

5 Years

# Integrated MSc. Applied Psychology (I-M.Sc. AP)

## Integrated B.Sc. and MSc. Applied Psychology

(Clinical and Rehabilitation Psychology )

(Effective from Academic Year 2022- 2023)



Sri Dev Suman Uttarakhand University

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# I-MSc Applied Psychology

Semester I

1 credit Theory = 15 hrs

1 Credit Practical = 30 hrs

1 Credit score = 25 Marks

Course Code	Title	Credit	Marks	Hours
Theory Courses				
1	INTRODUCTION TO PSYCHOLOGY	6	150	90
2	SYSTEMS IN PSYCHOLOGY	6	150	90
3	LIFE SPAN DEVELOPMENT	6	150	90
4	YOUTH PSYCHOLOGY	6	150	90
	Total	24	600	360
Practical Courses				
6	Practical	10	250	300
	Total	10	250	300
	Grand Total (Theory & Practical)	34	850	660

Semester II

Course Code	Title	Credit	Marks	Hours
Theory Courses				
1	ABNORMAL PSYCHOLOGY	6	150	90
2	Fundamentals of Statistics and research in Psychology	6	150	90
3	Psychometrics	6	150	90
4	Philosophy of Clinical Psychology	6	150	90
	Total	24	600	360
Practical Courses				
6	Practical	10	250	300
	Total	10	250	300
	Grand Total (Theory & Practical)	34	850	660

1 Year	UG Certificate in Applied Psychology	68	1700	1320
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## AFFILIATION

Sri Dev Suman Uttarakhand University

## PREAMBLE

The objective of any programme at Higher Education Institute is to prepare their students for the society at large. The Sri Dev Suman Uttarakhand University visualises all its programmes in the best interest of their students and in this endeavor, it offers a new vision to all its Under-Graduate & Post-Graduate courses. Keeping pace with the disciplinary advances the program would address learning about psychological functioning at individual and social levels in an inclusive manner. It would facilitate acquiring specialized knowledge, inculcating relevant attitudes, values, and a sense of empowerment. It recognizes multiplicity in ways and means of knowledge creation and applications. To this end, the students will be familiarized with a plurality in perspectives, pedagogy, and their implications in the field of Clinical and Rehabilitation Psychology. The Department holds the pro-vision for inclusion of new courses and modification of present ones during a given academic year as per the demands and guide-lines of New Education Policy and the advancement in the field. In preparation for the courses, the element of interdisciplinary is kept in view and embedded in the courses. Reading material will be made available by concerned faculty. This program will prepare the students for both, academia and employability. These courses were primarily adopted from the course curriculum developed by the University of Delhi and then peruse by expert groups of faculty members of DCRPR, NIEPVD, Dehradun. The courses were designed to be commensurate with the credit system, which requires a minimum of 40-50 hours of active engagement over a semester. Nonetheless, developing and retaining an appropriate level of skills to enhance employment opportunities in different domains was decided to be a concurrent priority while designing the courses. It is to be remembered that a significant number of students enroll in the Graduation Program after having done Psychology in grade XII. Therefore, one of the principles that were kept in mind was that the transition is made smooth both from the content as well as the process orientation of teaching.

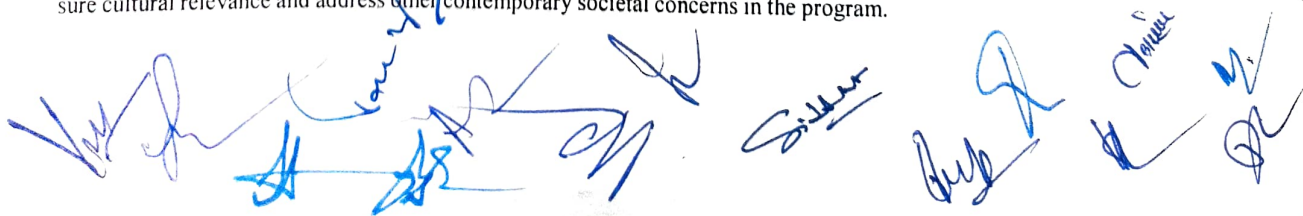
**On successful completion of three years, students will be eligible to obtain the degree of B.Sc. Applied Psychology. If a student successfully completes the whole five years of this course, then he/she will be eligible for obtaining the degree of Integrated M.Sc. Applied Psychology.**

## VISION

1. To create self-awareness among students to discover one's true calling in life for the evolution of higher human consciousness.
2. To create a healthy interface between society, culture, and higher education in the context
3. of psychology teaching, learning and research.
4. To bring in, integrate, and strengthen the cultural rootedness and appropriateness of psychological knowledge and practice with a global outlook.
5. To help develop professional skills that empower the students to gain employment, as
6. well, as contribute towards the well-being of other individuals and small groups, and promote harmony in the society.
7. To foster and nurture the strengths of Indian society such as diversity, secularism, and accessibility to all thereby ensuring the potential for growth for individuals and the social system.

## MISSION

To create, evolve, and demonstrate the knowledge systems in the discipline of psychology that would promote, facilitate subjective strengths and individual-specific potentials, as well as egalitarian concerns for maintaining collective existence. Courses should ensure cultural relevance and address other contemporary societal concerns in the program.



## **GRADUATE ATTRIBUTES IN APPLIED PSYCHOLOGY (CLINICAL AND REHABILITATION PSYCHOLOGY)**

### **· DISCIPLINARY KNOWLEDGE**

To understand the fundamental concepts of Psychology along with various fields and to enable students to apply this knowledge. Comprehension of major concepts, theories, principles, perspectives, historical roots, and research findings. Students become theoretically more informed and insightful about various aspects of behavior and different mental processes.

### **· COMMUNICATION SKILLS**

Acquiring the skill for effectively presenting oneself to others, effectively communicating one's intentions with the help of relevant verbal and non-verbal cues. Communication built on empathy is a core part of Clinical and Rehabilitation Psychology. Learning to explore the world of marginalized people with empathy, compassion, and concern. Displaying a non-judgemental attitude and actively listening with any of the special groups they choose to study.

### **· ANALYTICAL SKILLS**

The ability to inculcate inductive and deductive reasoning; to comprehend the basic structure and interrelationship; to deduct inferences of the various concept of applied psychology.

### **· RESEARCH RELATED SKILLS**

To develop an attitude of scientific inquiry and critical thinking, ability to plan, design and carry out research, data analysis and drawing inferences. Maintain ethical research practices.

### **· REFLECTIVE THINKING**

Becoming aware of one's and others' strength and weaknesses in the context of the social system. This will further enhance student's well-being and their ability to do so for society at large.

### **· LIFELONG LEARNING**

The Applied Psychology graduate has an ethical responsibility to maintain competence in all their work as researchers, trainers, educators, and/or practitioners, etc. through lifelong learning.

### **· SELF-DIRECTED LEARNING**

Develop listening ability and work on one's strengths and weaknesses by acquiring feedback from significant others so that one can evolve towards the higher stage of learning.

### **· LEADERSHIP READINESS/QUALITIES**

Applied Psychology graduate demonstrates an ability to incorporate socio-cultural factors in scientific inquiry, so as to conduct contextually sensitive research that may bridge the research and practice divide. This applied perspective builds on their leadership attributes. These can further be enhanced and guided towards more meaningful roles in the community.

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## **MULTICULTURAL COMPETENCE**

To develop sensitivity among students through the discipline of Applied Psychology so that they can perceive and sensitize themselves to the enrichment present among various cultures and ethnic groups in the place of work, home, neighborhood, and the world at large.

## **MORAL AND ETHICAL AWARENESS**

The graduation journey is an inter-junction between formal school setup and the place of work; hence it is important to foster moral and ethical outlook in their academic as well as real-life endeavors.

## **INFORMATIONAL AND DIGITAL LITERACY**

An attitude of scientific inquiry and critical thinking, ability to plan, design, and conduct research, analyze data and interpret them and behavior is a must for an Applied Psychology graduate. This is fostered by developing an ability to use data analytic procedures like SPSS and other open-source computational software. Applied Psychology graduates acquire mastery of the use of computers and the internet in conducting experiments and surveys. Social media is also used as a medium for data and understanding social trends thereby focussing on digital literacy.

## **CRITICAL THINKING**

The Applied Psychology graduate has the ability to relate and connect concepts with personal experiences and use critical thinking. He/she has curiosity and the ability to formulate psychology-related problems and use appropriate concepts and methods to solve them. There is the articulation of ideas, scientific writing, and authentic reporting, effective presentation skills. Further, they are able to deal with conflicting theories and approaches, learning to withstand ambiguities and understanding the limitations of the discipline.

## **PROBLEM-SOLVING**

Problem Solving is a mental process that involves discovering, analyzing, and solving problems. The ultimate goal is to overcome obstacles and find a solution that best resolves the issue. The Applied Psychology graduate is trained to be effective and efficient in problem-solving.

## **RESEARCH RELATED SKILLS**

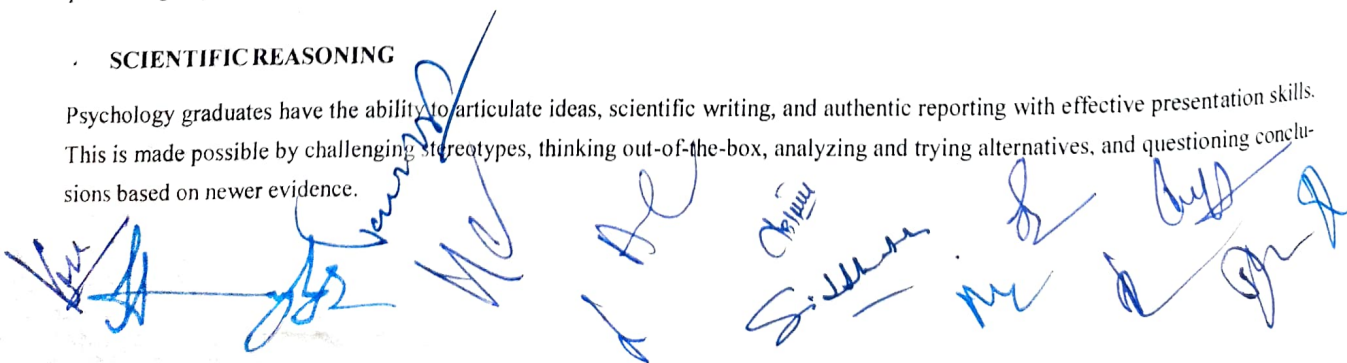
Since the Applied Psychology graduate's training focuses on understanding the application of the basic psychological processes their research-related skills are automatically enhanced. Through research in the field they understand how the basic processes are applied.

## **COOPERATION/TEAMWORK**

The Applied Psychology graduate will be trained to have the ability to work both independently and, in a group, and deal effectively with clients and stakeholders, learning the art of negotiation. As a part of their training collaboration, cooperation, and realising the power of groups and community is emphasized.

## **SCIENTIFIC REASONING**

Psychology graduates have the ability to articulate ideas, scientific writing, and authentic reporting with effective presentation skills. This is made possible by challenging stereotypes, thinking out-of-the-box, analyzing and trying alternatives, and questioning conclusions based on newer evidence.



## AIMS/ OBJECTIVES/ LEARNING OUTCOME OF INTEGRATED BSC. + MSC. PROGRAM IN APPLIED PSYCHOLOGY

The program visualizes that training needs to attend to the following considerations:

- Developing an understanding of various theoretical concepts underlying applied psychology (Clinical and Rehabilitation Psychology)
- Inculcating the knowledge provided to them via classroom lectures, workshops, seminars, OPD, CBR, and applying the same in real-life settings.
- Practicing effective listening skills in order to understand narratives of pain and social suffering enables them to become more aware of themselves and others.
- Development of skills related to competence in clinical work with a focus on empathetic understanding
- Enhancement of knowledge related to self through the utilization of Indian Psychological concepts for personal growth.
- Learning skills related to research and analysis of data in a scientific manner using SPSS and other social science software.
- Ethical use of skills in the understanding of psychological testing, assessment, counselling and psychotherapy.
- Critically thinking about the linking of personal experiences with concepts studied.
- Ability to translate ideas into ethical researches and express this through scientific writing and effective presentations.
- Using curricula for personal-development, emotional and self-regulation skills.
- Evolving as a person with positive attributes of non-judgement, empathy, kindness, multicultural sensitivity and responsibility.
- Being appreciative, sensitive and accepting of multiple perspectives ,people and cultures.
- Focusing on working in a collaborative, cooperative way with different groups and community.
- Emphasis on ethical practices in following the rules of research and publication.
- Displaying pro-social behaviour through supporting commitment to health and wellbeing of individuals, organizations, community, and society as a whole.
- Acquiring specific skillsets like mental status examination , using projective tests , administering and analysing psychometric tests for different sub fields of psychology e.g. clinical, Industrial, rehabilitation respectively.
- Training with the use of DSM and ICD for diagnostic purposes.

**Admission Information**

**Affiliation:** Sri Dev Suman Uttarakhand University

**Eligibility for Admission:** 10+2/12th/ Intermediate in any discipline.

**Number of Seats:** 50 (Proposed)

**Fee: Institute fee** 50,000/- per annum. (Periodical revision) **University fee** : as per university norms.

**Hostel:** As per Institute's norms.

**Admission Procedure :** The applicant has to fill the application form prescribed by the institute/ university and submit it to the institute. After scrutiny of applications on the prescribed date, eligible candidates will be invited for entrance examination in which admission will be given on the basis of merit and reservation prescribed by the government. The Institute/University reserves the right to change the admission rules at any time.

## Introduction to Choice Based Credit System (CBCS):

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations which enables the student to move across institutions of higher learning. The uniformity in evaluation system also enables the potential employers in assessing the performance of the candidates.

### Definitions:

- 1) **'Academic Programme'** means an entire course of study comprising its programme structure, course details, evaluation schemes etc. designed to be taught and evaluated in a teaching Department/Centre or jointly under more than one such Department/ Centre
- 2) **'Course'** means a segment of a subject that is part of an Academic Programme
- 3) **'Programme Structure'** means a list of courses that makes up an Academic Programme, specifying the syllabus, Credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the programme etc. prepared in conformity to University Rules, eligibility criteria for admission
- 4) **'Credit'** means the value assigned to a course which indicates the level of instruction; One-hour lecture per week equals 1 Credit, 2 hours practical class per week equals 1 credit. Credit for a practical could be proposed as part of a course or as a separate practical course
- 5) **'SGPA'** means Semester Grade Point Average calculated for individual semester.
- 6) **'CGPA'** is Cumulative Grade Points Average calculated for all courses completed by the students at any point of time. CGPA is calculated each year for both the semesters clubbed together.
- 7) **'Grand CGPA'** is calculated in the last year of the course by clubbing together of CGPA of two years, i.e., four semesters. Grand CGPA is being given in Transcript form. To benefit the student a formula for conversion of Grand CGPA into %age marks is given in the Transcript.



**Grading and Credit system**

The UGC recommends a 10-point grading system with the following letter grades as given below:

**Table 1: Grades and Grade Points**

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

**Table: Computation of SGPA and CGPA**

Course	Credit	Grade letter	Grade Point	Credit Point
Course 1	3	A	8	3x8=24
Course 2	4	B+	7	4x7=28
Course 3	3	B	6	3x6=18
Course 4	3	O	10	3x10=30
Course 5	3	C	5	3x5=15
	4	B	6	4x6=24
	20			139

Thus, SGPA=139/20=6.95

**Table 3: Illustration for CGPA**

Year I	Year II
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## INTRODUCTION TO PSYCHOLOGY

Credit: 6

### COURSE LEARNING OUTCOMES

- Demonstrate an understanding of the foundational concepts of the human mind and behaviour.
- Demonstrate comprehension of the theoretical concepts of psychology and the related empirical findings in areas such as perception, memory, motivation, emotions, learning, Intelligence, personality, cognition etc.
- Ability to identify various approaches, fields and sub-fields of Psychology

### UNIT1

Nature and scope of Psychology, Historical Development and Current Status, Psychology in India. Biological Basis of human behaviour, Neuron, Structure and Function of Nervous System specifically brain.

### UNIT2

Attention & Perception - Nature, Selective and Divided Attention, Perceptual processes: laws of perceptual organisations, depth perception, constancies, Illusions and factors affecting perception. Application of attention and perception.

### UNIT3

Learning: Conditioning, Cognitive Learning, Observation learning; applications of learning

### UNIT4

Memory as Information Processing; Parallel distributed processing, Memory as a reconstructive process; Forgetting, Improving Memory, Application of memory.

### UNIT5

Cognition – Concepts and Categorization, Problem Solving & Decision Making.

### UNIT6

Intelligence – Nature of intelligence, nature-nurture debate; Theories: Psychometric, Information processing, contemporary theories, culture and intelligence; emotional intelligence; Assessment and application.

### UNIT7

Personality – Nature of personality, personality-environment interaction; Theories: Trait, psychoanalytic, behaviouristic, social-cognitive, humanistic; culture and personality; Assessment & Application.

### UNIT8

Language: Adaptive functions; properties; structure; Acquisition of language; bilingualism; role of culture.

### PRACTICAL

Tests/ Battery on any 2 topics from the following: Intelligence, Personality, Thinking, Problem solving, Reasoning, Aptitude. Three reports to be written ONE on Experimental Method and TWO reports on the experiments conducted. Understanding and Conduction of TWO Experiments. Experiments to be done from the following: Attention, Perception, Learning, Memory.

### REFERENCES

- Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J. & Hilgard, E. R. (2013). *Introduction to Psychology*. New York: H. B. J. Inc. (Ch. 1, pg 2-28; Ch. 5, pg 150-198; Ch 8, Pg 270-316) Baron, R.A. & Misra, G. (2014). *Psychology*. New Delhi: Pearson Education. (Ch. 1, pg 1-42; Ch. 3, pg 88-126; Ch. 6, pg 215-255; Ch. 7, pg 236-269)
- Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. Pinnacle Learning, New Delhi
- Ciccarelli, S. K., Meyer, G. E. & Misra, G. (2013). *Psychology: South Asian Edition*. New Delhi: Pearson Education. (UNIT 1 :Ch. 3, pg 88-126; Ch. 6, pg 212-251)
- Passer, M.W. & Smith, R.E. (2013). *Psychology: The Science of Mind and Behaviour*. New Delhi: Tata McGraw-Hill. (Ch. 7, pg 210-249)

Sternberg, R. (2000). *Psychology: In Search of the Human Mind*. Wadsworth Publishing. ADDITIONAL RESOURCES

Morgan, C.T., King, R.A., Weiss, R.A., & Schopler, J. (2004) *Introduction to Psychology (7th Edition)*. New York, NY: McGraw Hill. (UNIT 1: Ch 1 & Ch. 2, UNIT 2: Ch. 3, UNIT 3: Ch. 4, UNIT 4: Ch. 5)

Susan Nolen-Hoeksema (2014) *Atkinson & Hilgard's Introduction to Psychology*. 16th Edition ISBN: 9788131528990 India, Cengage New Edition.

Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J. & Hilgard, E. R. (2013). *Introduction to Psychology*. New York: H. B. J. Inc. (UNIT 6: Ch. 12, UNIT 7: Ch. 13, UNIT 8: Ch. 9) Baron, R.A. & Misra, G. (2014). *Psychology*. New Delhi: Pearson Education. (UNIT 5: Ch. 7, UNIT 6: Ch. 11, UNIT 7: Ch. 12.)

Ciccarelli, S. K., Meyer, G. E. & Misra, G. (2013). *Psychology: South Asian Edition*. New Delhi: Pearson Education. (Ch. 8, pg 312-348)

Passer, M.W. & Smith, R.E. (2013). *Psychology: The Science of Mind and Behaviour*. New Delhi: Tata McGraw-Hill (Ch. 9, pg 312-340; Ch. 12 pg 440-478)

Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. Pinnacle Learning, New Delhi. (UNIT 6, Ch. 9, UNIT 7: Ch. 11, UNIT 8: Ch. 8)

Sternberg, R. (2000). *Psychology: In Search of the Human Mind*. Wadsworth Publishing (UNIT 5: Ch. 1, UNIT 6: Ch. 11, UNIT 7: Ch. 17, UNIT 8: Ch. 9)

Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. R., & Lutz, C. (2014). *Atkinson & Hilgard's: Introduction to psychology*. Andover: Cengage Learning.

### TEACHING LEARNING PROCESS

The purpose of the teaching learning process is to focus on student-centered learning and endeavors to create a learning environment where the students' interest in psychology is enhanced and also knowledge gained in the process. Various teaching methods have been adopted to enhance the students' learning such as lectures, classroom discussions, technology-enabled learning, workshops, use of films, workshops, classroom activity, presentations, field visits etc. The practical component of this paper allows students the opportunity to design research studies using various kinds of tools and techniques and also to carry out quantitative analysis of the findings. Students will be trained in skills to conduct a psychological experiment ensuring controlled conditions, keeping in mind ethics of experimentation. These experiments will be done in small groups of 10-12 students under the supervision of teachers. Students will be supervised closely and taught the necessary methods of conducting experiments using human participants. The concerns of Applied Psychology, given the requirement of the students for interaction with human participants, make it extremely difficult to work with a group size of more than 10-12 students.

### ASSESSMENT METHODS

Students will be assessed on their understanding of the knowledge of Psychology, their ability to express their knowledge accurately and ethically, their capability to review, design, conduct research and write reports. Hence Home assignments, class test, paper presentations, viva voce, reports will be used to assess the students.

### KEYWORDS

Fields of Psychology, Nervous System, Attention, Memory, Learning, Perception, cognition, intelligence, personality, language.



## SYSTEMS IN PSYCHOLOGY

Credit: 8

### COURSE LEARNING OUTCOMES

By the end of this course, it is expected that the student will be able to:

- Understand the historical events and scientific discoveries that have influenced contemporary psychology
- Describe the major systems of psychology.
- Demonstrate an understanding of the philosophical ideas from which the discipline of psychology arose.
- Identify significant figures within each system and describe their contributions.

### UNIT1

Science and Psychology; Associationism: Only British empiricism to be covered; Structuralism: Wundt and Titchener; Act Psychology: Brentano.

### UNIT2

Classical Behaviourism: Watson; Overview of Neo-behaviourism.

### UNIT3

Psychodynamics (an overview): Classical psychoanalysis of Freud, Neo-Freudians (an overview).

### UNIT4

Indigenous Indian thought and traditions; Nature of consciousness, mind, self and mental functions as understood in Samkhya, Yoga, Vedanta.

### REFERENCES

- Bhushan, B. (2017). *Eminent Indian Psychologist: 100 years of Psychology in India*. New Delhi: Sage Publication (Unit 4: Chapter 1).
- Brennan, J.F. (1991). *History and Systems of Psychology*. NJ: Prentice hall. (Unit 3: Chapter 14). Chaplin, J.P. and Krawiec, T.S. (1979). *Systems and Theories in Psychology*. NY: Holt, Rinehart and Winston. (Unit 1: Chapter 1).
- Hergenhahn, B.R. & Henley, T.B. (2014). *An Introduction to History of Psychology*. UK: Wadsworth, Cengage Learning (Unit 1: Chapter 1; Unit 2: Chapters 12 and 13; Unit 3: Chapter 16).
- Marx, M.H. and Hillix, W.A. (1986). *Systems and Theories in Psychology*. NY: McGraw Hill. (Unit 1: Chapter 1; Unit 2: Chapter 7).
- Paranjpe, A.C. (1984). *Theoretical Psychology: The Meeting of East and West*. New York : Plenum Press. (Unit 4)
- Rao, K. R. & Paranjpe, A.C. (2017). *Psychology in the Indian Tradition*. New Delhi: Springer (Unit 4: Chapter 1, page 1-5; Chapter 3, page 71-78; 85-92; Chapter 4: page 95-105; 118-121; Chapter 5: 129-133; 139-145; Chapter 6: 167-179).
- Leahey, T.H. (1994). *A History of Modern Psychology*. N.J.: Prentice Hall. (Unit 1: Chapter 1). Saraswati, S.N. (2008). *Samkhya Darshan*. Yoga publications trust. Munger, Bihar, India. (Unit 4).
- Woody, W.D. and Viney, W. (2017). *A History of Psychology: The Emergence of Science and Applications*. UK: Routledge. (Unit 3: Chapter 15; Unit 2: Chapter 13).

### TEACHING LEARNING PROCESS

Readings: readings to be provided as per the topic. Powerpoint slides: powerpoint slide presentations. Class discussions: to deepen understanding on subtopics that may require greater interaction. Audio/Video clips: When appropriate, clips would be shown to illustrate certain topics.

## ASSESSMENT METHODS

Topic based interaction Participation in class discussions Regularity with assigned readings and corresponding discussions  
Participatory exercises and presentations (individual/group) Home assignment To explore a concept in depth, a question based on any topic from the syllabus would be assigned and assessed Class assignment time-bound test on any topic from syllabus would be assigned and assessed

## KEYWORD

DS

DS Systems, schools of psychological thought, evolution of psychological systems, theories of personality

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## LIFE SPAN DEVELOPMENT

IMSCAP- 103

Credit: 6

### COURSE LEARNING OUTCOMES

- Assess critically theories of life span development
- Assess the biological, cognitive, and social factors that influence development throughout the lifespan
- Discuss methodological approaches used to study development
- Examine developmental issues of adolescents and adults in the Indian context
- Assess critically issues of disability and aging in the Indian context

### UNIT1

Nature and perspectives of life span development, research methods and designs. Physical development: patterns of growth from prenatal development to late adulthood.

### UNIT2

Cognitive development: Brief introduction to cognitive development: Piagetian, Vygotskian. Language development, Role of language in cognitive development.

### UNIT3

Emotional development ;Moral development (Kohlberg); Social context (family, peers, school).

### UNIT4

Developmental issues in Indian context: issues of disability; developmental issues of adolescence; challenges and changes in adulthood ;Aging

### PRACTICALS

Any TWO practicums from the following list are to be done

1. Life Review of self or an adult.
2. Assessment of cognitive or socio-emotional status with the help of standardized psychological tests.
3. Field report: The interaction between individuals and contexts (family, school, peers, culture).
4. Case study of an atypical individual.
5. Field work: some illustrative topics:
  - Examining the issues of old age by interviewing an elderly individual. Evaluating quality of service in old-age homes.
  - Identifying the challenges faced by people with disabilities through secondary data analysis. Interviewing a nursery teacher for understanding the issues encountered in taking care of children.

## REFERENCES

- Feldman, R.S. & Babu, N. (2011) *Discovering the life-span*. New-Delhi: Pearson. (Unit 1: Chapter 1, 2 to 8)
- Kakar, S. (2012) *The inner world: A psychoanalytic study of childhood and society in India* (4th Ed.) New Delhi: Oxford University Press (Unit 4)
- Santrock, J.W. (2012) *A topical approach to life-span development*. New Delhi: Tata McGraw-Hill (Unit 1 to 3)
- Shaffer, D.R. & Kipp, K. (2007) *Developmental psychology: Childhood and Adolescence* Indian reprint: Thomson Wadsworth (Unit 2 : Chapter 7 to 10, Unit 3: Chapter 15 & 16)
- Sharma, N. & Chaudhary, N. (2009) *Human development: Contexts and processes* In G. Misra (ed) *Psychology in India. Vol 1: Basic psychological processes and human development*. India: Pearson. (Unit 4)
- Berk, L. E. (2010) *Child Development* (9th Ed.). New Delhi: Prentice Hall. (Unit 3: Chapter 12) Georgas, J., John W. Berry, van de Vijver, F.J.R. Kagitcibasi, Çigdem, Poortinga, Y. P. (2006). *Family across Thirty Cultures. A Thirty Nation Psychological Study*: Cambridge Press
- Mitchell, P. and Ziegler, F. (2007). *Fundamentals of development: The Psychology of Childhood*. New York: Psychology Press.
- Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications.
- Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi.

## TEACHING LEARNING PROCESS

Readings will be provided as per syllabus. Students will be encouraged to engage with current published research in the field. PowerPoint slide presentations, will be used as relevant to highlight any topics suitable to this mode of teaching. Class Discussions will deepen understanding on subtopics that may require greater interaction, would be used to encourage student learning. When appropriate, Audio/Video Clips would be shown to illustrate certain topics.

## ASSESSMENT METHODS

Topic based interaction. Participation in class discussions. Regularity with assigned readings and corresponding discussions. Bringing insights and current concerns into discussions. Home assignment: To explore a concept in depth, a question based on any topic from the syllabus would be assigned and assessed. Class assignment: Presentations (individual/group) and/or a time-bound test on any topic from syllabus would be assigned and assessed.

## KEYWORDS

Life span development, domains, perspectives, methods, issues.



**YOUTH PSYCHOLOGY****Credit: 6****COURSE LEARNING OUTCOMES**

- Developing an appreciation of the various issues in defining the category of 'youth'; understanding the phases in the development of youth identity; knowing the various sociocultural influences on today's youth as well as demonstrating sensitivity towards today's youth by developing an understanding of their culture
- Understanding risk behaviours of youth (drug abuse, delinquency, sexuality & suicide risk), as well as other challenges youth face in their lives such as those related to employment, education, health and body image.
- Learning about positive youth development including responsibility, social capital, citizenship and political engagement.

**UNIT1**

Introduction: Defining youth; Youth across cultures; Formulation of youth identity; Concerns and relevance of youth psychology.

**UNIT2**

Youth development and society: Family friends and living arrangements: Dependency, family relations and transitions, family, friendship and romantic relationship, leaving home, marriage and cohabitation, family formation; Youth culture & Life style: Gender, media.

**UNIT3**

Issues and challenges: Youth and risk behaviors (Drug abuse, delinquency, sexuality & suicide risk); Employment, education; Health and Body image Youth in transition.

**UNIT4**

Youth and sustainable social well-being: Positive youth development: Responsibility, social capital, Citizenship and political engagement.

**PRACTICAL**

Any two practicum based on the above mention units.

**REFERENCES**

- Brown, B. B., R. Larson, & T. S. Saraswathi. (2002). *The world's youth: Adolescence in eight regions of the globe*. New York: Cambridge University Press. (Unit 1: Chapter 1)
- Connidis, I. A. (2010). *Family ties and aging*. Sage.
- Heinz, L. & Ansbacher, R.R. (1956). *The individual psychology of Alfred Adler*. New York: Basic Books.
- Edward Elgar, Rew, L. (2005). *Adolescent health: A multidisciplinary approach to theory, research and intervention*. India. Sage. (Unit 3: Chapter 6)
- Furlong, A. ( 2013 ) *Youth Studies: An Introduction*. Routledge, New Yourk. (Unit 1: Chapter 1 & Chapter 6; Unit 2 Chapter 5 Unit 3; Chapter 4& Chapter 8) Unit 4 Chapter 10, Chapter 12) Furlong, A. ( 2013 ) *Hand Book of Youth and young adulthood*. Routledge, New Yourk. ( Unit 4: Chapter 9, Chapter 36& 37).
- Jonathan.L., Thomas, K., & Ramaswamy, S. ( 2002). *Social capital and wellbeing in developing countries: An introduction*. In Jonathan Isham, Thomas Kelly, and Sunder Ramaswamy, eds. *Social capital and economic development: Well-Being in developing countries*. Northampton, MA (Unit 4)

### TEACHING/LEARNING PROCESS

This paper provides understanding of the historical and contemporary trends in the domain of Youth Psychology. The approach would be to bridge gap between knowledge and their execution, to understand youth problems and behaviour in changing social world. The curriculum offers interactive interaction between students and teachers using pedagogical technological such as lectures, technology-enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. Furthermore, paper gives emphasis on research practicals using psychometric tools and quantitative-qualitative techniques to be applied in field and experimental setting. The nature of practicals demand smaller groups (10-12 students). The vision is to make every single teacher attentive to the needs of students and to make teaching a collaborative, interactive, and learning experience.

### ASSESSMENT METHODS

Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review, design, conduct research and write reports. A variety of assessment methods can be used written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, viva voce and observation of practical skills.

### KEYWORDS

Youth Identity, Youth development and society, Youth and risk behaviours, Positive youth development



**ABNORMAL PSYCHOLOGY**  
**Credit: 6**

**COURSE LEARNING OUTCOMES**

- To develop a better understanding of one's own and others' behaviour by using the knowledge gained through the course about the nature, disorders, clinical picture and classification.
- To become an efficient member of the society and advocate for mental health care awareness through the understanding of various approaches of diagnosis and treatment of different disorders.

**UNIT I**

Understanding Abnormality: Definition and criteria of abnormality, brief overview of perspectives (Psychoanalytic, cognitive, behavioural, humanistic- existential, diathesis-stress model) and classification (latest edition of DSM&ICD).

**UNIT 2**

Anxiety disorders: Generalized anxiety disorder, Obsessive-Compulsive disorder, Phobic Disorder: clinical picture with case studies.

**UNIT 3**

Somatoform and Eating disorders: Somatoform disorder: Conversion disorder and Hypochondriasis: clinical picture with case studies. Eating disorder: Anorexia Nervosa and Bulimia Nervosa: clinical picture with case studies

**UNIT 4**

Mood disorders: Unipolar and Bipolar Disorders and Suicide: clinical picture with case studies.

**REFERENCES**

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- Kearney, C. A. & Trull, T. J. (2012). *Abnormal psychology and life: A dimensional approach*. New Delhi: Cengage learning. (UNIT 2 : Ch. 5 ;UNIT 3 : Ch. 6 and 8; UNIT 4 : Ch. 7 )
- Kring, A. M., Johnson, S. L., Davison, G. C. & Neale, J.M. (2010). *Abnormal psychology*. 11th Ed. Delhi: Wiley-India. (UNIT 4 : Ch. 5 ; UNIT 2 :Ch. 6; UNIT 3 : Ch. 8 and Ch. 11 )

**TEACHING LEARNING PROCESS**

All the units are designed to inculcate knowledge in students about basic concepts of abnormal psychology and the importance of mental health. The lecture method is intended to provide an in depth knowledge about the various psychological disorders, their diagnosis and treatment contents. The reference books help facilitate the learning process by providing the important information relevant to abnormal psychology. The assignment, presentations and other assessment methods will help facilitate the students mind by helping them demonstrate their independent skills in understanding of different disorders.

**ASSESSMENT METHODS**

Students may demonstrate learning outcomes by any, some or all of the following:  
Assignments- the focus would be the integration of knowledge gained in classroom settings with their personal experiences, such as reflection papers or case study analysis.  
Participation in lectures, workshops, or events organized by the college/university related to the field of abnormal psychology.  
Class Tests: consisting questions that require the students to demonstrate their acquired knowledge about course concepts.  
Other methods such as Quiz or class Presentations can also be employed for better understanding of critical concepts.

#### KEYWORDS

Mental Health, Abnormal Psychology, Disorders, Case Studies, Classification, Diagnosis, Treatment.



**Fundamentals of Statistics and research in Psychology**  
**Credit: 6**

**COURSE LEARNING OUTCOMES**

- Understanding the nature of research carried out in psychology
- Learning basic techniques of descriptive statistics.
- Developing an understanding of the nature of data.

**UNIT 1**

Introduction: Psychological Research; Types of Research, Relevance of Statistics in Psychological Research; Descriptive and Inferential Statistics; Variables and Constants; Scales of Measurement.

**UNIT 2**

Frequency Distributions, Tabulation, Graphic Representation of Data: Histogram, Frequency Polygon, Bar Diagram, Pie Chart. Percentiles, and Percentile Ranks.

**UNIT 3**

Measures of Central Tendency: Mean, Median and Mode; Measures of Variability: Range, Semi- Interquartile Range, Variance, Standard Deviation. Standard Scores; Properties of z-scores; Transforming raw scores into z-scores, Determining a raw score from a z-score, Some Common Standard Scores, Comparison of z-scores and Percentile Ranks.

**UNIT 4**

Correlation: Meaning of Correlation, Correlation Pearson's Correlation Coefficient and Spearman's Rank-Order Correlation Coefficient.

**REFERENCES**

- Kerlinger, F.N., & Lee, H.B. (1999). Foundations of Behavioural Research. Wadsworth. (UNIT 1: Ch. 3)*
- King, B. M., & Minium, E. W. (2007). Statistical Reasoning in the Behavioral Sciences. 5th ed. USA: John Willey. (UNIT 1: Ch. 1, Ch 2 & Ch. 3, UNIT 3: Ch. 4, Ch. 5, Ch. 6, UNIT 4: Ch. 7)*
- Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology, 4th ed. India: Prentice Hall. Dyer, C. (2001) Research in Psychology: A Practical Guide to Research Methodology and Statistics, 2nd ed. Oxford: Blackwell Publishers. (Unit 1: Ch. 8)*
- Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications. 4th ed. New Delhi: Pearson Education. D*

**TEACHING LEARNING PROCESS**

The purpose of the teaching learning process is to focus on student-centric learning and

endeavors to create a learning environment where the students' interest in psychology is enhanced and also knowledge gained in the process. Various teaching methods has been adopted to enhance the students learning such as lectures, classroom discussions; technology enabled learning, workshops, classroom activity, presentations etc. Tutorials classes give students the personal space to clarify their doubts and have one to one interaction with the teacher.

## ASSESSMENT METHODS

Home assignments, class-test, term papers, presentations.

## KEYWORDS

Research, Descriptive and Inferential statistics, scales, quantitative and qualitative research.

[illegible]

**PSYCHOMETRICS**  
6 Credits

**Course Objectives:** To create critical understanding of measurement issues and techniques in psychological inquiry. Enable students to develop skills and competencies in test construction and standardization and learn the application and contextual interpretation of data from psychological measurement.

- Unit 1:** Introduction to Psychological testing ---History; Nature of Psychological Measurement; Errors in Psychological measurement; Terminologies associated with psychological tests, Scientific method, realism, truth and psychology, Scientific measurement in psychometrics and measurement in the natural sciences
- Unit 2:** Test/Scale construction--- Steps followed in scale/test construction, Scale standardization, Classical Test theory and Item Response theory.
- Unit 3:** Application of psychological tests in different settings--- Clinical, Organizational, School and educational, developmental settings, Career counseling and guidance, forensic, sports, defense and military
- Unit 4:** Ethical issues in psychological testing International guidelines, Sources of biases in psychological testing; issues in cultural adaptation; professional, moral and social issues involved in psychological testing; developing culture-faire tests.
- Unit 5- Practicum:** Based on the above units

**Suggested Readings:**

- Borsboom, D. (2005). *Measuring the mind: Conceptual issues in contemporary psychometrics*. UK: Cambridge University Press
- Chadha, N. K. (2009). *Applied Psychometry*. New Delhi: Sage.
- Gregory, R. J. (2011). *Psychological Testing: History, Principles, and Applications* (6th Ed.). Boston: Allyn& Bacon.
- Guilford, J. P. (1989) *Psychometric methods*. NJ: John Wiley.
- Guilksen, (1988). *Theory of Mental Tests*. California: Wiley.
- Jackson, C. (2003) *Understanding Psychological Testing*. Mumbai: Jaico Pub. House
- Kalina, P. (1998). *The new psychometrics: Sciences, psychology and measurement*. London& New York: Routledge
- Kline, T. J. B. (2005). *Psychological Testing*. New Delhi: Vistaar Publication
- Rust, J., & Golombok, S. (2009). *Modern psychometrics: The science of psychological assessment*. London and New York: Routledge

**Philosophy of Clinical Psychology**  
**6 Credits**

**Semester-II**  
**IMSCAP- 204**

**Course Objectives:** This paper intends to expose students to the discipline of clinical psychology through its historical genesis. It intends to enable them in understanding the socio-political milieu of different cultures behind the constructions/nomenclatures/labels which the discipline bears. The paper shall also facilitate students in understanding the diverse perspectives of psychopathologies and abnormal psychology chronologically.

**Course Contents**

**Unit 1:History and conceptualisation of abnormal Psychology**-influences of Greek and Roman, Impact of Renaissance on Abnormal Psychology, History of Clinical Psychology following World War II, the Ascent of Psychiatry and Psychology in Pre progressive Era, contemporary view on abnormal psychology, abnormal psychology in multicultural context.

**Unit2:Evolution of Theory in Clinical Psychology:** Classic and Contemporary thinkers and their contribution in clinical psychology.

**Unit3:Historical and contemporary perspectives on clinical Psychology**-colonial constructs to emerging indigenous perspectives –nature Vs. nurture debate, evolution of psychosurgeries( from lobotomy to deep brain stimulations), cultural perspective for understanding psychopathologies, from science to supernatural perspectives on psychopathologies.

**Unit4: Trends and future directions in clinical psychology**-ethical considerations and dilemma of clinical psychology, complementary and alternative approach to clinical psychology, global perspective on psychopathologies, specialities and settings, application and methods, treatment and prevention.

**Suggested Readings:**

Abnormal Psychology Across Ages ( Vol.1) History and Conceptualizations ed Thomas G. Plante. Praeger publication.  
Madness and Civilisation by Micheal Foucault. Vintage Edition.  
The archetypes and the Collective Unconscious. Collected works of C.G. Jung, Part I of Vol.9 published by Princeton University.  
Psychopathology from Science to Clinical Practice by ed by Louis G. Castonguay & Thomas F. Oltmanns  
Oxford Textbook of Psychopathology by Paul H. Blaney & Robert F. Kreuger  
Collected Writings of Sigmund Freud.  
Existence: A New Dimension in Psychiatry and Psychology ed by Rollo May, Ernest Angel, Henri F. Ellenberger.

*[Handwritten signatures and initials in blue ink are present in the right margin and bottom of the page.]*