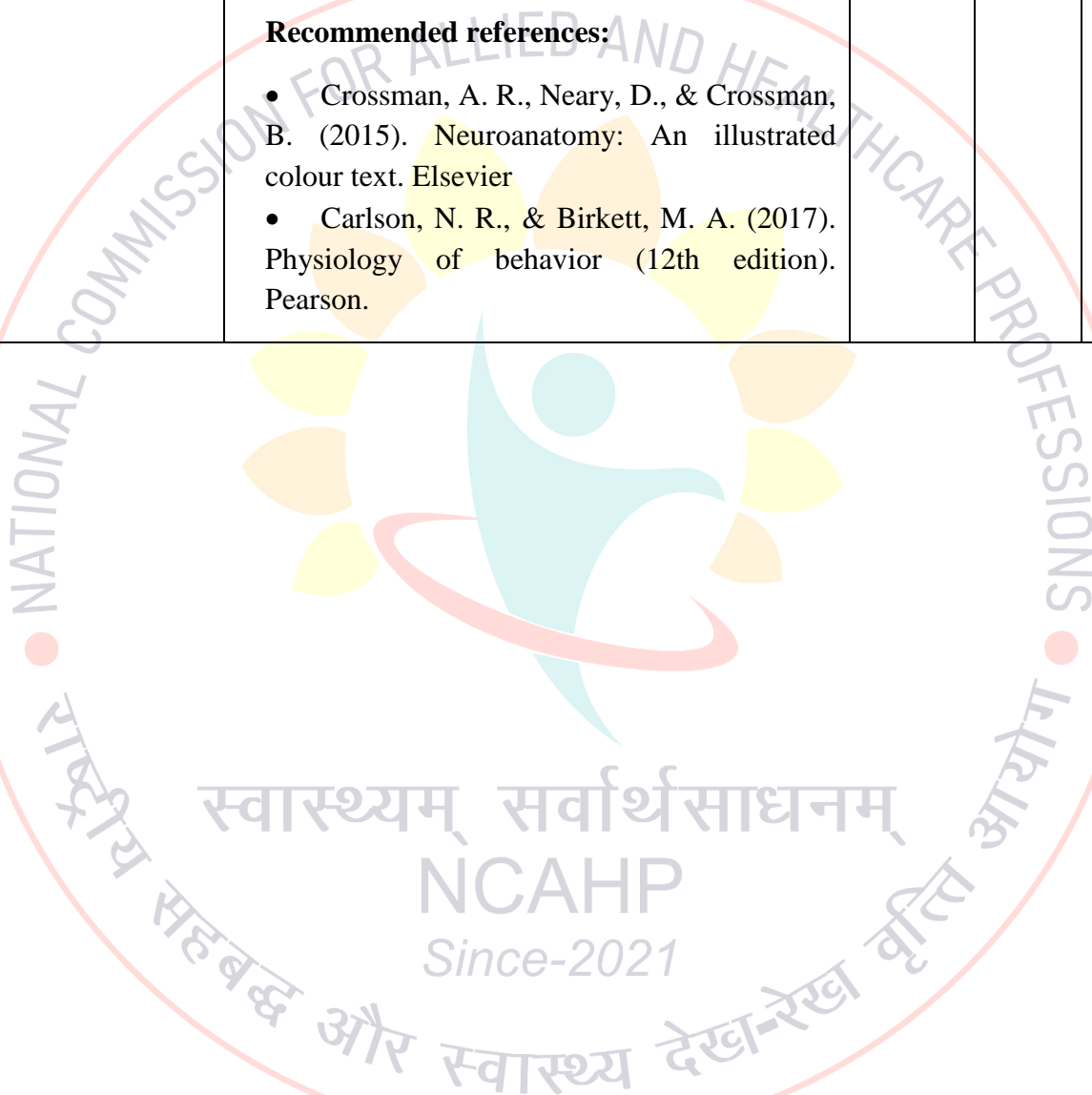


<b>Paper 3</b> <b>(4 Credits)</b>	<b>(Course Code – FRPSY-03) Forensic Psychology in Legal Contexts</b>	<b>60</b>	<b>0</b>	<b>60</b>
<b>(4 Lec Credits)</b>	<p><b>Unit 1: Types of Courts and Roles of Forensic Psychologists</b></p> <ul style="list-style-type: none"> <li>● Overview of the court system in India</li> <li>● Roles of forensic psychologists in criminal, juvenile, civil, and family courts</li> <li>● Competency evaluations</li> <li>● Expert testimony and report writing</li> <li>● Case studies on forensic psychology in courts</li> </ul> <p><b>Unit 2: Understanding the Court Process and Punishment</b></p> <ul style="list-style-type: none"> <li>● Court procedures and processes</li> <li>● Sentencing and punishment</li> <li>● Role of forensic psychologists in court proceedings</li> <li>● Impact of court decisions on mental health</li> <li>● Case studies on court processes</li> </ul> <p><b>Unit 3: Effect of Legal Professionals on Court Outcomes</b></p> <ul style="list-style-type: none"> <li>● Roles of attorneys, judges, jurors, and defenders</li> <li>● Impact of legal professionals on case outcomes</li> <li>● Psychological aspects of jury decision-making</li> <li>● Role of forensic psychologists in assisting legal professionals</li> <li>● Case studies on the influence of legal professionals</li> </ul>	<p><b>15</b></p> <p><b>15</b></p> <p><b>15</b></p>	<p><b>0</b></p> <p><b>0</b></p> <p><b>0</b></p>	<p><b>15</b></p> <p><b>15</b></p> <p><b>15</b></p>

	<b>Unit 4: Investigative Psychology and Tools</b> <ul style="list-style-type: none"> <li>● Introduction to investigative psychology</li> <li>● Offender profiling and crime scene analysis</li> <li>● Geographic profiling and criminal behaviour mapping</li> <li>● Eyewitness testimony and memory reconstruction</li> <li>● Tools and techniques in investigative psychology</li> </ul> <p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. Costanzo and Krauss, Forensic and Legal Psychology, Worth Publishers, 1st Edition, 2010</li> <li>2. Andy Griffiths &amp; Rebecca Milne, The Psychology of Criminal Investigation: From Theory to Practice, Routledge.</li> <li>3. James M. Lampinen, Jeffrey S. Neuschatz, Andrew D. Cling, The Psychology of Eyewitness Identification, psychology press.</li> <li>4. Mark Costanzo, Daniel Krauss, Forensic and Legal Psychology, Worth Publishers, 2010.</li> <li>5. Bartol, C. R. &amp; Bartol, A. M. (2004). Introduction to forensic psychology, New Delhi, Sage</li> <li>6. Personality &amp; Social Psychology: towards a synthesis, Krahe, Sage Publications: New Delhi.</li> <li>7. Hall, G.C. Lindzey, G., &amp; Campbell, J. C. (1998) Theories of personality, 4th ed. New York; wiley.</li> <li>8. Neuropsychology, a clinical approach, Walsh K. (1994), Churchill Livingstone: Edinburgh.</li> </ol>	15	0	15
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<b>NEUROPSYCHOLOGY (Specialization)</b>				
<b>12 (4+4+4) Credits</b>				
Paper 1 (4 Credits)	<b>(Course Code – NRPSY-01) Introduction to Neuroanatomy and Neurophysiology</b>	<b>60</b>	<b>0</b>	<b>60</b>
(4 Lec Credit)	<p><b>UNIT 1 Basic Plan of the Human Nervous System</b> - Organizational Principles of CNS, Gross structure of CNS, Blood supply to the Brain, Brain development and plasticity - development of brain, response to injury.</p> <p><b>UNIT 2 Structural Organization of the Brain</b> - Grey matter, White matter; Basic anatomy and function of Cortical and Subcortical structures, Midbrain, Cerebellum &amp; Spinal cord. Neuronal and glial structure.</p> <p><b>UNIT 3 Functional principles of CNS</b> – Neurons &amp; Glia; Signaling - Electrical and Chemical Communication, Simple Neural Circuit (e.g. H reflex); Neurotransmitters and Synaptic communication; Hormones and the brain.</p> <p><b>UNIT 4 Systems understanding of the Brain</b> - Understanding Hierarchy and Parallel pathways in the brain - Typical plan for Motor system and Sensory System, Transmitter systems; Techniques in Neuroanatomy and Neurophysiology: Histology, Electrophysiology and other current methods.</p> <p>Essential reading and references:</p> <ul style="list-style-type: none"> <li>• Kalat, J. W. (2019). Biological psychology. Cengage.</li> </ul>	15	0	15
		15	0	15
		15	0	15
		15	0	15

	<ul style="list-style-type: none"> <li>• Kandel, E., Schwartz, J., Jessell, T., Jessell, D. B. M. B. T., Siegelbaum, S., &amp; Hudspeth, A. J. (2012). Principles of Neural Science, Fifth Edition. Blacklick: McGraw-Hill Publishing.</li> <li>• Kolb, B., Whishaw, I. Q., &amp; Teskey, G. C. (2016). An introduction to brain and behavior. Worth</li> </ul> <p><b>Recommended references:</b></p> <ul style="list-style-type: none"> <li>• Crossman, A. R., Neary, D., &amp; Crossman, B. (2015). Neuroanatomy: An illustrated colour text. Elsevier</li> <li>• Carlson, N. R., &amp; Birkett, M. A. (2017). Physiology of behavior (12th edition). Pearson.</li> </ul>			
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Paper 2 (4 credits)	<b>(Course Code – NRPSY-02)</b> <b>Neuropsychological basis of behaviour</b>	<b>60</b>	<b>0</b>	<b>60</b>
<b>(4 Lec Credit)</b>	<p><b>UNIT 1 The Development of Neuropsychology as a discipline</b> An introduction to Neuropsychology; Historical Background of Neuropsychology; The emergence of Neuropsychology as a discipline; The scope of Neuropsychology</p> <p><b>UNIT 2 Methods in Neuropsychology</b> Invasive techniques; Electrical procedures; In-vivo imaging; Structural and Functional; Neuropsychological Assessment</p> <p><b>UNIT 3 Neuropathology for Neuropsychologists</b> Head Trauma, Vascular Disorders; Degenerative disorders; Toxic conditions; Infectious processes; Neoplasms; Oxygen deprivation; Epilepsy</p> <p><b>UNIT 4 Deficit based model in Neuropsychology to Strength based paradigm</b> Comparison standards for deficit measurement- normative and individual standards; measurement of deficit- direct and indirect; the deficit measurement paradigm. Strength based paradigm.</p> <p><b>Essential reading and references:</b> 1. Beaumont, J. G. (2008). Introduction to neuropsychology (2nd ed.). Guilford Press. 2. Lezak, M. D. (2012). Neuropsychological assessment (5th ed.). Oxford University Press. 3. Stirling, J. D. (2001). Introducing neuropsychology. Routledge.</p> <p><b>Recommended references:</b> Kolb, B., &amp; Whishaw, I. Q. (2018). Fundamentals of human neuropsychology. Worth.</p>	15	0	15
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		15	0	15

Paper 3 (4 Credits)	<b>(Course Code – NRPSY-03) Assessment: Cognition</b>	<b>45</b>	<b>0</b>	<b>45</b>
(3 Lec + 1 Prac Credit)	<b>UNIT 1 Case History and Mental Status Examination</b> Case History and Mental Status Examination in adults and children  <b>UNIT 2 Assessment of Social Development, Intelligence and Specific Learning Disability</b> Vineland Social Maturity Scale (VSMS), Binet Kamat Test of Intelligence (BKT), Wechsler Intelligence Scale for Children-Fourth edition (WISC-IV), Wechsler Abbreviated Scale of Intelligence II (WASI-2), NIMHANS Specific Learning Disability Battery  <b>UNIT 3 Assessment of Memory</b> Wechsler Memory Scale -3rd Edition (WMS-III)  <b>UNIT 4 Neuropsychological Assessment</b> Confusion Assessment Method (CAM), Montreal Cognitive Assessment (MoCA), Mini Mental State Examination (MMSE), Addenbrooke's Cognitive Examination III (ACE-III), NIMHANS Neuropsychology Battery  <b>Essential reading and references:</b> <ul style="list-style-type: none"> <li>Lezak, M. D. (2012). Neuropsychological assessment (5th ed.). Oxford University Press.</li> <li>Rao, S.L. et al. (2004). NIMHANS Neuropsychology Battery- Manual. NIMHANS</li> <li>Strauss, E., Sherman, E. M. S., &amp; Spreen, O. (2006). A compendium of neuropsychological tests: administration, norms, and commentary (3rd ed.). Oxford University Press.</li> </ul>	12	0	12
		11	0	11
		11	0	11
		11	0	11

<b>Practicum</b>	<p>Case History and Mental Status Examination</p> <p>Case History and Mental Status Examination in adults and children</p> <p>Assessment of Social Development, Intelligence and Specific Learning Disability</p> <p>Vineland Social Maturity Scale (VSMS), Binet Kamat Test of Intelligence (BKT), Wechsler Intelligence Scale for Children-Fourth edition (WISC-IV), Wechsler Abbreviated Scale of Intelligence II (WASI- 2), NIMHANS Specific Learning Disability Battery</p> <p>Assessment of Memory</p> <p>Wechsler Memory Scale -3rd Edition (WMS-III)</p> <p>Neuropsychological Assessment</p> <p>Confusion Assessment Method (CAM), Montreal Cognitive Assessment (MoCA), Mini Mental State Examination (MMSE), Addenbrooke's Cognitive Examination III (ACE-III), NIMHANS Neuropsychology Battery.</p> <p><b>Essential reading and references:</b></p> <ul style="list-style-type: none"> <li>• Lezak, M. D. (2012). Neuropsychological assessment (5th ed.). Oxford University Press.</li> <li>• Rao, S.L. et al. (2004). NIMHANS Neuropsychology Battery- Manual. NIMHANS</li> <li>• Strauss, E., Sherman, E. M. S., &amp; Spreen, O. (2006). A compendium of neuropsychological tests: administration, norms, and commentary (3rd ed.). Oxford University Press.</li> </ul>	<b>0</b>	<b>30</b>	<b>30</b>
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Sports Psychology (Specialization)				
12 (4+4+4) Credits				
Paper 1 (4 credits)	<b>(Course Code – SPPSY-01) Foundation of Sports Psychology</b>	<b>60</b>	<b>0</b>	<b>60</b>
(4 Lec Credits)	<b>Unit 1: Foundations of Sports Psychology:</b> Overview of Sports Psychology; Concept of Exercise Psychology; Motivation and Sports Performance; Personality and Sports Performance; Theoretical Foundations of Sports Psychology	<b>15</b>	<b>0</b>	<b>15</b>
	<b>Unit 2: Emotional and Developmental Aspects of Sports Performance:</b> Arousal, Anxiety, and Performance; Motor Learning, Motor Development, and Motor Skill Acquisition; Aggression and Sports Performance; Developmental Psychology; Cybercognition and Behavior	<b>15</b>	<b>0</b>	<b>15</b>
	<b>Unit 3: Gender and Special Populations in Sports:</b> Gender and Sport; Special Populations; Women's Psychological Empowerment; Youth Psychology; Consumer and Media Cyberpsychology	<b>15</b>	<b>0</b>	<b>15</b>
	<b>Unit 4: Professional Practice in Sports Psychology:</b> Roles and Responsibilities of a Sports Psychologist; Building Professional Relationships in Sports; Case Studies and Role Plays; Life Skills in Athletes; Emerging Trends in Sports Psychology	<b>15</b>	<b>0</b>	<b>15</b>

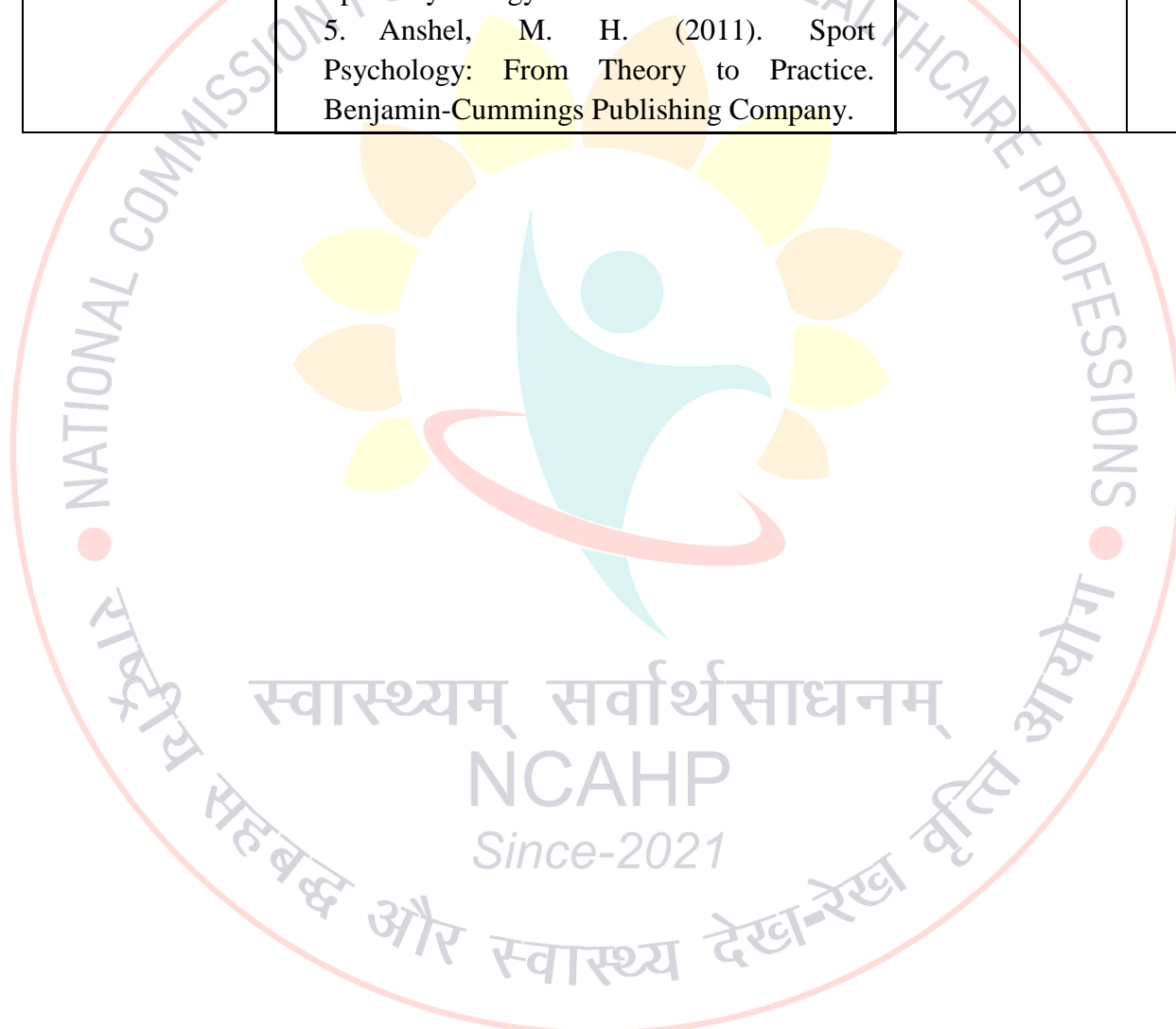
	<p><b>Reference Books</b></p> <ol style="list-style-type: none"> <li>1. Carron, A. V., Hausenblas, H. A., &amp; Mack, D. (2003). Social Psychology of Sport. Human Kinetics.</li> <li>2. Weinberg, R. S., &amp; Gould, D. (2018). Foundations of Sport and Exercise Psychology. Human Kinetics.</li> <li>3. Cox, R. H. (2011). Sport Psychology: Concepts and Applications. McGraw-Hill.</li> <li>4. Moran, A. P. (2012). Sport and Exercise Psychology: A Critical Introduction. Routledge.</li> <li>5. Williams, J. M. (Ed.). (2010). Applied Sport Psychology: Personal Growth to Peak Performance. McGraw-Hill Education.</li> </ol>			
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Paper 2 (4 credits)	<b>(Course Code – SPPSY-02) Athletics and Sports Psychology</b>	<b>60</b>	<b>0</b>	<b>60</b>
(4 Lec Credits)	<p><b>Unit I:</b> Group Dynamics in Sports: Spectator's Effect on Sports Performance; Structure of a Group in Sports; Role of Group Dynamics in Sports; Building Team Cohesion</p> <p><b>Unit II:</b> Leadership in Sports: Leadership in Sports; Types of Coach Leadership; Coach-Athlete Relationship; Motivational Environment</p> <p><b>Unit III:</b> Decision Making in Sports: Critical Decision-Making in Sports; Strategies for Effective Decision-Making; Tools and Techniques for Decision-Making; Evaluation and Feedback</p> <p><b>Unit IV:</b> Sports Psychometrics and Psycho-Diagnostics: Introduction to Psychometrics; Psychological Tools in Sports; Psycho-Diagnostic Assessment; Scoring, Interpretation, and Feedback</p> <p><b>Unit V:</b> Relaxation Techniques and Motivational Climate: Relaxation Techniques for Athletes; Creating a Positive Motivational Climate; Event Organization and Management; Experiential Learning in Sports Psychology</p>	12	0	12
		12	0	12
		12	0	12
		12	0	12



	<p><b>Reference Books</b></p> <ol style="list-style-type: none"> <li>1. Jowett, S., &amp; Lavalley, D. (2007). Social Psychology in Sport. Human Kinetics.</li> <li>2. Horn, T. S. (Ed.). (2008). Advances in Sport Psychology. Human Kinetics.</li> <li>3. Weinberg, R. S., &amp; Gould, D. (2018). Foundations of Sport and Exercise Psychology. Human Kinetics.</li> <li>4. Martens, R. (1987). Coaches Guide to Sport Psychology. Human Kinetics.</li> <li>5. Anshel, M. H. (2011). Sport Psychology: From Theory to Practice. Benjamin-Cummings Publishing Company.</li> </ol>			
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Paper 3 (4 credits)	<b>(Course Code – SPPSY-03) Building Resilience and Performance</b>	<b>60</b>	<b>0</b>	<b>60</b>
(4 Lec Credits)	<b>Unit 1: Psychological Skills Training:</b> Introduction to Psychological Skills Training; Psychological Periodisation; Nature of Sports and Required Psychological Skills; Common Problems in Psychological Skills Training	12	0	12
	<b>Unit 2: Core Psychological Skills:</b> Goal Setting in Sports; Visualization and Mental Imagery; Relaxation Techniques for Athletes; Confidence and Attention Control	12	0	12
	<b>Unit 3: Core Skills in Psychological Skills Training:</b> Case Studies in Psychological Skills Training; Role of Physical Education in Mental Strength; Mental Strength Development; Practical Assignments and Projects	12	0	12
	<b>Unit 4: Introduction to Positive Psychology:</b> Foundations of Positive Psychology; Building Psychological Strengths; Positive Psychology in Action; Practical Applications	12	0	12
	<b>Unit 5: Strength-Based Approach in Sports:</b> Techniques for Building Resilience; Optimism and Hope in Sports; Mindfulness and Gratitude; Strength-Based Approach Projects	12	0	12

	<p><b>Reference Books</b></p> <ol style="list-style-type: none"> <li>1. Vealey, R. S., &amp; Greenleaf, C. A. (2010). Understanding and Enhancing Athlete Motivation: A Practical Guide for Coaches. Human Kinetics.</li> <li>2. Weinberg, R. S., &amp; Gould, D. (2018). Foundations of Sport and Exercise Psychology. Human Kinetics.</li> <li>3. Seligman, M. E. P., &amp; Csikszentmihalyi, M. (2000). Positive Psychology: An Introduction. American Psychologist.</li> <li>4. Carr, A. (2011). Positive Psychology: The Science of Happiness and Human Strengths. Routledge.</li> <li>5. Gardner, F. L., &amp; Moore, Z. E. (2006). Clinical Sport Psychology. Human Kinetics.</li> </ol>			
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<b>INVESTIGATIVE PSYCHOLOGY (Specialization)</b> <b>12 (2+2+2+2+2+2) Credits</b>				
Paper 1 (2 Credits)	<b>(Course Code – IPPSY-01) THEORIES OF CRIMINAL BEHAVIOUR</b>	<b>30</b>	<b>0</b>	<b>30</b>
(2 Lec Credit)	<b>UNIT 1 Introduction</b> Concepts of criminal behaviour – Factors influencing criminal behaviour, evolution of perception of behaviour – nature Vs nurture	<b>6</b>	<b>0</b>	<b>6</b>
	<b>UNIT 2 Biological Theories</b> Lombroso's Theory, Enrico Ferri's Theory, William Sheldon's Theory, Biological Causes of Criminality, Chromosomes and Criminality; Family Studies; Twin and Adoption Studies; Neuro Science and criminal behaviour; Hormones and Crime	<b>6</b>	<b>0</b>	<b>6</b>
	<b>UNIT 3 Psychological Theories</b> Social Learning Theory, Psychodynamic theory, Developmental Psychology and Criminal Behaviour; Cognitive Psychology and Criminal Behaviour Psychological abnormality and criminality	<b>6</b>	<b>0</b>	<b>6</b>
	<b>UNIT 4 Sociological Theories</b> Rafael Garafalo's Theory, Anomie theory, Social Bond Theory, Labelling theory, Conflict theory, Multiple Approach to Crime Causation, Neighbourhood influences and criminal behavior	<b>6</b>	<b>0</b>	<b>6</b>

	<b>UNIT 5 Criminological Theories</b> Sutherland's Differential Association Theory, Space Transition Theory, Chicago School; Theory of differential opportunity; Theory of broken Window; Routine Activity theory; Feminist Criminological theories  <b>References</b> 1. C. R. Bartol, & A. M. Bartol (2010). Criminal Behavior: A Psychological Approach. Prentice Hall. 2. J. R. Lilly, F. T. Cullen & R. A. Ball (2015), Criminological Theory, Sage. 3. D. W. Johnes (2018), Understanding Criminal Behaviour: Psycho-social Approaches to Criminality, Willan Publishing.	6	0	6
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Paper2 (2 Credits)	<b>(Course Code – IPPSY-02) FORENSIC CRIMINOLOGY</b>	<b>30</b>	<b>0</b>	<b>30</b>
(2 Lec Credit)	<b>UNIT 1 Introduction:</b> 1. Forensic Criminology- Definition, scope, historical development, 2. Criminologists and Criminalists, Cognitive Ethos of the Forensic 3. Examiner Interdisciplinary nature- Integration of Criminology and 4. Forensic Science  <b>UNIT 2 Historical Figures:</b> 1. Dr. Johann (Hans) Baptist, Dr. Edmond Locard, August Vollmer, Edward 2. Oscar Heinrich, Dr. Marvin E. Wolfgang, etc., 3. The Practitioners: Law Enforcement Investigations: Essential 4. Considerations, Prosecutor, Defense, Forensic Scientists. Forensic Mental 5. Health Experts.  <b>UNIT 3 Legal Issues and Courtroom Procedures:</b> 1. Science in the courtroom: Admissibility of evidence in court , 2. Accountability and role of expert, opinion, Bias, Consultant Experts, 3. Conduct and Responsibilities, Challenges and Controversies (e.g., 4. wrongful convictions, bias), Future Trends and Innovations in Forensic 5. Criminology  <b>UNIT 4 Forensic Examinations:</b> 1. Forensic Criminological Assessments- Evaluation of Offenders, Risk 2. Assessment and Management; Premises Liability, Forensic Criminology in 3. Correctional Settings, Miscarriages of Justice: Causes and Suggested 4. Reforms	<b>6</b>	<b>0</b>	<b>6</b>
		<b>6</b>	<b>0</b>	<b>6</b>
		<b>6</b>	<b>0</b>	<b>6</b>



	<p><b>UNIT 5 Forensic Criminology in Practice:</b> Analysis of Case Files, Crime scene behavior, profiling, Linkage Analysis and Crime Scene Reconstruction Writing Forensic Reports., Ethics for the Forensic Criminologist</p> <p><b>References</b></p> <ol style="list-style-type: none"> <li>1. Petherick, W. (Ed.). (2009). Forensic criminology. Academic Press.</li> <li>2. Turvey, B. E. (2011). Criminal profiling: An introduction to behavioral evidence analysis (4th ed.). Academic Press.</li> <li>3. Davies, G. M., &amp; Beech, A. R. (Eds.). (2012). Forensic psychology: Crime, justice, law, interventions. Wiley-Blackwell.</li> <li>4. Gardner, R. M. (2013). Practical crime scene processing and investigation. CRC Press.</li> <li>5. James, S. H., Nordby, J. J., &amp; Bell, S. (2014). Forensic science: An introduction to scientific and investigative techniques (4th ed.). CRC Press.</li> </ol>	6	0	6
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NATIONAL COMMISSION



Paper 3 (2 Credits)	<b>(Course Code – IPPSY-03) FORENSIC INVESTIGATIVE TECHNIQUES – I</b>	<b>30</b>	<b>0</b>	<b>30</b>
(2 Lec Credit)	<b>Unit 1: Interrogation and investigative Interviewing</b> Forensic Interview, police Interviewing and Interrogation, SOP of Interview, Types of Interview, Difference between forensic and clinical interview, Importance of interview n various investigation techniques	<b>6</b>	<b>0</b>	<b>6</b>
	<b>Unit 2: Detection of Deception:</b> Polygraph: History, Basic physiology (circulation system, respiration system, skin conductance, muscular activity) and psychological aspects (autonomic nervous system) of polygraph, Scientific basis of polygraph, sensors used for polygraph recording, administration, testing procedure (pretest, Administration, post test); types of questionnaire and approaches, scoring and analysis, report writing, related case studies.	<b>6</b>	<b>0</b>	<b>6</b>
	<b>Unit 3: Detection of Deception:</b> Suspect Detection system: history, scientific basis (physiological & theoretical understanding) Instrument (hardware & software) its underlying mechanism; testing procedure, types of questions, results and analysis, report writing, case studies	<b>6</b>	<b>0</b>	<b>6</b>
	<b>Unit 4: Layered Voice analysis:</b> History, scientific basis (physiological & theoretical understanding), instrument (hardware & Software), different modes of investigation (online, offline, investigation & recording), online mode (Administration, pre test, standby mode, during the test, online floating screen, detailed instructions for using the online mode, online mode messages and their meaning, advanced analysis features) & offline	<b>6</b>	<b>0</b>	<b>6</b>

	<p><b>Unit 5: Violence and Trauma Informed Interviewing</b></p> <p>Crisis intervention, impacts of crime victimization, factors that influence impact; women victims of domestic violence, sexual offences, children as victims; Violence and Trauma informed interviewing techniques; Rights of the victims during investigation and trial</p> <p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. Amin, M., &amp; Singh j.S.Forensic Science in criminal Investigation. Unique Law publishers</li> <li>2. Gordon, N.J &amp; Fleisher, W.L., (2010). Effective Intervening and Interrogation Techniques Third Edition</li> <li>3. Math, S.B.(2011). Supreme court judgment on polygraph narco analysis &amp; brain mapping: a boon or a bane. The Indian journal of Medical research</li> </ol>	6	0	6
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स्वास्थ्यम् सर्वार्थसाधनम्

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Since-2021

और स्वास्थ्य देख-रेख वृत्ति

Paper 4 (2 credits)	(Course Code – IPPSY-04) <b>BEHAVIOURAL EVIDENCE ANALYSIS</b>	<b>30</b>	<b>0</b>	<b>30</b>
(2 Lec Credits)	<p><b>Unit 1: Introduction</b> History of criminal profiling – ethics in profiling, admissibility - deductive and inductive analysis, Characteristics of a profiler, – Behavioural Evidence Analysis (BEA) – Logical fallacy, profiling &amp; court, expert witness, Case linkages</p> <p><b>Unit 2: Crime Scene Profiling</b> Concept and definition, purposes, organized vs disorganized crime scene, crime scene type – primary, secondary, tertiary. Entry &amp; exit points, Modus operandi, staging, posing, signature, souvenir or trophy taking, psychological undoing; Cognitive pitfalls of crime scene profiling</p> <p><b>Unit 3: Psychological Profiling &amp; Suspect Based Profiling</b> Concept and definition, Method of approach, method of attack, victim selection, use of force, method of control, nature and sequence of harm, exposure to harm. Suspect based profiling - Concept and definition, racial and ethnic profiling Vs suspect based profiling; drugs, profiling terrorists, passenger profiling, behavioural pattern profiling,</p> <p><b>Unit 4: Geographical Profiling</b> Concept and definition – Spatial patterns of crime, Geo-profiler, geographical mapping, Geographic Information Systems (GIS), Key Concepts (Distance decay, buffer zone, mental maps, the centrality theory), Hunting patterns, Assumptions of geographic profiling, Software. Case Studies – Green River Killer</p>	6	0	6
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		6	0	6
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	<p><b>Unit 5: Equivocal Death Analysis</b></p> <p>Psychological autopsy – concept and definition, purpose, categories of suicide (self-inflicted, first degree, second degree and third degree); suicide note, behavioural residues, manners – suicide by cop, autoerotic death, Autoerotic asphyxia, choking game</p> <p><b>References</b></p> <ol style="list-style-type: none"> <li>1. C. R. Bartol, &amp; A. M. Bartol (2013). Criminal &amp; Behavior Profiling; Theory, Research &amp; Practice, Sage.</li> <li>2. B.E. Turvey (2023), Criminal Profiling: An Introduction to Behavioral Evidence Analysis, Elsevier.</li> <li>3. A. W. Burgess &amp; S. M. Constantine (2021) A Killer by Design: Murderers, Mindhunters, and My Quest to Decipher the Criminal Mind, Welbeck</li> </ol>	6	0	6
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Paper 5 (2 Credits)	<b>(Course Code – IPPSY-05) CRIME AND CRIMINAL BEHAVIOUR</b>	<b>30</b>	<b>0</b>	<b>30</b>
(2 Lec Credit)	<p><b>Unit 1: Introduction</b> Concepts of criminal behaviour – psychology of offending, Typologies of offenders; Age, Gender and Crime - Juvenile offenders, Female offenders – types – Victim turned offender, Factors of criminal behaviour, mental disorder</p> <p><b>Unit 2: Murder</b> Murder for gain, Cult murder, ritualistic murder, sexual homicide, femicide, domestic homicide, Leyton's epochs of murder; Types of murderers Blackburn (1971) - depressive, over-controlled repressors (of aggression), paranoid-aggressive, and psychopathic.</p> <p><b>Unit 3: Serial Killers</b> The Holmes-De Burger Serial Killer Typology (Visionary, mission oriented, hedonistic, Power-control); mass murderer, Spree killers, family annihilators</p> <p><b>Unit 4: Sexual offenders</b> Child sexual abuser – paedophile, fixated-regressed, victim gender/relationship; Massachusetts Treatment Center Classification System for rapists; Serial rapists, Females: co-offender, teacher lover/heterosexual nurturer; Internet: impulsivity/curiosity, fueling sexual interests, accessing victims/ disseminating images, seeking financial gain, cross over sexual offences</p>	6	0	6
		6	0	6
		6	0	6



	<p><b>Unit 5: Other offenders</b></p> <p>Arsonists (Juvenile fire setters, serial arsonists, firefighter arsonist, pyromania); four themes of arson, other arson models; Burglars (four themes - Pilferers, Raiders, Intruders, Invaders); Child Abductors (Cyber criminal behaviour, family violence, economic offences; Stalking – RECON typology, Mullen <i>et. al</i> typologies – intimacy-seeking, rejected, incompetent, resentful, and predatory stalkers; Terrorists – the rationally motivated terrorist, the psychologically motivated terrorist, and the culturally motivated terrorist; Lone wolf terrorist, passenger profiling</p> <p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. C. R. Bartol, &amp; A. M. Bartol (2010). Criminal Behavior: A Psychological Approach. Prentice Hall.</li> <li>2. B.E. Turvey (2023), <i>Criminal Profiling: An Introduction to Behavioral Evidence Analysis</i>, Elsevier.</li> <li>3. D. Howitt (2022), <i>Introduction to Forensic and Criminal Psychology</i>, Pearson.</li> <li>4. R. Durrant (2013); <i>An Introduction to Criminal Psychology</i>, Routledge.</li> </ol>	6	0	6
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Paper 6 (2 Credits)	<b>(Course Code – IPPSY-06) FORENSIC INVESTIGATIVE TECHNIQUES – II</b>	<b>30</b>	<b>0</b>	<b>30</b>
(2 Lec Credit)	<b>Unit 1: Brain – Mapping/ (BEOS)</b> Electrical properties of neurons, principles of EEG & ERP, Amplitude & Latency, ERP paradigms & components, Application of EEG in forensic set up, working mechanisms & scientific basis of Brain-mapping and BEOS. Concept of experimental knowledge, scientific basis of probe, designing, probe ids. Testing procedure ( pretest, administration & posttest ) and requirements, report writing- related case studies, admissibility in court	<b>8</b>	<b>0</b>	<b>8</b>
	<b>Unit 2: Narco Analysis</b> History, scientific basis ( Physiological & theoretical understanding), instrument & its underlying mechanisms, general techniques, testing procedure(pretest, administration & posttest ) and requirements, Application of narco analysis in medical and non-medical setups, narco interview , ethical issues in narco analysis, report writing- related case studies, admissibility in court	<b>8</b>	<b>0</b>	<b>8</b>
	<b>Unit 3: fMRI and Micro expressions</b> fMRI: Blood oxygen level dependence (BOLD), Diagnostic methods , procedure of use, merits and risks, fMRI as lie detector , Micro expressions, display of emotions, Ekman's facial expression and decoding of human face, types of micro expressions used as differentiating between truth and lie	<b>7</b>	<b>0</b>	<b>7</b>

	<p><b>Unit 4: Recent advances in forensic psychological techniques</b></p> <p>Forensic statement analysis, eye detection techniques, handwriting analysis , non verbal behavioural assessment investigation tool</p> <p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. Amin, M., &amp; Singh j.S. Forensic Science in criminal Investigation. Unique Law publishers</li> <li>2. Gordon, N.J &amp; Fleisher, W.L., (2010). Effective Intervening and Interrogation Techniques Third Edition</li> <li>3. Math, S.B.(2011). Supreme court judgment on polygraph narco analysis &amp; brain mapping: a boon or a bane. The Indian journal of Medical research</li> </ol>	7	0	7
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<b>Cyber Psychology (Specialization)</b> <b>12 (4+4+4) Credits</b>				
Paper 1	<b>(Course Code – CBPSY-01)</b>	<b>60</b>	<b>0</b>	<b>60</b>
(4 Credits)	<b>Fundamentals of Cyberpsychology</b>			
(4 Lec Credits)	<b>Unit I: Introduction to Cyberpsychology</b> Overview of Cyberpsychology: Definition and scope of cyberpsychology; historical development and key milestones. Interdisciplinary nature of cyberpsychology; Key Concepts and Terminology: Understanding digital identities and online personas; Concepts of presence, anonymity, and disinhibition; Psychological impacts of digital environments.	<b>12</b>	<b>0</b>	<b>12</b>
	<b>Unit II: Theoretical Foundations of Cyberpsychology</b> Major theories and models in cyberpsychology: Uses and Gratifications Theory, Social Identity Theory, Media Richness Theory, Hyperpersonal Model: Extended Mind Theory Theory of Planned Behavior, Flow Theory, Self-Determination Theory, Cognitive Load Theory, Social Cognitive Theory, and other relevant theories. Emerging Theoretical Frameworks: Digital Natives and Digital Immigrants; Technological Determinism; Actor-Network Theory; Affordance Theory Ecological Systems Theory, and other emerging theories.	<b>12</b>	<b>0</b>	<b>12</b>
	<b>Unit III: Digital Identity and Interaction</b> Online Identity and Self-presentation: Theories of digital identity; self-presentation strategies on social media; implications for personal and professional life. Virtual Communities and Social Networks: Characteristics of virtual communities; Social dynamics and group behavior online; Impact on offline social interactions	<b>12</b>	<b>0</b>	<b>12</b>

	<p>Digital Communication and Relationships: Dynamics of online communication; Formation and maintenance of online relationships; Comparison with offline relationships.</p>			
	<p><b>Unit IV: Cybercognition and Human Behaviors</b></p> <p>Cybercognition and Behavior: Cognitive processes in digital environments; Effects of digital technology on perception and attention; Behavioral changes associated with digital media use. Human Behavior in Cyber Contexts: Online shopping behaviors and patterns; Influence of digital advertising on consumer decisions; Psychological factors driving e-commerce. Media Influence and Cyberpsychology: Impact of media consumption on psychological health; Role of digital media in shaping attitudes and behaviors; Strategies for critical media consumption.</p>	12	0	12
	<p><b>Unit V: Future Directions in Cyberpsychology</b></p> <p>Emerging Technologies and Psychological Impacts: Virtual reality and augmented reality; Artificial intelligence and human interaction; Future trends in cyberpsychology research; Cyberpsychology in Practice: Applications in clinical psychology; Cyberpsychology in organizational settings; Role of cyberpsychologists in policy and advocacy; Interdisciplinary Collaborations: Working with computer scientists, engineers, and designers; Multidisciplinary approaches to solving digital issues</p>	12	0	12

	<p><b>Reference Books/Articles</b></p> <ul style="list-style-type: none"> <li>• Parsons, T. D. (2019). Ethical challenges in digital psychology and cyberpsychology<sup>21</sup>. Cambridge: Cambridge University Press.</li> <li>• Attrill-Smith, A., Fullwood, C., Keep, M., &amp; Kuss, D. J. (Eds.). (2019). Oxford Handbook of Cyberpsychology. Oxford: Oxford University Press.</li> <li>• Cyberpsychology and the Brain: The Interaction of Neuroscience and Affective Computing” by Thomas D.</li> <li>• The Age of Cyberpsychology: An Overview by Julie R. Ancis – T</li> <li>• Journals such as Cyberpsychology, Behavior, Social Networking, and Computers in Human Behavior regularly publish research related to cyberpsychology.</li> </ul>			
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Paper 2 (4 Credits)	<b>(Course Code – CBPSY-02) Foundations and Developmental Perspectives in Cyberpsychology</b>	<b>60</b>	<b>0</b>	<b>60</b>
(4 Lec Credits)	<p><b>Unit I: Research Foundations and Methodologies</b></p> <p>Introduction to Cyberpsychology Research Methods: To enhance research skills for critical assessment and evaluation across various domains of cyberpsychology, essential research methodologies in cyberpsychology and their practical applications, and ethical considerations in cyberpsychology research. Designing Cyberpsychology Studies: Formulating research questions and hypotheses; study design and sampling techniques; data collection methods: surveys, experiments, and observational studies. Case Studies in Cyberpsychology Research: Examination of notable case studies; lessons learned and implications for future research; impact of case studies on the field.</p> <p><b>Unit II: Technology Across the Lifespan</b></p> <p>Adolescent and Emerging Adult Perception and Participation in Problematic and Risky Online Behavior: Overview of adolescent online behavior; risky and problematic online activities; impact on development and mental health. The Myth of the Digital Native and What It Means for Higher Education: Debunking the digital native myth; Implications for education and technology use; Strategies for effective technology integration in education. Technology Interference in Couple and Family Relationships: Impact of technology on romantic and familial relationships; digital interference and its consequences; strategies for managing technology use in relationships.</p>	12	0	12
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	<p>Older Adults and Digital Technologies: Technology adoption among older adults; benefits and challenges of technology use; promoting digital inclusion for older adults.</p>			
	<p><b>Unit III: Interaction and Interactivity</b></p> <p>Textese: Language in the Online World: Evolution of digital language; impact on communication and literacy; cultural implications of text; Cultural Considerations on Online Interactions: Influence of culture on digital behavior; cross-cultural differences in online interactions; strategies for culturally sensitive digital communication. Online Romantic Relationships: Dynamics of romantic relationships online; comparison with offline relationships; challenges and benefits of online dating. Social Consequences of Online Interaction: Impact of online interactions on social behavior; positive and negative social outcomes; strategies for promoting healthy online interactions.</p>	12	0	12
	<p><b>Unit IV: Groups and Communities</b></p> <p>Online Support Communities: Role and benefits of online support groups; psychological impacts of participation; case studies of effective online communities. Screening and assessment of technology addiction. Digital inclusion for people with disabilities: Challenges and strategies for digital inclusion; benefits of digital access for individuals with disabilities; case studies and best practices. The Psychology of Online Lurking: Understanding the phenomenon of lurking; psychological motivations and impacts; strategies for engaging lurkers in online communities. Conceptualizing Online Groups as Multidimensional Networks: Network theory and its application to online groups; analysis of group dynamics and interactions; case studies of online group behavior.</p>	12	0	12

	<p><b>Unit V: Advanced Topics in Cyberpsychology</b></p> <p>Cyberbullying and Online Harassment: Definitions and types of cyberbullying; Psychological impact on victims; Strategies for prevention and intervention; Digital Identity and Self-Presentation: Theoretical frameworks for understanding digital identity; Self-presentation strategies online; Implications for personal and professional life; Virtual Reality and Its Psychological Impacts: Applications of virtual reality in various fields; Psychological effects of virtual reality use; Future directions and ethical considerations; Artificial Intelligence and Human Interaction: Role of AI in online interactions; Psychological impacts of interacting with AI; Ethical and societal implications</p> <p><b>Reference Books/Articles</b></p> <ul style="list-style-type: none"> <li>• Attrill-Smith, A., Fullwood, C., Keep, M., &amp; Kuss, D. J. (Eds.). (2019). Oxford Handbook of Cyberpsychology. Oxford: Oxford University Press.</li> <li>• Pontes, H. M. (Ed.). (2022). Behavioral addiction: Conceptual, clinical, assessment, and treatment approaches. Springer.</li> <li>• Morling, B. (2021). Research methods in psychology: Evaluating a world of information (4th ed.). W.W. Norton &amp; Company.</li> <li>• Babbie, E. (2022). The Practice of Social Research (15th ed.). Cengage Learning.</li> <li>• Cozby, P. C., &amp; Bates, S. C. (2023). Methods in Behavioral Research (13th ed.). McGraw-Hill Education.</li> </ul>	12	0	12
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	<ul style="list-style-type: none"> <li>• Joinson, A. N., Reips, U.-D., Mckenna, K. Y. A., &amp; Postmes, T. (2012). Oxford Handbook of Internet Psychology. Oxford: Oxford University Press.</li> <li>• Journals such as Cyberpsychology, Behavior, Social Networking, and Computers in Human Behavior regularly publish research related to cyberpsychology.</li> </ul>			
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Paper 3 (4 Credit)	<b>(Course Code – CBPSY-03) Social Media, Health and Cybersecurity in Cyberpsychology</b>	<b>60</b>	<b>0</b>	<b>60</b>
(4 Lec Credit)	<p><b>Unit I: Social Media and Thematic Analysis</b></p> <p>Uses and Gratifications of Social Media: Who Use it and Why? Motivations for social media use; demographic analysis of social media users; psychological implications of social media engagement.</p> <p>Image Sharing in Social Networking Sites: Who, What, Why, and So What? Trends in image sharing on social media; psychological impact of image-centric social networks; analysis of social media content and user behavior.</p> <p>Social Media and Cyberactivism: Role of social media in activism and social change; case studies of successful cyberactivism campaigns; strategies for effective digital advocacy and brief intervention.</p> <p>Socially connecting through blogs and logs: A social connections approach to logging and logging motivation; motivations for blogging and vlogging; impact on social connections and community building; psychological benefits and challenges.</p>	<b>12</b>	<b>0</b>	<b>12</b>
	<p><b>Unit II: Health and Technology</b></p> <p>Managing Your Health Online: Issues in the Selection, Curation, and Sharing of Digital Health Information: Online health information-seeking behavior; challenges in selecting and curating reliable health information; sharing health information in digital spaces; brief psychological intervention to manage technology addiction.</p> <p>A Psychological Overview of Gaming Disorder: Understanding gaming disorder and its symptoms; psychological and social factors contributing to gaming addiction; treatment approaches for gaming disorder.</p>	<b>12</b>	<b>0</b>	<b>12</b>

	<p>Mourning and Memorialization on Social Media: Digital Mourning Practices; Role of social media in the grieving process; Psychological impact of online memorization; Brief psychological interventions.</p> <p>The Therapeutic and Health Benefits of Playing Video Games: Positive health outcomes of gaming, therapeutic applications of video games, and case studies of gaming in health interventions.</p>			
	<p><b>Unit III: Gaming and its Impact</b></p> <p>Video Games and Behavior Change: Influence of video games on behavior modification; case studies of games designed for behavior change; psychological mechanisms underlying behavior change through gaming.</p> <p>Game Transfer Phenomena: Origin, Development, and Contributions to the Video Game Research Field: Concept and research on game transfer phenomena; impact on gamers' perceptions and behaviors; contributions to the understanding of video game effects.</p> <p>Psychosocial Effects of Gaming: Social and psychological outcomes of gaming; positive and negative effects on mental health; strategies for balancing gaming in daily life.</p> <p>Enacting immorality within the gamespace: Where should we draw this line?</p> <p>Ethical considerations in gaming content; psychological impact of engaging in immoral behavior in games; debates on regulation and content moderation in games.</p>	12	0	12



	<p><b>Unit IV: Cybercrime and Cybersecurity</b></p> <p>The Rise of Cybercrime: Overview of cybercrime trends and statistics; psychological profiles of cybercriminals; societal impact of cybercrime.</p> <p>Policing Cybercrime through Law Enforcement and Industry Mechanisms: Strategies for combating cybercrime; role of law enforcement and industry collaboration; case studies of successful cybercrime prevention initiatives.</p> <p>Cybercrime and You: How Criminals Attack and the Human Factors That They Seek to Exploit; Common cyberattack methods; Psychological tactics used by cybercriminals; Tips for personal cybersecurity and awareness.</p> <p>The Group Element of Cybercrime: Types, Dynamics, and Criminal Operations; Analysis of cybercrime groups; dynamics of group operations; strategies for disrupting cybercrime networks.</p>	12	0	12
	<p><b>Unit V: Ethics and Policy in Cyberpsychology</b></p> <p>Ethical Issues in Cyberpsychology: Privacy and data security; Informed consent and digital environments; Ethical guidelines for cyberpsychology research.</p> <p>Policy and regulation of online behavior: Internet governance and regulation; policies for protecting users online; the role of governments and organizations in ensuring online safety.</p> <p>Future Directions in Cyberpsychology: Emerging trends and technologies; potential areas for future research; evolving role of cyberpsychologists in society.</p>	12	0	12

	<p><b>Reference Book/Articles</b></p> <ol style="list-style-type: none"> <li>1. Attrill-Smith, A., Fullwood, C., Keep, M., &amp; Kuss, D. J. (Eds.). (2019). Oxford Handbook of Cyberpsychology. Oxford: Oxford University Press.</li> <li>2. Smith, J. (2023). Digital Health: A Sociotechnical Perspective. New York: Publisher.</li> <li>3. Pontes, H. M. (Ed.). (2022). Behavioral addiction: Conceptual, clinical, assessment, and treatment approaches. Springer.</li> <li>4. Marsh, T. (2017). Definitive guide to behavioral safety.</li> <li>5. Joinson, A. N., Reips, U.-D., Mckenna, K. Y. A., &amp; Postmes, T. (2012). Oxford Handbook of Internet Psychology. Oxford: Oxford University Press.</li> <li>6. Journals such as Cyberpsychology, Behavior, Social Networking, and Computers in Human Behavior regularly publish research related to cyberpsychology.</li> </ol>			
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<b>Child and adolescent Behavioural and Mental Health (Specialization)</b> <b>12 (6+6) Credits</b>				
Paper 1  (6 Credit) (6 Lec Credit)	<b>(Course Code – CAPSY-01) Structural determinants of behavioural and mental health in children and adolescents</b>	<b>90</b>	<b>0</b>	<b>90</b>
	<b>Unit I: Foundations of development: infancy to childhood</b>  Defining development and maturity; stages in growth and development from infancy to childhood; the course of normal development, influences on development (genetic vs. environmental factors challenging development), and developmental milestones (e.g.: physical, speech and language, emotional, social and cognition); critical periods of development; theoretical perspectives on cognitive development (e.g.: Piaget's theory of cognitive development, Vygotsky's Socio-cultural theory of cognitive development), language development (e.g.: nativism, interactionist, sensitive periods, social pragmatics, Vygotsky's zone of proximal development), emotion development (e.g.: discrete emotion theory); moral development (e.g.: Kohlberg, Piaget and Gillian), attachment (e.g.: Bowlby and Ainsworth), social development and personality (e.g.: Freud and Erikson); role of developing play behaviour; role of school in development	<b>18</b>	<b>0</b>	<b>18</b>
	<b>Unit II: Foundations of development: Adolescence</b>  Normative stages in growth and development in adolescence; the course of normal development and theoretical perspectives on cognitive development (e.g.: Piaget's theory of cognitive development, Vygotsky's Socio-cultural theory of cognitive development), language development, emotion development, moral development,	<b>18</b>	<b>0</b>	<b>18</b>

	<p>social development and personality; normative expressions of development in the social context of family and school (e.g.: friendships and peer influence); role of school in development (e.g.: school environment and peer relationships); development of identity (e.g.: self-evaluation, self-regulation); sex-role development</p> <p><b>Unit III: Influences of the family on development: Stages of the family life cycle</b></p> <p>Family as a social system; Types and structures of families; influence of the parents on the developing child (e.g.: role in providing structure, safety and intellectual stimulation); parenting styles (e.g.: Diana Baumrind's parenting styles) and effects on the developing child and its long-term influences on adjustment and well-being; early exposure to family problems for the child and adolescent (e.g.: parental problems and marital discord, family disorganization, deviant siblings); role and influence of siblings and birth order on the child ; family systems and interaction patterns; influences of socio-economic and educational status of the parents on health; community level characteristics influencing health (e.g.: gender bias, systemic racism); parental exposure to toxins (e.g.: substance use) on development; features of a stable system contributing to behavioural and mental health</p>	18	0	18
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	<p><b>Unit IV: Factors influencing behavioural health and well-being for the child and adolescent</b></p> <p>Definition of behavioural health and well-being for the child and adolescent; protective factors contributing to behavioural health and well-being in the child and adolescent (family system factors, social network factors); stresses in early life (e.g.: separation and bereavement, child abuse, social disadvantage such as poverty, institutional upbringing); family systems factors contributing to risk for behavioural and mental health concerns; developmental stresses on child and adolescents from socially disadvantaged and other marginalized sectors of the society: economic, linguistic and religious minorities, those who live in geographically difficult areas such as hills, islands or forests prone to natural calamities, children and adolescents in politically unstable or war prone zones, children of displaced populations; factors influencing disparities in behavioural and mental health</p> <p><b>Unit V: Research methodology in the field of child and adolescent behavioural and mental health</b></p> <p>Research methods (e.g.: observational studies, case studies and experiments); developmental designs (e.g.: cross-sectional, longitudinal, sequential); sampling methods and considerations in research with children and adolescents; considerations for scientific rigor and scientific relevance in planning, conducting, analyzing and reporting clinical trials with children and adolescents; ethical and legal issues (e.g.: informed consent and assent procedures, confidentiality policies and disclosures, developing and maintain competence as practitioners)</p>	18	0	18
		18	0	18

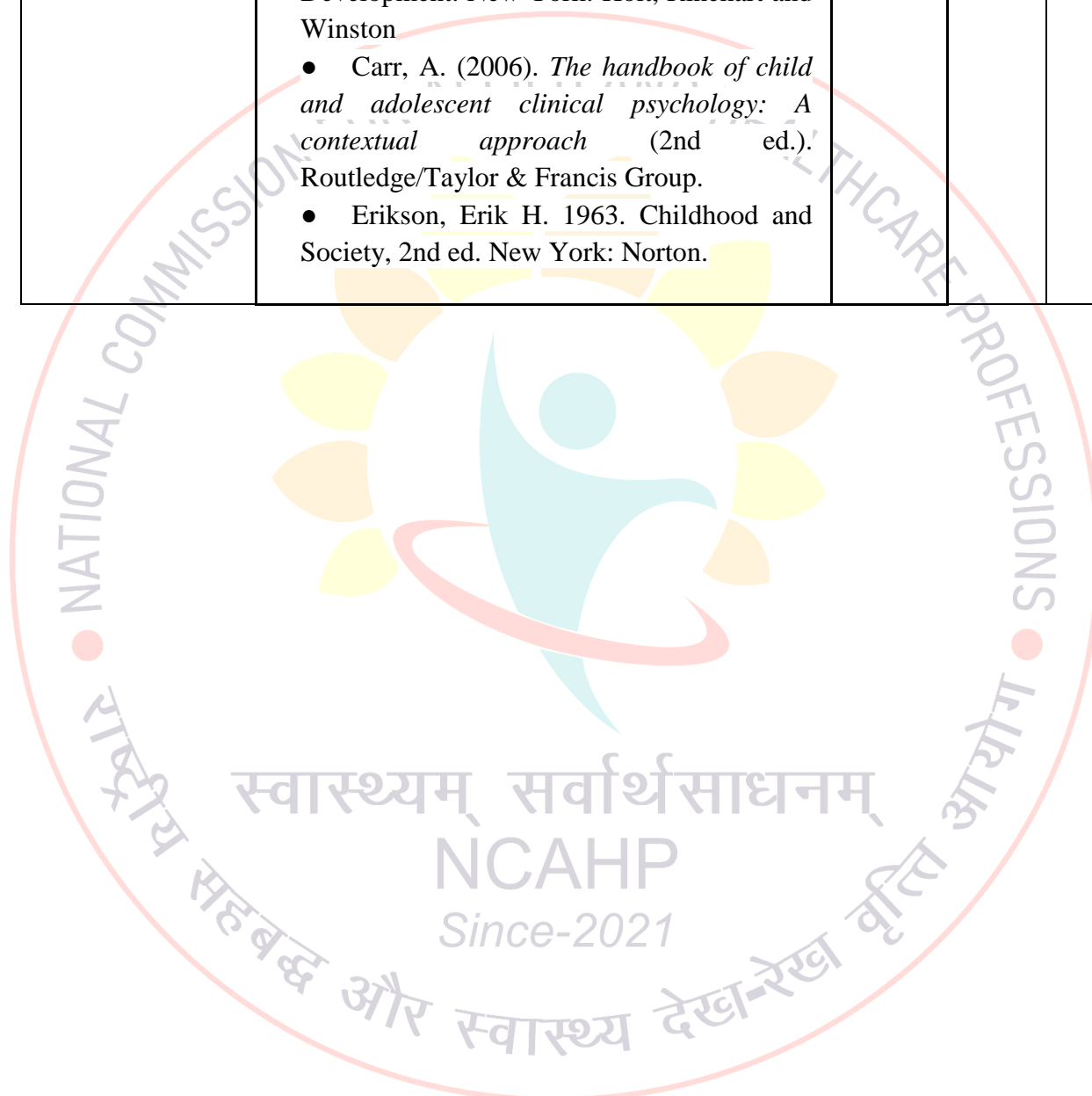
Paper 2 (6 Credits)	<b>(Course Code – CAPSY-02) Assessment and interventions to promote behavioural and mental health</b>	<b>90</b>	<b>0</b>	<b>90</b>
(6 Lec Credit)	<b>Unit I: Identifying strengths and deviances</b>  Identifying giftedness: definition of giftedness, types of giftedness (e.g.: intelligence, language, interpersonal, mathematical, visuo-spatial abilities); ethical concerns in defining the gifted (e.g.: eugenics and scientific racism); the social systems of family, school and peers contributing to behavioural and mental well-being; nurturing character strengths	<b>24</b>	<b>0</b>	<b>24</b>
	<b>Unit II: Role of the psychologist in promoting behavioural and mental health</b>  <b>Assessment:</b> identifying and assessing strengths in the child (e.g.: aptitude, areas of interest); identifying problems of infancy and childhood (e.g.: sleep disturbances, nocturnal enuresis, learning and communication difficulties, pervasive developmental disorders, learning difficulties, somatic concerns, conduct problems); identifying problems of adolescence (e.g.: substance use, interpersonal adjustment, risk behaviours and novelty seeking, emotional dysregulation, exposure to neglect and abuse, adjustment to major life transitions such as foster care, separation and divorce, grief and bereavement); tests used for assessments with children and their families; interviewing skills and documenting case history  <b>Formulation:</b> Utilising and corroborating information from case history, clinical behavioural observation and assessment results to develop a cohesive appraisal of the child's behavioural and mental health function; identifying protective factors for thriving and risk factors	<b>22</b>	<b>0</b>	<b>22</b>



	<p><b>Intervention:</b> Psychoeducation to families, teachers, and society in general to provide a safe space for child and adolescents</p> <p><b>Promotion of behavioural and mental health:</b> Psycho-education for enhancing skills, strengths and adjustment for the gifted child and improving family interactions, improving the scope for complete mental well-being in the child and its family, promoting collaborations that foster good emotional adjustment in the child and its family</p> <p><b>Practicing in diverse settings:</b> home visits; school settings, juvenile homes, community mental health settings</p> <p><b>Unit III: Policies and rights for children in India protecting and promoting behavioural health</b></p> <p>Differentiating between Needs and Rights of Children; United Nations Convention on the Rights of the Child; Understanding the applications of children and juvenile related acts and policies: Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995, The National Trust Act 1998, Juvenile Justice Act, Immoral Traffic Prevention Act, Acts related to Adoption, <u>Commissions for Protection of Child Rights Act, 2005</u>, National Policy on Education 2020, The POCSO Act 2012,</p> <p>Information Technology Act, 2000, Article 21A, Prohibition of Child Marriage Act 2006; concerns of the child in the legal system or in conflict with the law</p>	22	0	22
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	<p><b>Unit IV: Practical and report writing</b></p> <p>Eliciting case history with children and parents, assessment (rating scales, Vineland Social Maturity Scale, Development Screening Test) and goal management training reflecting ethics in practice with the purpose of developing skills in case formulation. Fieldwork or supervised visits to hospitals, schools and facilities with a specialized practitioner in child and adolescent behaviour mental health. Students are expected to work under strict supervision throughout the practicals. Owing to ethical concerns when working with this age-group, supervised assessments or case-history taking is mandated.</p> <p><b>Suggested readings:</b></p> <ul style="list-style-type: none"> <li>• Adams, Gerald R., and Michael D. Berzonsky, eds. 2005. Blackwell Handbook of Adolescence. Oxford, UK: Blackwell.</li> <li>• Adler, Patricia A., and Peter Adler. 1998. Peer Power: Preadolescent Culture and Identity. New Brunswick, NJ: Rutgers University Press.</li> <li>• Ainsworth, M. 1972. "Variables Influencing the Development of Attachment." In Readings in Child Behavior and Development, edited by C. Lavatelli and F. Stendler. New York: Harcourt, Brace, Jovanovich. 193–201.</li> <li>• Allen, J., and Stuart Hauser. 1996. "Autonomy and Relatedness in Adolescent Family Interactions and Predictors of Young Adult States of Mind Regarding Attachment." Development and Psychopathology 8: 793–809.</li> <li>• Anderson, Elijah. 1978. A Place on the Corner. Chicago: University of Chicago Press.</li> </ul>	22	0	22
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	<ul style="list-style-type: none"> <li>• Berk, L. E. (2013). Child Development (9th ed.). Boston, MA: Pearson.</li> <li>• Bandura, Albert. 1977. Social Learning Theory. Englewood Cliffs, NJ: PrenticeHall.</li> <li>• Bandura, Albert, and Richard Walters. 1963. Social Learning and Personality Development. New York: Holt, Rinehart and Winston</li> <li>• Carr, A. (2006). <i>The handbook of child and adolescent clinical psychology: A contextual approach</i> (2nd ed.). Routledge/Taylor &amp; Francis Group.</li> <li>• Erikson, Erik H. 1963. Childhood and Society, 2nd ed. New York: Norton.</li> </ul>			
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<b>Organisational Behaviour and Industrial Psychology (Specialization)</b> <b>12 (4+4+4) Credits</b>				
Paper 1	<b>(Course Code – OGPSY-01) Introduction to Human Resources</b>	<b>60</b>	<b>0</b>	<b>60</b>
(4 Credits)				
(4 Lec Credits)	<b>Unit 1 INTRODUCTION TO HUMAN RESOURCE MANAGEMENT</b> Nature, Scope, Objective and of HRM, Functions of HRM, Strategic Human Resource Management, Skills and Proficiency of HR managers, Nature of E-HRM	<b>12</b>	<b>0</b>	<b>12</b>
	<b>Unit 2 HUMAN RESOURCE PLANNING</b> Objectives of Human Resource Planning, Human Resource Planning: Process, Tools & Techniques, Relationship between HRM, HRP & HRD, Manpower Demand Forecasting Techniques, Manpower Demand Forecasting Techniques, Managerial Judgment, Ratio Trend Analysis, Work Study Technique	<b>12</b>	<b>0</b>	<b>12</b>
	<b>Unit 3 THE HUMAN RESOURCE ENVIRONMENT</b> Human Resources and Company Performance, Responsibilities of Human Resource Departments, Role in Equal Employment Opportunity, Providing Equal Employment Opportunity and a Safe Workplace, Change in the Employment Relationship, Ensuring Compliance with Labor Laws	<b>12</b>	<b>0</b>	<b>12</b>
	<b>Unit 4 RECRUITMENT, SELECTION AND EMPLOYEE TRAINING</b> Recruitment, Factors affecting recruitment and Personnel Policies, Recruitment Sources, Internal Sources, External Sources, Direct Applicants and Referrals, Electronic Recruiting, Advertisements in Newspapers and Magazines, Public Employment Agencies, Private Employment Agencies,	<b>12</b>	<b>0</b>	<b>12</b>

	<p>Colleges and Universities, Steps in recruitment process, Recruiter Traits and Behaviors, Characteristics of the Recruiter, Behavior of the Recruiter, Enhancing the Recruiter's Impact, Methods or techniques of recruitment, Direct method, Indirect methods, Third party methods</p> <p>Selection, Selection procedure, Steps in selection procedure</p>			
	<p><b>Unit 5 RECEPTION, INITIAL OR PRELIMINARY INTERVIEW OR SCREENING</b></p> <p>Application Forms, Weighted application bank, CV, Biographical inventories, Physical examination, References checks, Background Checks, Employment Tests and Work Samples, Aptitude tests, Achievement tests, Physical Ability Tests, Cognitive Ability Tests, Job Performance Tests and Work Samples, Personality Inventories, Honesty Tests and Drug Tests</p> <p>Employee Training, Introduction, Three terms: training, development, and education, Distinction between training and development, Need for basic purpose of training, Training Linked to Organizational Needs, Organization Analysis, Person Analysis, Task Analysis, Planning the Training Program, Objectives of the Program, Training Methods, Classroom Instruction, Audiovisual Training, Computer-Based Training, On-the-Job Training, Team Training, Approaches to Employee Development, Formal Education, Assessment, Psychological Profiles (Myers-Briggs Type Indicator (MBTI), Assessment Centers</p>	12	0	12

Paper 2	<b>(Course Code – OGPSY-02) The Foundations of Organizations and Organizational Behavior</b>	<b>60</b>	<b>0</b>	<b>60</b>
(4 Credits)				
(4 Lec Credits)	<b>Unit 1: Organizational Behavior</b> What is Organizational Behavior, Historical background and scope of study, Factors affecting behavior in organizations (individual level factors, group level factors, and organization systems level factors.) Challenges and Opportunities for OB: Responding to globalization, Managing Work-force diversity, Improving quality and productivity Improving people skills, Empowering peoples, Stimulating innovation and change. Theories of Organization: Classic Organizational Theory, Human Relations Theory, Contingency Theories, Systems Theory	<b>15</b>	<b>0</b>	<b>15</b>
	<b>Unit 2: The Motivation to Work and Leadership</b> The Central Position of Motivation in Psychology, A Brief History of Motivation Theory in I-O Psychology, The Meaning and Importance of Motivation in the Workplace, Motivational Theories— Classic Approaches, Person-as-Machine Theories, Person-as-Scientist Theories, Leadership, Leadership - What is leadership? Approaches to the study of leadership - trait approach (trait theories), Behavioral approach, Contingency approach. Contingency Theories - Fiedler model, Hersey and Blanchard's situational theory, Path-Goal Theory, Leader - Member exchange theory, Leader participation Model.	<b>15</b>	<b>0</b>	<b>15</b>



	<p><b>Unit 3 – Attitudes, Emotions, and Work</b>  Work Attitudes, The Experience of Emotion at Work, Job Satisfaction, The Measurement of Job Satisfaction, Organizational Identification, The Concept of Commitment Moods, Emotions, Attitudes, and Behavior, Values - definition, types of values, values across cultures, values and behavior, Attitudes - definition and components, types of job attitudes (job satisfaction, job Involvement and organizational commitment.), Special Topics Related to Attitudes and Emotions</p>	15	0	15
	<p><b>Unit 4 – Organizational Development and Teams in Organizations</b>  Organizational structure - Definition and basic elements (work Specialization, departmentalization, chain of command, span of control, centralization vs. decentralization &amp; formalization).  Teams in Organizations: Types of Teams, Input–Process–Output Model of Team Effectiveness, Special Issues in Teams, Fairness and Diversity in the Workplace, The Practical Implications of Justice Perceptions Diversity, Communication, Barriers to Effective Communication (Filtering, Selective Perception, Information Overload, Emotions, Language, Silence, Nonverbal Communication, Lying), Organizational Communication Global Implications, Cultural Barriers to Communication, Cultural Context</p>	15	0	15

Paper 3	<b>Course Code – OGPSY-03)</b>	<b>60</b>	<b>0</b>	<b>60</b>
(4 Credits)	<b>ORGANIZATIONAL DEVELOPMENT</b>			
(4 Lec Credits)	<b>Unit 1 – Process of Organizational Development</b>	<b>15</b>	<b>0</b>	<b>15</b>
	Introduction: The Evolution of Organization Development, Why is change needed in organization, Steps in organization development process,			
	<b>Unit 2 – TEAM AND GROUP INTERVENTIONS</b>	<b>15</b>	<b>0</b>	<b>15</b>
	Introduction, Team Building, Team Interventions, Broad Team Building Interventions, Varieties of Team Building Interventions in a Formal Group, A Gestalt Approach to Team Building, Inter Group Interventions, Third Party Peace making Interventions, Personal Interventions, Interpersonal and Group Process Interventions			
	<b>Unit 3 – IMPLEMENTATION AND ASSESSMENT OF OD</b>	<b>15</b>	<b>0</b>	<b>15</b>
	Introduction, Organization Assessment, Basic Components of Assessment of OD, Criteria for Assessment, Measurement, Prerequisites to Success of OD, Failures in OD Efforts, Assessment of OD and Change in Organizational Performance, Goal Setting, Performance Appraisal, Reward Systems, Impact of OD			
	<b>Unit 4 – FUTURE TRENDS IN OD</b>	<b>15</b>	<b>0</b>	<b>15</b>
	Introduction, Future Trends, Macro system Trends, Interpersonal Trends, Individual Trends, The Future of OD, Embrace Transformative Change for Relevance of OD in Modern Organizations			



# Chapter 5

## Job Description for all levels



## Chapter 6: Job Description for all levels

**Bachelor in** .....

1. JOB TITLE .....
2. JOB PURPOSE .....
3. ACCOUNTABILITY.....
4. QUALIFICATION.....

**RESPONSIBILITIES:**

### Internship/ Possible work options after a Bachelor's in Applied Psychology

#### 1. Psychology Graduate Teaching assistant

**Primary duties:** Teaching assistants are professionals who provide additional classroom support to teachers by helping individual students and groups of students complete projects and assignments. They also help students better understand instructional content, listen to students read, prepare the classroom for lessons and help teachers plan activities. Teaching assistants may also supervise students during recess, lunchtime, field trips and other school events such as assemblies.

Those with a final year special paper in School Psychology or Education Psychology could work with students with students with special needs (e.g.: Autism Spectrum Disorder, Specific Learning Disabilities, ADHD, emotional dysfunction owing to dynamic family distress).

#### 2. Research assistant

**Primary duties:** Research assistants in psychology are professionals who support researchers by helping conduct research and experiments, gathering data, analyzing information, preparing progress reports and attending conferences and project meetings. They also typically complete literature reviews, correspond with other researchers through email and other communication channels, report to supervisors and administer surveys and interviews. They may help plan and monitor the project budget and present findings to supervisors and other researchers.

Open to students with any specialization.

### 3. Court Appointed Special Advocate

**Primary duties:** A Court Appointed Special Advocate volunteer, or CASA, is a unique and extremely important role that serves to help preserve the well-being of children in foster care. Children in foster care were at one time happy, safe and stayed with their own families, but through no fault of their own, they have been removed from their homes to protect them and prioritize their best interest such as from parents with a recurring history of criminal record and serving time leading to poverty and neglect of the children. These youths have experienced trauma due to abuse or neglect and are facing further trauma from the experience that is supposed to help and protect them, such as entering the legal system. Guidance for these children can be extremely beneficial in supporting their continued development and to preserve their self-esteem. That's where a CASA volunteer comes in. They give these children hope and comfort while the parents, department of child safety, Court and others do what is necessary to make sure the child can be in a permanent, safe, and loving home. A CASA volunteer is the only person whose sole role is to be the voice for that child. A CASA volunteer advocates in the child's best interest within the Court and out in the world where the child lives every day. They get to know the child and understand the circumstances that led to the child's removal from their home. A CASA will take the time to gather as much information about the child and their case circumstances as possible. They can do that by reaching out to the child's social worker, the foster or group home, the case manager, their teachers, their counselors, or therapist. Together they can all collaborate on what is in the best interest of the child. CASA volunteers may even represent minors at court.

Open to students with any specialization.

### 4. Tutor

**Primary duties:** Tutors are professionals who offer students personalized assistance in learning new educational content, completing projects and assignments or studying for tests. A psychology tutor may help other students with understanding various psychological concepts outside of the classroom to help them succeed in their courses. Tutors often provide tips for improving study habits and answer questions, review class assignments, motivate students and provide engaging content to improve information retention. They may function independently or be associated with schools and colleges.

Open to students with any specialization.



## 5. Mental Health Technician

**Primary duties:** Mental health technicians are professionals who provide care to patients in a therapeutic environment (such as hospitals, assisted living facilities) while fostering safety and comfort. They often assist patients with aspects of daily living, such as hygiene or recreational activities, and address behavioral issues while assisting in various situations like crisis scenarios. These professionals typically help administer medications, monitor patient vital signs, support therapy sessions, maintain progress reports and help them develop useful life skills.

Students with a special paper in Health Psychology could consider similar internship or job options.

## 6. Marketing assistant

**Primary duties:** Marketing assistants are professionals who research market trends, report on statistics and create written or graphic material for marketing campaigns. They may also assist in creating marketing strategies and monitoring a campaign's effectiveness for reference on future campaigns. These professionals often use psychological principles to attract customers to their business and promote specific products or services.

Students with a special paper in Organizational Psychology could consider similar internship or job options.

## 7. Administrative assistant

**Primary duties:** Administrative assistants are professionals who offer administrative or clerical support to organizations by completing tasks such as maintaining databases, updating and organizing files, scheduling appointments and answering emails and phone calls. They also draft or gather important company documents, manage the office's supply inventory, plan meetings, make travel arrangements, provide customer service to visitors and answer any employee or client questions. These professionals also communicate with senior staff members to plan company strategies or office procedures and prepare materials for presentations and other company events.

Students with a special paper in Organizational Psychology could consider similar internship or job options.

## 8. Human Resources assistant

**Primary duties:** Human resources assistants are professionals who perform clerical duties that assist the HR department of a company, such as maintaining or updating records, collecting and organizing data or providing information to employees and visitors. They may also manage some tasks involving hiring and interviewing, assist with employee onboarding, schedule appointments or meetings, address employee concerns and issues or distribute mail throughout the office. These professionals often run errands for other staff members, make photocopies and administer tests.

Students with a special paper in Organizational Psychology could consider similar internship or job options.

## 9. Recruiting assistant

**Primary duties:** Recruiting assistants are professionals who work in either universities or companies and assist with bringing in new talent or students to the organization through scheduling interviews and phone calls and maintaining files on candidates. These professionals also manage recruitment paperwork, check for discrepancies in information submitted, contact candidates, update student or employee records, administer background checks and assist with orientation. They may also greet candidates in person, answer emails, draft offers or acceptance letters and communicate with other recruitment staff about potential strategies or candidates.

Students with a special paper in Organizational Psychology could consider similar internship or job options.

## 10. Social media manager

**Primary duties:** Social media managers are professionals who develop and maintain an organization's online presence by creating strategies, creating brand-specific content, analyzing engagement and usage data and providing customer service. They may also manage multiple projects or campaigns at once on different media platforms, schedule promotions and advertisements, communicate with the company's PR or marketing departments and identify online trends. They often use some of the same skills that psychology students use, such as data analysis, critical thinking, networking and marketing.

Students with a special paper in Organizational Psychology could consider similar internship or job options.

## 11. Student support representative

**Primary duties:** Student support representatives are professionals who aid both students and other faculty through tasks such as helping students plan and register for their courses. They also update students on their progress towards graduation, advise them on potential career options after college and offer materials and resources related to other student support programs and services. These professionals may also support university staff and faculty by helping schedule events, assisting class instruction, issuing transcripts, answering emails and phone calls and preparing for orientation programs.

Students with a special paper in educational psychology/ school psychology may be suited for such roles.

## 12. Student worker

**Primary duties:** Student workers are professionals who work within various departments of a university and complete tasks such as performing administrative work, typing documents and making deliveries. They may also answer emails and phone calls, make photocopies and assist professors and other university staff with preparing for lectures, presentations and academic research. A psychology student worker may work within the psychology department or a similar area and help plan departmental events or answer student and assist faculty queries/questions.

Students with a special paper in educational psychology/ school psychology may be suited for such roles.

## 13. Resident adviser

**Primary duties:** Resident advisers are professionals who help foster a supportive and inclusive living environment for students residing in dorms and other forms of student housing. They often ensure the safety of students and their visitors, provide mentorship, answer any university or academic-related questions, enforce residential policies and create programs or events to support the student community. These professionals may also offer personal advice and help new students navigate the campus or locate specific institutional resources. They may guard against bullying and discrimination within the premises and report concerns to authorities. They may be trained to identify and ensure victims of abuse (sexual or domestic violence) reside in supportive and harmonious environments within the campus/ resident housing.

Students with a special paper in educational psychology, school psychology, health psychology/ criminal or forensic psychology may be suited for such roles.

#### 14. Publishing house/ Proofreader

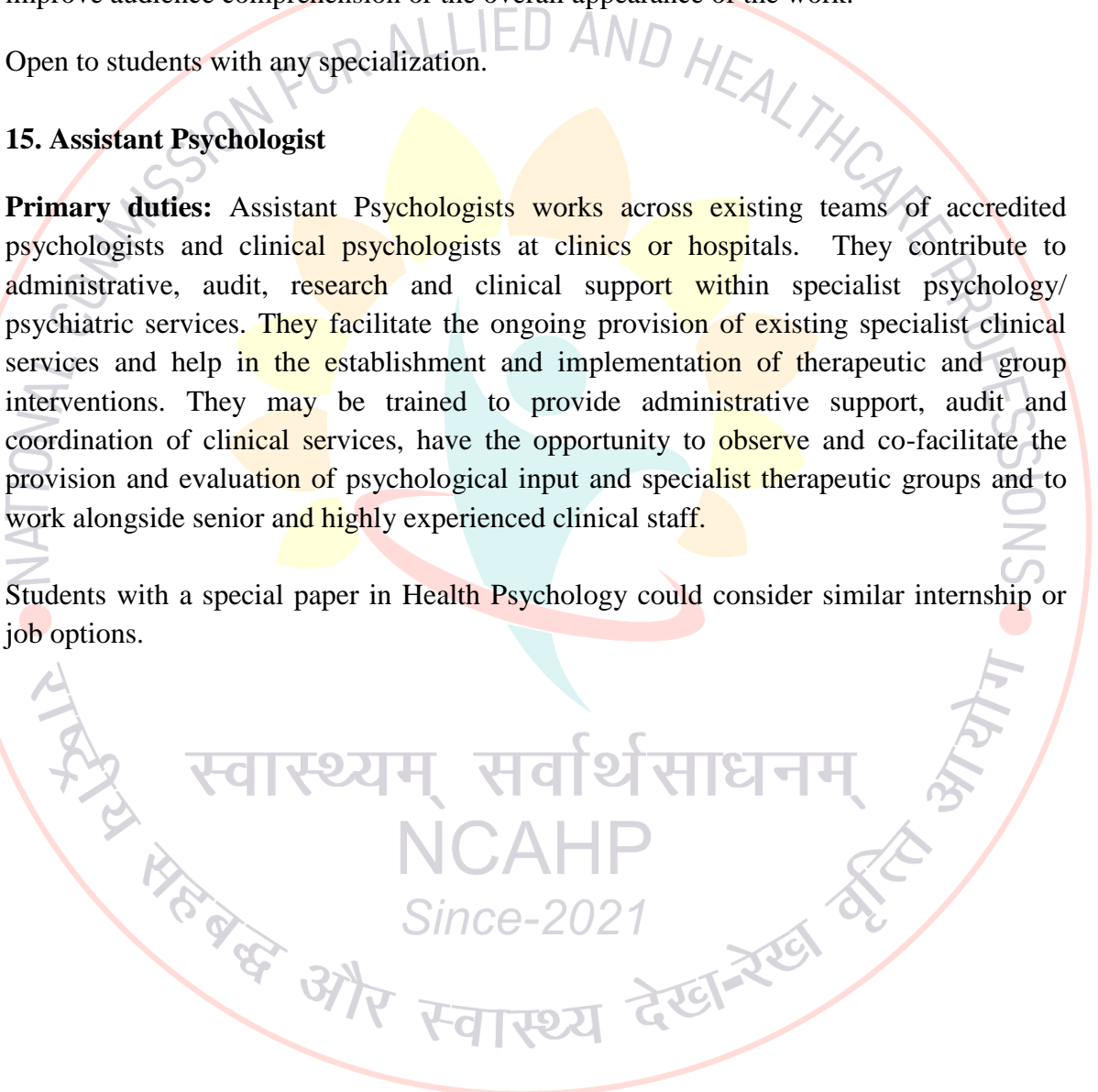
**Primary duties:** Proofreaders are professionals who review texts such as papers, essays, articles, books and other publishable written content. A psychology proofreader may identify issues regarding the consistency and accuracy of the information in addition to formatting, spelling, punctuation, structure, grammar, capitalization and other related textual elements. These professionals review written content in the final stages before it becomes published and provide suggestions or advice for writers that may help them improve audience comprehension or the overall appearance of the work.

Open to students with any specialization.

#### 15. Assistant Psychologist

**Primary duties:** Assistant Psychologists work across existing teams of accredited psychologists and clinical psychologists at clinics or hospitals. They contribute to administrative, audit, research and clinical support within specialist psychology/psychiatric services. They facilitate the ongoing provision of existing specialist clinical services and help in the establishment and implementation of therapeutic and group interventions. They may be trained to provide administrative support, audit and coordination of clinical services, have the opportunity to observe and co-facilitate the provision and evaluation of psychological input and specialist therapeutic groups and to work alongside senior and highly experienced clinical staff.

Students with a special paper in Health Psychology could consider similar internship or job options.



## 16. SEN Teaching Assistant (school, college, university)

**Primary duties:** A special educational needs (SEN) support worker/ specialist or teaching assistant supports students with additional needs, such as learning difficulties, physical disabilities, autism spectrum disorder (ASD) and mental health conditions in schools (or college/university). Supporting the health and well-being of children with difficulties in a learning environment is the main priority for SEN specialists.

A *SEN support worker* is a trained professional who supports children with special educational needs (SEN). They work with teachers, parents and other professionals to help children with disabilities access education. They may work in mainstream schools or special schools specifically designed to accommodate these sorts of students. They support the child at home by liaising with parents and conducting assessments. In some areas, they also support young people as they transition from school into further education or employment.

**SEN specialists:** Alongside providing support and care to children and young people with special educational needs (SEN) and disabilities, they also help with the children's social, emotional and behavioural development. The main duties of SEN specialists include:

- identifying any learning difficulties a child may have so they receive the right support in class
- helping children cope with everyday tasks, such as dressing themselves or eating independently
- observing students' strengths and weaknesses
- providing strategies to help and support each child
- develop Individual Educational Plans (IEPs, already in the CBSE education system), helping plan lessons and track progress and achievements
- reporting to teachers and parents on their child's progress to ensure the Child's needs are met

Students with a special paper in School Psychology, Education Psychology and Learning Disabilities could consider similar internship or job options.

Students could also look for internship options with national and international government agencies that are announced in their respective webpages (E.g.: UNDP, UNICEF, Doctors Without Borders).







## Allied and Healthcare Professions scheduled under NCAHP Act, 2021

S. No.	Recognized Category (NCAHP Act 2021)			Professions covered	ISCO Code
1.	Medical Laboratory and Life Sciences	Life Science Professional (6)	(i)	Biotechnologist	2131
			(ii)	Biochemist (non-clinical)	
			(iii)	Cell Geneticist	
			(iv)	Microbiologist (non-clinical)	
			(v)	Molecular Biologist (non-clinical)	
			(vi)	Molecular Geneticist	
		Medical Laboratory Sciences Professional (5)	(i)	Cytotechnologist	3212
			(ii)	Forensic Science Technologist	
			(iii)	Histotechnologist	
			(iv)	Hemato Technologist	
			(v)	Medical Lab Technologist	
2.	Trauma, Burn and Surgical/Anesthesia related technology	Trauma and Burn Care Professional (3)	(i)	Advance Care Paramedic	2240
			(ii)	Burn Care Technologist	2240
			(iii)	Emergency Medical Technologist (Paramedic)	3258
		Surgical and Anaesthesia-related Technology Professional (3)	(i)	Anaesthesia Assistants and Technologists	3259
			(ii)	Operation Theatre (OT) Technologists	3259
			(iii)	Endoscopy and Laparoscopy Technologists	3259
	Physio-therapy Professional	(1)		Physiotherapist	2264

S. No.	Recognized Category (NCAHP Act 2021)			Professions covered	ISCO Code
3.	Nutrition Science Professional	(2)	(i)	Dietician (including Clinical Dietician, Food Service Dietician)	2265
			(ii)	Nutritionist (including Public Health Nutritionist, Sports Nutritionist)	2265
4.	Ophthalmic Sciences Professional	(3)	(i)	Optometrist	2267
			(ii)	Ophthalmic Assistant	3256
			(iii)	Vision Technician	3256
5.	Occupational Therapy Professional	(1)	(i)	Occupational Therapist	2269
6.	Community Care, Behavioural Health Sciences and Other Professionals	Community Care (4)	(i)	Environment Protection Officer	2133
			(ii)	Ecologist	2133
			(iii)	Community Health promoters	3253
			(iv)	Occupational Health and Safety Officer (Inspector)	3257
		Behavioural Health Sciences Professional (7)	(i)	Psychologist (Except Clinical Psychologist covered under RCI for PWD)	2634
			(ii)	Behavioral Analyst	2635
			(iii)	Integrated Behavior Health Counsellor	2635
			(iv)	Health Educator and Counsellors including Disease Counsellors, Diabetes Educators, Lactation Consultants	2635
			(v)	Social workers including Clinical Social Worker,	2635

S. No.	Recognized Category (NCAHP Act 2021)			Professions covered	ISCO Code
				Psychiatric Social Worker, Medical Social Worker	
			(vi)	Human Immunodeficiency Virus (HIV) Counsellors or Family Planning Counsellors	3259
			(vii)	Mental Health Support Workers	3259
		Other Care Professionals (3)	(i)	Podiatrist	2269
			(ii)	Palliative Care Professionals	3259
			(iii)	Movement Therapist (including Art, Dance and Movement Therapist or Recreational Therapist)	2269
7.	Medical Radiology, Imaging and Therapeutic Technology Professional	(5)	(i)	Medical Physicist	2111
			(ii)	Nuclear Medicine Technologist	3211
			(iii)	Radiology and Imaging Technologist (Diagnostic Medical Radiographer, Magnetic Resonance Imaging (MRI), Computed Tomography (CT), Mammographer, Diagnostic Medical Sonographers)	3211
			(iv)	Radiotherapy Technologist	3211
			(v)	Dosimetrist	3211

S. No.	Recognized Category (NCAHP Act 2021)		Professions covered	ISCO Code
8.	Medical Technologists and Physician Associate	Biomedical and Medical Equipment Technology Professional (2)	(i) Biomedical Engineer (ii) Medical Equipment Technologist	2149 3211
		Physician Associate or Physician Assistant (1)	Physician Associates	3256
		Cardio-vascular, Neuroscience and Pulmonary Technology Professional (5)	Cardiovascular Technologists	3259
			(i) Perfusionist	3259
			(ii) Respiratory Technologist	
			(iii) Electrocardiogram (ECG) Technologist or Echocardiogram (ECHO) Technologist	3259
			(iv) Electroencephalogram (EEG) or Electro-neurodiagnostic (END) or Electromyography (EMG) Technologists or Neuro Lab Technologists or Sleep Lab Technologists	3259
		Renal Technology Professional (1)	(i) Dialysis Therapy Technologists or Urology Technologists	3259

S. No.	Recognized Category (NCAHP Act 2021)			Professions covered	ISCO Code
9.	Health Information Management and Health Informatic Professional	(4)	(i)	Health Information Management Professional (Including Medical Records Analyst)	3252
			(ii)	Health Information Management Technologist	3252
			(iii)	Clinical Coder	3252
			(iv)	Medical Secretary and Medical Transcriptionist	3344
		56			



### List of Recommended Books for UG

1. Adams, Gerald R., and Michael D. Berzonsky, eds. 2005. Blackwell Handbook of Adolescence. Oxford, UK: Blackwell.
2. Anastasi, A.: Psychological Testing, New York: MacMillan Co. 1990.
3. Anderson, D. C., & Borkowski, J. G. (1978). Experimental Psychology: Research Tactics and their applications. Illinois: Scott foreman.
4. Attrill-Smith, A., Fullwood, C., Keep, M., & Kuss, D. J. (Eds.). (2019). Oxford Handbook of Cyberpsychology. Oxford: Oxford University Press.
5. B.E. Turvey (2023), Criminal Profiling: An Introduction to Behavioral Evidence Analysis, Elsevier.
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7. Bandura, Albert. 1977. Social Learning Theory. Englewood Cliffs, NJ: PrenticeHall.
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12. Bauer, A. M., & Shea, T. M. (2003). Parents and schools: creating a successful partnership for students with special needs. Merrill Prentice Hall, New Jersey.
13. Berk.E.L (2005) Child Development. New Delhi: Prentice Hall.
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15. Bowles, S. V., & Bartone, P. T. (Eds.). (2017). Handbook of military psychology: Clinical and organizational practice. Springer.
16. Brain at Work: Neuro-experiential Perspectives by CR Mukundan (January, 2014).
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29. Cox, R. H. (2011). Sport Psychology: Concepts and Applications. McGraw-Hill.
30. D. Howitt (2022), Introduction to Forensic and Criminal Psychology, Pearson.
31. D'Amato, M. R. (1970). Experimental Psychology: Methodology, Psychophysics, and Learning.New Delhi, Tata Mc-Graw Hill Publishing Company.
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34. Demos, J. N. (2019). Getting Started with EEG Neurofeedback (Second Edition) (2nd ed.). W. W. Norton & Company.

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37. Domjan, M. (2003). The Principles of Learning and Behaviour. California: Wadsworth.
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## Journals:

### Journals in Psychology (General)

- Annual Review of Psychology
- Psychological Bulletin
- Psychological Science in the Public Interest
- Perspectives on Psychological Science
- Psychological Methods
- Psychological Review
- Current directions in Psychological Science
- Psychological Science
- Journal of Experimental Psychology: General
- Emotion

### Journals in Applied Psychology

- Personnel Psychology
- Journal of Applied Psychology
- Journal of Consumer Psychology
- Psychological Medicine
- Leadership Quarterly
- Psychotherapy and Psychosomatics
- Organizational Behavior and Human Decision Processes
- Accounting, Organizations and Society
- Journal of Organizational Behavior
- Journal of Occupational Health Psychology
- Journal of Occupational and Organizational Psychology

### Journals in Clinical Psychology

- American Psychologist
- Annual Review of Clinical Psychology
- Journal of Abnormal Psychology
- Journal of Consulting and Clinical Psychology
- Social Science and Personality Science

### **Journals for Developmental and Educational Psychology**

- British Journal of Developmental Psychology
- British Journal of Educational Psychology
- Current Directions in Psychological Science
- Educational Psychologist
- Journal of Learning Sciences
- Cognitive Psychology
- Child Development
- Journal of Child Psychology and Psychiatry and Allied Disciplines
- Developmental Science
- Learning and Instruction

### **Journals for Health Psychology**

- British Journal of Health Psychology
- Health Psychology
- Journal of Health Psychology
- Health Psychology Review
- Journal of Behavioral Medicine
- Psychology and Health
- International Journal of Behavioral Medicine
- Psychology, Health and Medicine
- Behavioral Medicine
- Applied Psychology: Health and Well-Being

### **Journals for Forensic Psychology**

- Applied Psychology in Criminal Justice
- International Journal of Law and Psychiatry
- Journal of Police and Criminal Psychology
- Journal of Forensic Psychiatry & Psychology
- Journal of Forensic Psychology Practice
- Journal of Forensic Psychology Research and Practice
- Legal and Criminological Psychology